



**Prairie Valley School Division #208
2018-2019 Annual Report**

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An electronic copy of this report is available at www.pvsd.ca/Publication/PlansReporting.

Letter of Transmittal



Honourable Gordon Wyant
Minister of Education

Dear Minister Wyant:

The Board of Education of Prairie Valley School Division #208 is pleased to provide you and the residents of the school division with the 2018-19 annual report. This report presents an overview of the Prairie Valley School Division's goals, activities and results for the fiscal year September 1, 2018 to August 31, 2019. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink that reads "Janet Kotylak". The signature is written in a cursive, flowing style and is contained within a thin black rectangular border.

Janet Kotylak

Introduction

This report provides a snapshot of Prairie Valley School Division in its 2018-19 fiscal year, its governance structures, students, staff, programs, infrastructure and finances. In addition to detailing the school division's goals, activities and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan.

Governance

The Board of Education

The Board of Education provides governance for Prairie Valley School Division as a whole and school community councils support student learning and community involvement at the school level. Prairie Valley School Division is governed by a ten-member elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division.” The school division is organized into 10 subdivisions for the purpose of elections, but once elected the members of the Board of Education represent all students in the division and are committed to providing the very best education possible for each student.

Elections for the Board of Education took place in October 2016 and the term of office is four years. Board of Education members at August 31, 2019 were:

Subdivision 1	Bert de Gooijer (Vice-chair September to October 2018)
Subdivision 2	Verne Barber
Subdivision 3	Marlene Blatter
Subdivision 4	Jeffrey Baran
Subdivision 5	Denise Couture
Subdivision 6	Terry Berglund
Subdivision 7	Janet Kotylak (Chair)
Subdivision 8	Judy Bradley (Vice-chair November 2018 to August 2019)
Subdivision 9	Frank Thauberger
Subdivision 11	Rachel Sangwais

The Board of Education believes that all Saskatchewan students should experience equitable opportunities to learn and grow. In pursuing this goal, the Board is guided by the Saskatchewan School Boards Association (SSBA) definition of education equity:

For students, equity goes beyond providing all students with the same opportunities. Equity means ensuring that students who experience barriers to learning have the supports they need to achieve the same benefits and successes as all other students. Equity is about outcomes, results, and opportunities.

Source: *Responding to Diversity: Examining Education Equity in Saskatchewan*, SSBA, 2011.

In doing its work, the Board listens to the voices of students and represents the voice of the public ensuring that decisions reflect student, parent and community priorities. In 2018-19, the Board held a student senate focused on student mental health and well-being involving middle-years students from all schools and endorsed a follow-up action plan to respond to student feedback. Also, the Board hosted an annual general meeting and three regional school community council (SCC) meetings to engage families and the communities we serve in education policy and planning.

School Community Councils

During the 2018-19 year, Prairie Valley School Division had 36 SCCs serving all 39 schools in the division. Board members regularly attend SCC meetings.

Nine of 20 high school SCCs had student representatives on the council (down from 16 in 2017-18) and three of 17 schools with First Nations students who live on First Nations land (down from nine in 2017-18) had First Nations representation. All SCCs had the required elected officials.

There were no amalgamations or separations of SCCs. The board provided each SCC with a grant of \$1,885 for council operations. Schools and SCCs fundraised a total of \$194,559 in 2018-19 to supplement and enhance educational programs and learning opportunities.

The Education Regulations, 2015 require school divisions to undertake orientation, training and development and networking opportunities for SCC members. In 2018-19, the Board of Education hosted SCC regional meetings in the following communities:

- Bert Fox Community School, Fort Qu'Appelle, March 28, 2019
- Prairie Valley Education Centre, RM of Sherwood, April 3, 2019
- Broadview School, April 4, 2019

The purpose of the meetings was to seek SCC, parent and community input on a series of questions as part of the Saskatchewan School Boards Association (SSBA) consultation process on the post-2020 provincial plan for education:

- What knowledge, skills and abilities do students need to be prepared for their future life and learning? Why are these important?
- What gets in the way of student success and well-being?
- What is working well now in Saskatchewan's school system that prepares students for their future?
- What needs to change in Saskatchewan's school system to better prepare students for their future?

The Board also engaged directly with students and senior staff on similar questions. Feedback was collated and forwarded to the SSBA, which released province-wide consultation results in late September 2019 in a document entitled *Connections: Saskatchewan's Boards of Education Vision Engagement Report*, available on the SSBA website.

The regulations also mandate SCCs to work with school staff to develop an annual learning improvement plan. In 2018-19, each SCC endorsed its school's learning improvement plan. SCCs worked diligently to promote and encourage parent and community involvement in schools. They participated in and supported student learning and student initiatives, communicated with parents and community members and promoted, organized and supported activities and events in schools.

Although some progress has been made, SCCs again faced challenges in recruiting and retaining members. In addition, SCCs continued to make efforts in increasing Indigenous and student

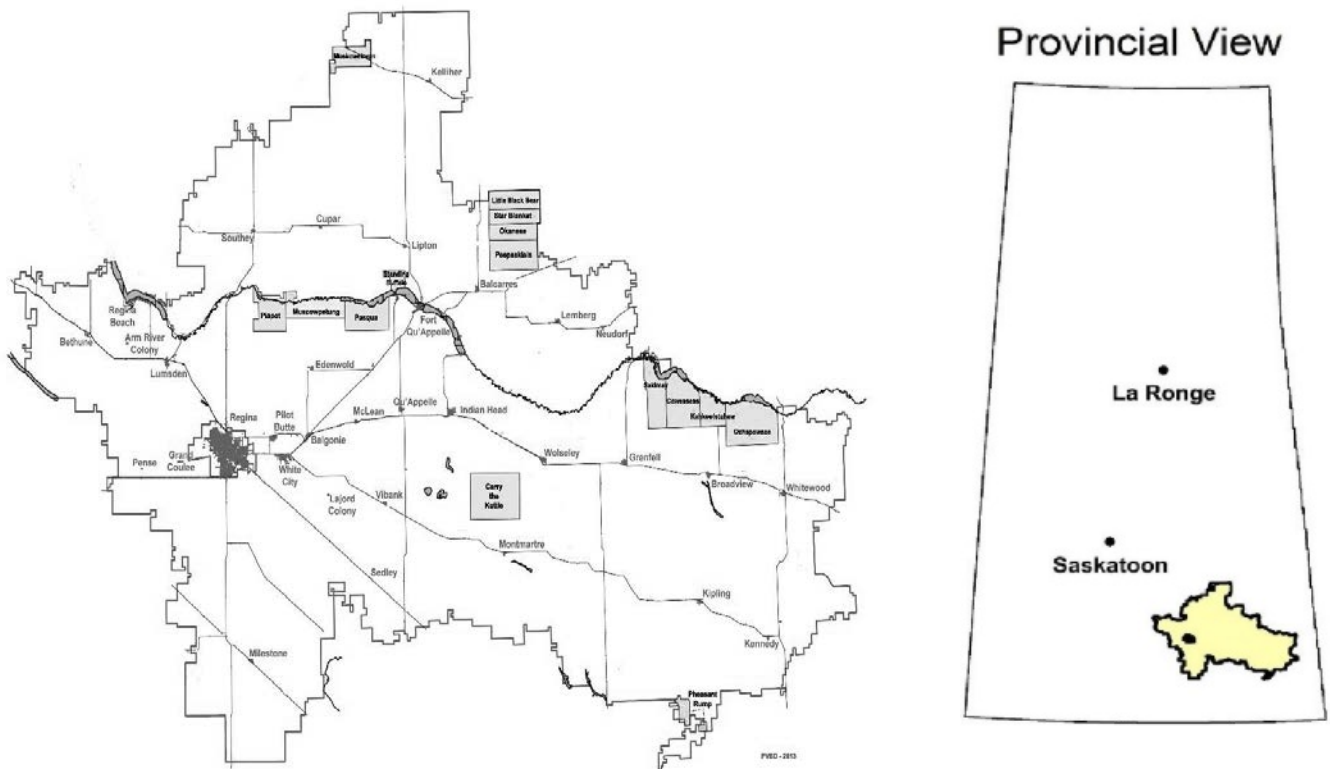
representation on the councils. The division continued to promote consistent use of the SCC-Principal Work Plan and other supporting documents prepared several years ago. These reference materials and supporting documents are posted on the SCC page of the Prairie Valley website.

School Division Profile

About Us

Prairie Valley School Division is one of 27 school divisions in Saskatchewan. It is located in the southeast area of the province and encompasses 27,000 square kilometres, spanning a geographic area from Regina Beach and Bethune to the west, Kelliher and Lipton to the north, Milestone, Sedley and Montmartre to the south and Whitewood and Kennedy-Langbank to the east. Our geography greatly impacts our service delivery and cost models.

Prairie Valley has 39 schools located in 32 communities. The Division is divided into 10 subdivisions for the purpose of Board of Education elections.



Prairie Valley is unique in that it is entirely rural, consisting of towns, villages, resort villages and rural municipalities, with no urban centre. There are two Hutterite colony schools in the division: Arm River and Lajord. Fifteen First Nations are near to the division: Piapot, Muscowpetung, Pasqua, Standing Buffalo, Little Black Bear, Okanese, Star Blanket, Peepeekisis, Muskowekwan, Carry-the-Kettle, Zagime Anishinabek, Cowessess, Kahkewistahaw, Ochapowace and Pheasant Rump.

Division Philosophical Foundation

Mission: To Inspire and Empower One Another

Vision: Leadership in Learning and Life

These seven statements guide what the division believes about student learning:

1. A school division culture that focuses on maximizing student engagement, student learning and student achievement.
2. Maximizing student contact time with regularly assigned staff.
3. Valuing learning opportunities for students both inside and outside of the classroom and school.
4. Honouring the diversity of individual schools and communities within the unifying framework of a culture of learning.
5. A culture of learning to maximize the quality of teaching and learning.
6. Continuous blocks of instructional days are critical to effective teaching and learning.
7. Accountability for learning by all stakeholders.

Values:

- Realize learning potential
- Establish clear direction and high expectations
- Celebrate achievement
- Open and transparent communication
- Share information, express ideas and understand others
- Diversity and uniqueness
- Equitable environments
- Mutual respect, understanding and cooperation
- Integrity and ethical behaviour, professionalism through honesty, respect, commitment and dedication
- Holistic learning
- Meaningful, creative and innovative learning opportunities for all
- Cooperative and collaborative relationships
- Responsible leadership

Community Partnerships

Prairie Valley School Division places a high priority on developing relationships and meaningful partnerships that support the academic achievement and physical, social and emotional well-being of students. Prairie Valley works with community-based organizations, First Nations and Métis communities, businesses and human service providers.

Our school division has well-established Joint Use Agreements in five communities: Kelliher, McLean, Montmartre, Sedley and Regina Beach. These agreements frame school and community management parameters and use of various amenities including gymnasiums as halls, kitchen and meeting spaces and support effective shared use of community infrastructure.

Community use of facilities and grounds is vibrant at our schools. We regularly have, welcome and encourage use by various service clubs, youth groups, sports and recreation clubs, arts and music groups, non-profits and other community-based groups when our schools and grounds are not being used for school programming. These agreements can be one-time events but are frequently booked throughout the year on specific dates and create other learning opportunities for our students through access to such organizations as Cubs, Scouts and 4-H. In addition, we also have agreements for outdoor skating rinks, football and soccer fields on school property with municipal governments and athletic organizations to share the use and maintenance costs associated with these outdoor areas.

Twenty-six schools partnered with community playschools and daycares to provide space for their programming needs.

Early learning classrooms engaged with the regional health authority, dental health organizations and optometrists to provide services or support families in attaining services.

Prairie Valley partnered with the Regina Trades and Skills Centre and Habitat for Humanity Regina to offer the Trades and Skills Construction Apprenticeship Program (TASCAP). Students in the program acquire skills and earn high school credits through hands-on experience in the housing construction industry. Prairie Valley thanks the local businesses and community organizations that helped support work-based learning opportunities for students.

Prairie Valley is also part of the Regina District Industry Education Council (RDIEC), a joint industry-education partnership to provide hands on learning opportunities and pathways into careers in the trades. The RDIEC provides appropriate experiences for high school age students to experience career opportunities that would normally be challenging for individual school divisions to provide. Students are offered the opportunity to try a career with hands-on experiences featured in the career spotlight and other learning opportunities. Through the RDIEC, students meet and associate with a variety of career professionals.

Four hundred and forty-seven students who reside in First Nations communities attended Prairie Valley schools in 2018-19. Services are provided under Education Services Agreements that specify educational services to be provided, accountability and reporting requirements and tuition fee arrangements. Prairie Valley School Division is committed to renewing Education Service Agreements with area First Nations and Indigenous Services Canada. Up-to-date agreements ensure a common understanding among the parties and consistent language and terms and provide the foundation for a strong partnership among First Nations and the school division. In 2018-19, Prairie Valley School

Division and Okanese First Nation entered into a new Education Services Agreement. Prairie Valley School Division also entered into a tax loss compensation agreement with Okanese First Nation related to the transfer of provincial land to treaty status to facilitate programming for youth in the Fort San area. In addition, Prairie Valley School Division and Cowessess First Nation entered into a new partnership whereby Prairie Valley staff provide on-site technology support services to Cowessess Community Education Centre on a cost recovery basis.

Program Overview

In 2018-19, Prekindergarten was offered at 11 of the 30 schools offering elementary grades. Balcarres, Broadview, Grenfell Elementary, Indian Head Elementary, Kipling, Lumsden Elementary, Pilot Butte and Whitewood offered programs. Fort Qu'Appelle Elementary Community School offered two programs. Kelliher and Lipton offered combined Kindergarten/Prekindergarten programs.

French Immersion expanded to Grade 9 at Greenall High School to accommodate the Grade 8 students moving from École White City School's Grade 8 program, marking the first high school French immersion program in Prairie Valley School Division. French Immersion programming at École Lumsden Elementary was expanded to Grade 5.

Students in Prairie Valley School Division follow the Ministry of Education Saskatchewan Core Curriculum, which is intended to provide all Saskatchewan students with an education that will prepare them for their choices after finishing Grade 12. Core curriculum is developmental in nature and based on a Kindergarten to Grade 12 (K-12) continuum. In recognition of the stages of child growth and development, the grades are grouped into four levels:

- Kindergarten and Elementary (grades 1-5)
- Middle Years (grades 6-9)
- Secondary (grades 10-12)

In addition, some schools offer specialized programming such as:

- Magnet programming, which congregates students from nearby small schools to offer elective course options
- English as an additional language
- Alternative programming
- Distance education
- Language programming including core French and French immersion
- Music/band programming

The division offers additional services and supports from specialized staff including:

- Career counselors
- Child and family support workers and social workers
- Curriculum consultants for specific subject areas
- Literacy teachers
- First Nations and Métis coordinator and liaison worker
- Occupational therapists
- Psychologists
- Behaviour coaches
- Speech-language pathologists
- Community school programming
- Nutrition services

Strategic Direction and Reporting

The Education Sector Strategic Plan

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

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

Enduring Strategies

The Enduring Strategies in the ESSP are:

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

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

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

The goals of *Inspiring Success* are:

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

Reading, Writing, Math at Grade Level

ESSP Outcome:

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

ESSP Improvement Targets:

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

School division goals aligned with Reading, Writing and Math at Grade Level outcome

79% of grades 1 to 8 students will be at grade level or above in reading.

- **Actual:** We achieved 77%.

84% of grades 6 to 10 students will be at grade level or above in reading.

- **Actual:** We achieved 83%.

80% of grades 4, 7 and 9 students will be at or above grade level in writing

- **Actual:** We achieved 63%.

90% of grades 2 to 9 students will be at grade level or above in math (Prairie Valley number strand assessment).

- **Actual:** We achieved 88%.

75% of grades 2, 5 and 8 students will be at grade level or above in math (Provincial number strand rubric)

- **Actual:**

- We achieved 64.6% in Grade 2.
- We achieved 63.6% in Grade 5.
- We achieved 63.2% in Grade 8.

School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome

Sustained and expanded the Division's approach to balanced literacy instruction and reinforcing literacy best practices that align with SaskReads by starting to create a webinar series to reinforce best practices in SaskReads methodologies. Also developed a common set of "look-fors" for grades 1 to 5 and 6 to 9 as a part of a larger support document, *A Balanced Literacy Approach in PVSD*, which will be rolled out next year.

Continued to implement Prairie Valley School Division writing initiatives, which included developing a draft writing exemplar teacher tool for grades 4, 7 and 9, continuing to promote a common understanding of both the analytic and holistic writing assessment methods, completing and sharing a common set of analytic writing rubrics for grades 1 to 10 and preparing grades 7 and 9 expository writing rubrics along with pre-assessment student booklets for grades 4, 7 and 9 in French that parallel the English resource for use in fall 2019.

Efficiently deployed specialized learning supports staff (speech-language pathologists, social workers/child and family support workers, psychologists, occupational therapists) to help teachers address barriers to student learning.

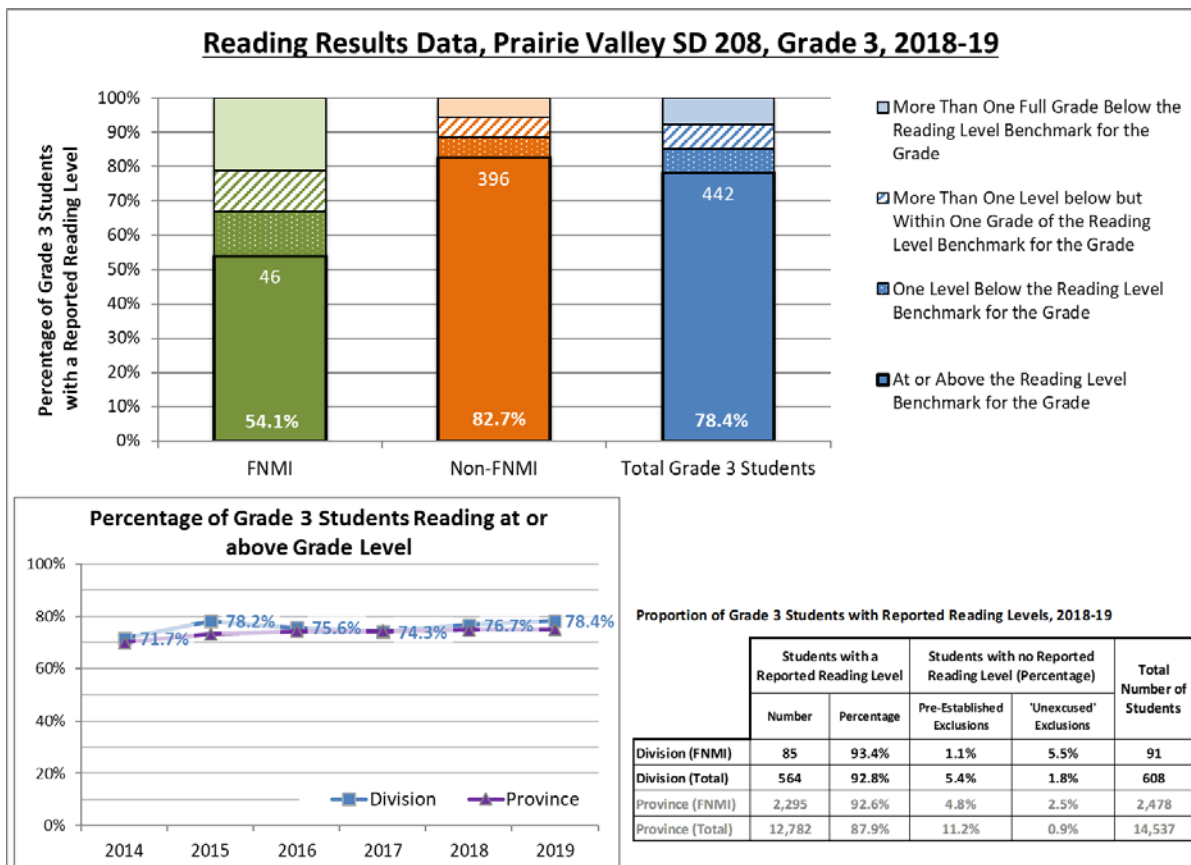
	<p>Expanded the English as an additional language (EAL) teacher catalyst team to 33 of 39 schools, an increase of 12 teachers and applied the Common Framework of Reference performance scale three times per year to regularly inform EAL instruction and track student progress.</p> <p>At the elementary level, increased focus on mathematical fluency by providing resources and supports to assist teachers in differentiating instructional strategies for students not meeting math outcomes and by working with multiple professional learning community groups on differentiating assessment and instruction in mathematics including board games, technology tools for use in the classroom, referencing rubrics and alternate forms of assessment.</p>
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Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

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

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province over a period of time. The table shows the proportion of Grade 3 students with reported reading levels.



Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2019

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

Overall, 78.4% of Grade 3 students in Prairie Valley School Division are reading at or above grade level, a marginal increase over last year and above the provincial average of 75%.

When results are disaggregated, 54.1% of First Nations, Métis and Inuit (FNMI) Grade 3 students are reading at or above grade level, which is a decrease from the previous year. With 82.7% of non-FNM students reading at or above grade level, Prairie Valley is focused on bridging the gap between FNMI and non-FNMI reading levels.

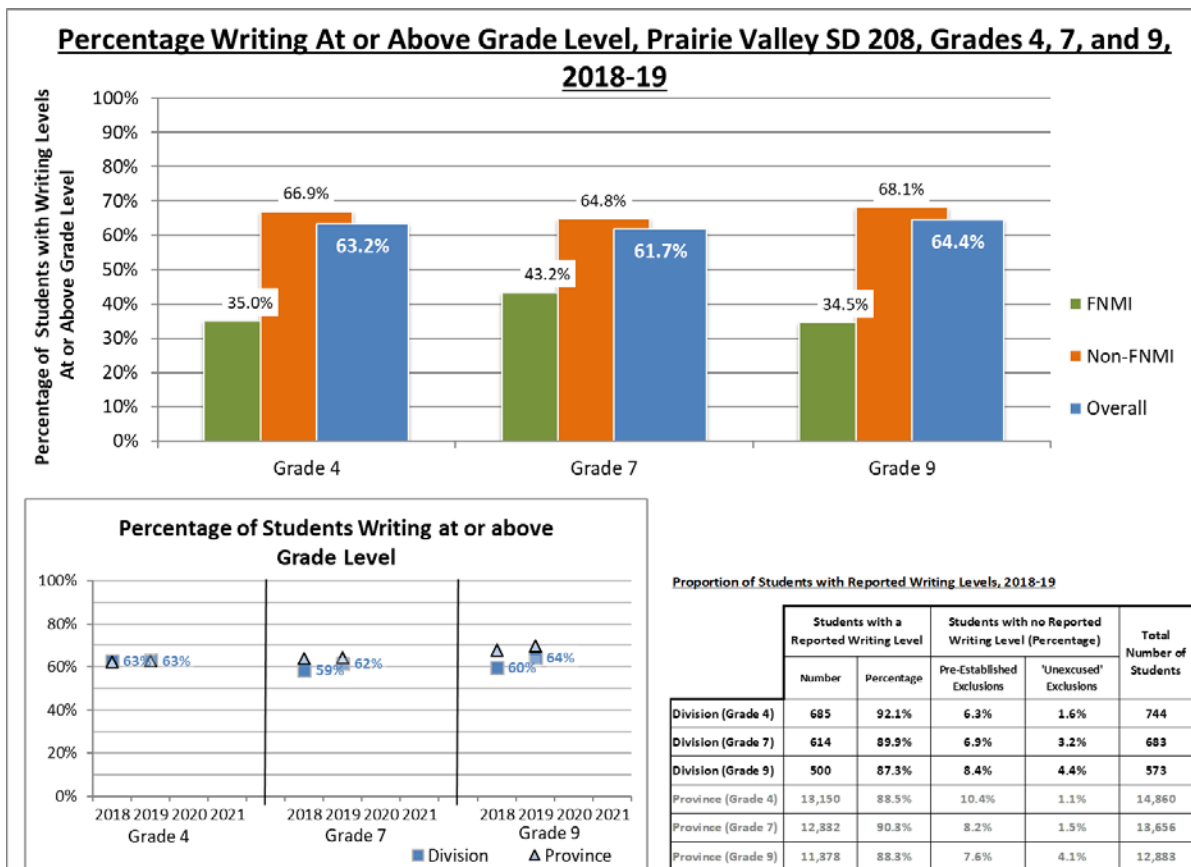
The division will also sustain and expand its approach to balanced literacy instruction through SaskReads and will continue supporting the Leveled Literacy Intervention, increased monitoring and support for grades 1 to 3 students and instructional supports for schools with vulnerable populations.

Note that Prairie Valley's results include both Fountas and Pinnell reading assessment results for students in English programming and GB+ assessment results for students in French immersion programming.

Proportion of Students Writing At or Above Grade Level

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

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



Notes: Writing levels are reported based on a provincially developed rubric. The percentage of students at each level was determined as a proportion of those students with a 'valid' writing score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2019

Analysis of Results – Proportion of Students Writing At or Above Grade Level

Overall, the number of students in grades 4, 7 and 9 writing at or above grade level in Prairie Valley School Division has improved slightly over last year, bringing grades 4 and 7 to approximately the provincial average. While the percentage of students writing at or above grade level in Grade 9 grew by nearly five percentage points, the results for this group remain slightly below the provincial average.

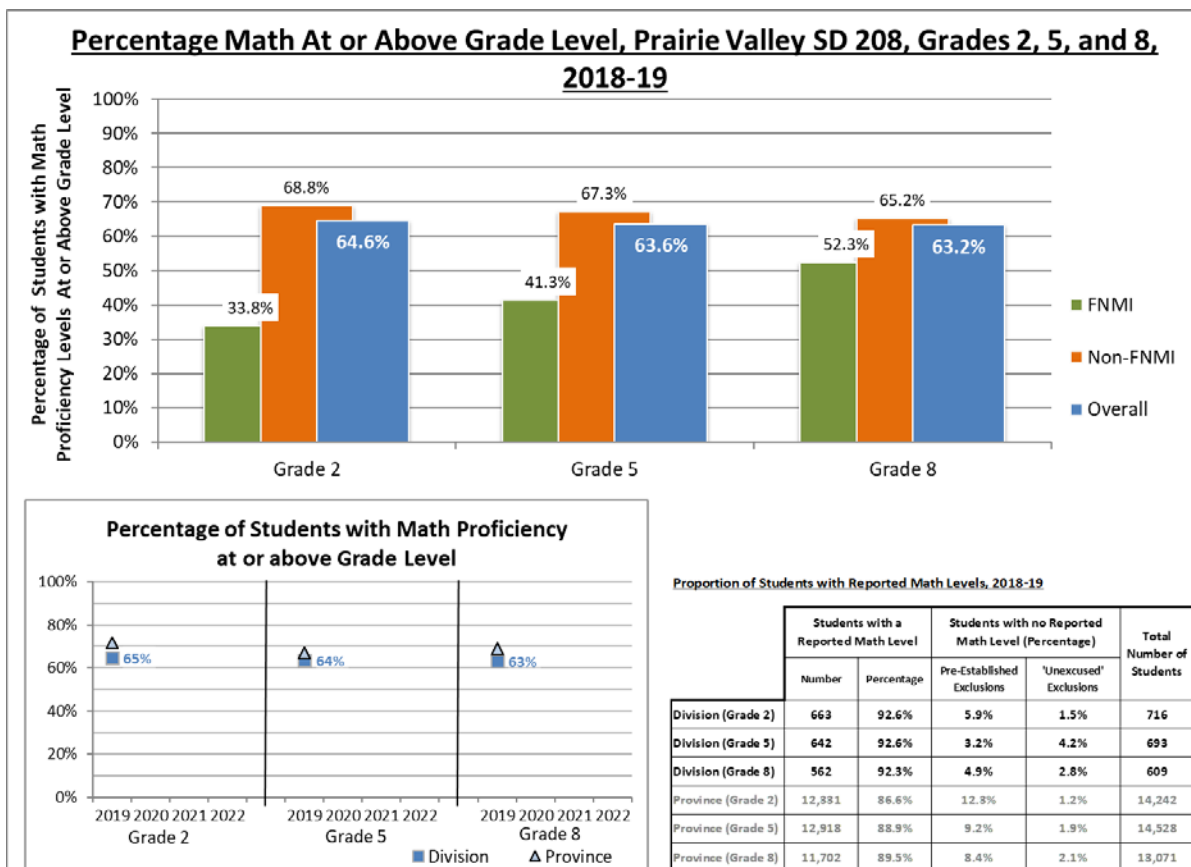
The proportion of students at or above grade level in Grade 4 is 63.2%, up from 62.5%; in Grade 7 is 61.7%, up from 58.7%; and in Grade 9 is 64.4%, up from 59.8%. The provincial average for Grade 4 is 63%, for Grade 7 is 64% and for Grade 9 is 68%. When the results for 2018-19 are disaggregated, 35.0% of FNMI students in Grade 4 are writing at or above grade level – a significant drop from 52.9% the previous year—, 43.2% in Grade 7 and 34.5% in Grade 9.

Recognizing the gap in achievement results between FNMI students and non-FNMI students, Prairie Valley School Division plans to continue implementing its writing initiatives, including delivering professional development for new language arts teachers in grades 4, 7 and 9 on administering assessments, using writing assessment data and exemplars to inform instruction, and delivering a monthly communication to teachers that reinforces best practice in writing including strategies, webinars, professional development opportunities and resources.

Proportion of Students At or Above Grade Level in Mathematics

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

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



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

Source: Ministry of Education, 2019

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

The percentage of students with math proficiency at or above grade level in Prairie Valley School Division is below the provincial average in grades 2, 5 and 8. The proportion of students at or above grade level in Grade 2 is 64.6% while the provincial average is 71.9%; in Grade 5 is 63.6% while the provincial average is 67.0% and in Grade 8 is 63.2% while the provincial average is 68.8%.

There is a significant gap between FNMI and non-FNMI students. The percentage of FNMI students at or above grade level in math in Grade 2 is 33.8%, in Grade 5 is 41.3% and in Grade 8 is 52.3%. Prairie Valley recognizes this gap and will continue to support planning, instruction and assessment to enrich mathematical learning for all students.

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

ESSP Outcome:

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

ESSP Improvement Targets:

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

ESSP Priority:

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

<p>School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>First Nations, Métis and Inuit (FNMI) students will achieve a 65% three-year graduation rate.</p> <ul style="list-style-type: none"> • Actual: We achieved 53%, down from 60% the previous year. <p>Schools involved in FTV for at least two years will collectively realize an 8% annual increase in FNMI graduation rates.</p> <ul style="list-style-type: none"> • Actual: We achieved 31%, down from 51% the previous year (PVSD data for Bert Fox Community High School)
<p>School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>In response to the <i>Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework's</i> five goals, Prairie Valley School Division:</p> <ul style="list-style-type: none"> • Developed Resident Elder and Knowledge Keeper programs at Balcarres Community School, Bert Fox Community High School, and Fort Qu'Appelle Elementary Community School. • In partnership with First Nation communities, and Regina Public and Regina Catholic school divisions, hosted a graduation powwow attended by 58 graduates from six Prairie Valley schools: Balcarres Community School, Bert Fox Community High School, Kelliher School, Broadview School, Indian Head High School, and Vibank Regional School. • Developed procedures and protocols for feasts, pipe ceremony, smudging, and powwow. • Directed \$185,600 in First Nations and Metis Education Achievement grant funding to deploy two literacy teachers to Balcarres Community School and Fort Qu'Appelle Elementary Community School to support Indigenous students in literacy through pull-out interventions and classroom support focused on phonological awareness and reading. Over the year, 86 per cent of

	<p>Indigenous students in Balcarres Community School and 100 per cent of Indigenous students in Fort Qu'Appelle Elementary Community School experienced at least one level of reading growth.</p> <ul style="list-style-type: none">• In response to on-going challenges identified by speech language pathologists, literacy teachers completed phonological awareness screening on FNMI students in grades 1 and 2.• Worked with treaty catalyst teachers to promote curriculum content and assessment practices that reflect First Nations and Métis ways of knowing and historical and contemporary realities.• Supported treaty catalyst teachers in providing cultural events and activities at their schools and connecting curriculum to Division-wide experiences such as Treaty 4 Gathering, Orange Shirt Day, Learning from the Land, dog sled day, winter festivals, Aboriginal Storytelling Month, First Nations Treaty Day activities and National Indigenous Peoples Day.• Delivered four professional development opportunities to school staff and students, offered the Blanket Exercise at the October 2018 system professional development day and hosted two webinars on First Nations and Métis student engagement strategies.
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Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation

Average Final Marks

Teacher-assigned marks are important indicators of student performance in school. Classroom marks are used for grade promotion and graduation decisions, to meet entrance requirements for postsecondary education, to determine eligibility for scholarships and awards and by some employers when hiring.

The following table displays average final marks in selected secondary-level courses for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.

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

Subject	All Students		Non-FNMI		FNMI	
	Province	PrVlly	Province	PrVlly	Province	PrVlly
English Language Arts A 10 (Eng & Fr equiv)	73.9	74.2	77.0	77.5	62.0	62.2
English Language Arts B 10 (Eng & Fr equiv)	73.2	72.2	76.5	76.1	60.8	57.5
Science 10 (Eng & Fr equiv)	72.6	76.8	76.0	80.6	59.8	60.8
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.3	72.9	77.2	80.4	60.7	54.6
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	73.3	74.7	75.6	77.9	61.1	58.1
English Language Arts 20 (Eng & Fr equiv)	75.6	75.4	77.7	76.3	65.2	70.4
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.7	64.2	70.2	70.5	63.1	47.6
Math: Foundations 20 (Eng & Fr equiv)	74.7	75.9	76.3	77.2	65.3	62.9

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

Source: Ministry of Education, 2019

Analysis of Results – Average Final Marks

The average final marks for all students were generally on par with provincial averages and similar to last year. Students exceeded the provincial results in four of eight subject areas and were lower than the provincial results in four areas.

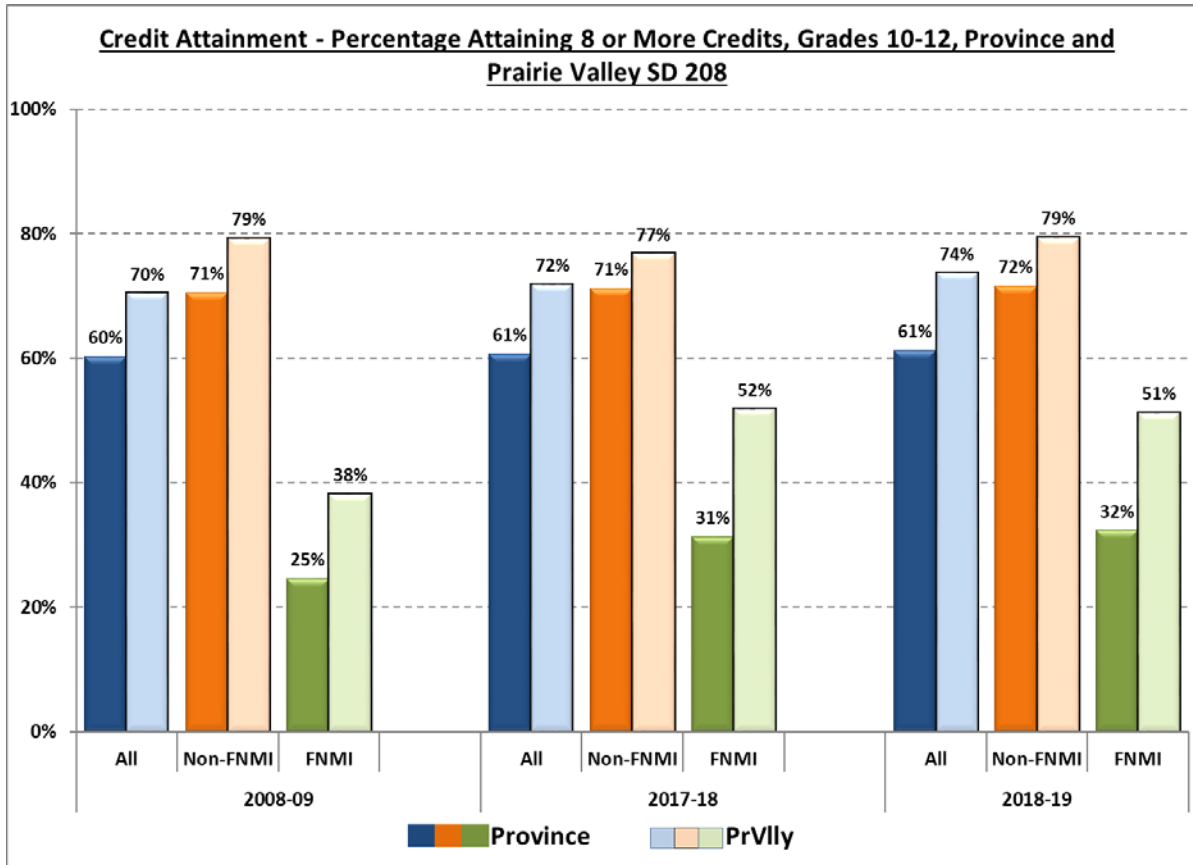
Average marks of self-identified FNMI students were slightly higher than the FNMI provincial results in three subject areas and lower in five areas. The gap between FNMI and non-FNMI achievement in the division ranged from 6 to 24 percentage points and is slightly lower than last year's results.

Prairie Valley School Division will continue to focus on bridging the gap between FNMI student and non-FNMI student achievement through authentic learning experiences.

Credit Attainment

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

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



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

Source: Ministry of Education, 2019

Analysis of Results – Credit Attainment

Overall credit attainment rates are slightly higher than last year, with 74% of students receiving eight or more credits per year in 2018-19, up from 72%. The rate for FNMI students declined marginally, with 51% receiving eight or more credits in 2018-19, down from 52%. For non-FNMI students, rates are slightly higher at 79%, up from 77% in the previous year.

When comparing provincial results to Prairie Valley's, the division remains significantly higher in all three groups: for all students at 74% compared to the provincial rate of 61%, for non-FNMI students at 79% compared to the provincial rate of 72% and for FNMI students at 51% compared to the provincial rate of 32%.

Comparing results of the Following Their Voices program, results have dropped significantly. Bert Fox Community High School completed year four of Following Their Voices and FNMI graduation rates dropped from 51% in 2017-18 to 31% last year (data not shown in tables above.) A review of Following Their Voices implementation will be undertaken in 2019-20 to ensure strong teacher-student relationships, discursive teaching strategies and job-embedded professional development are implemented and meeting the expectations of the program.

The division will sustain our commitment to respond to the Calls to Action and support reconciliation through education by implementing actions aligned to the provincial five policy goals in the Inspiring Success Policy Framework.

Graduation Rates

ESSP Outcome:

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

ESSP Improvement Targets:

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

School Division goals aligned with the Graduation Rates outcome

Achieve an 87% three-year graduation rate.

- **Actual:** We achieved 87%, the same as the previous year.

71% of students will report high levels of intellectual engagement and sense of belonging as measured by OurSCHOOL/Tell Them From Me.

- **Actual:** We achieved 65% for all students, equal to last year and down from 66% the year before that.

School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Graduation Rates outcome

Added a student transitions practice to the *Framework for Student Success, Achievement and Graduation* with actions for principals, teachers and others, and reviewed actions directed at middle-years students and parents.

Used the provincial document *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework* to revise the *Framework for Student Success, Achievement and Graduation* and embed Indigenous perspectives into each of the seven management practices.

Reviewed and refined practices in the *Framework for Student Success, Achievement and Graduation* relating to middle years and elementary students, teachers and administrators.

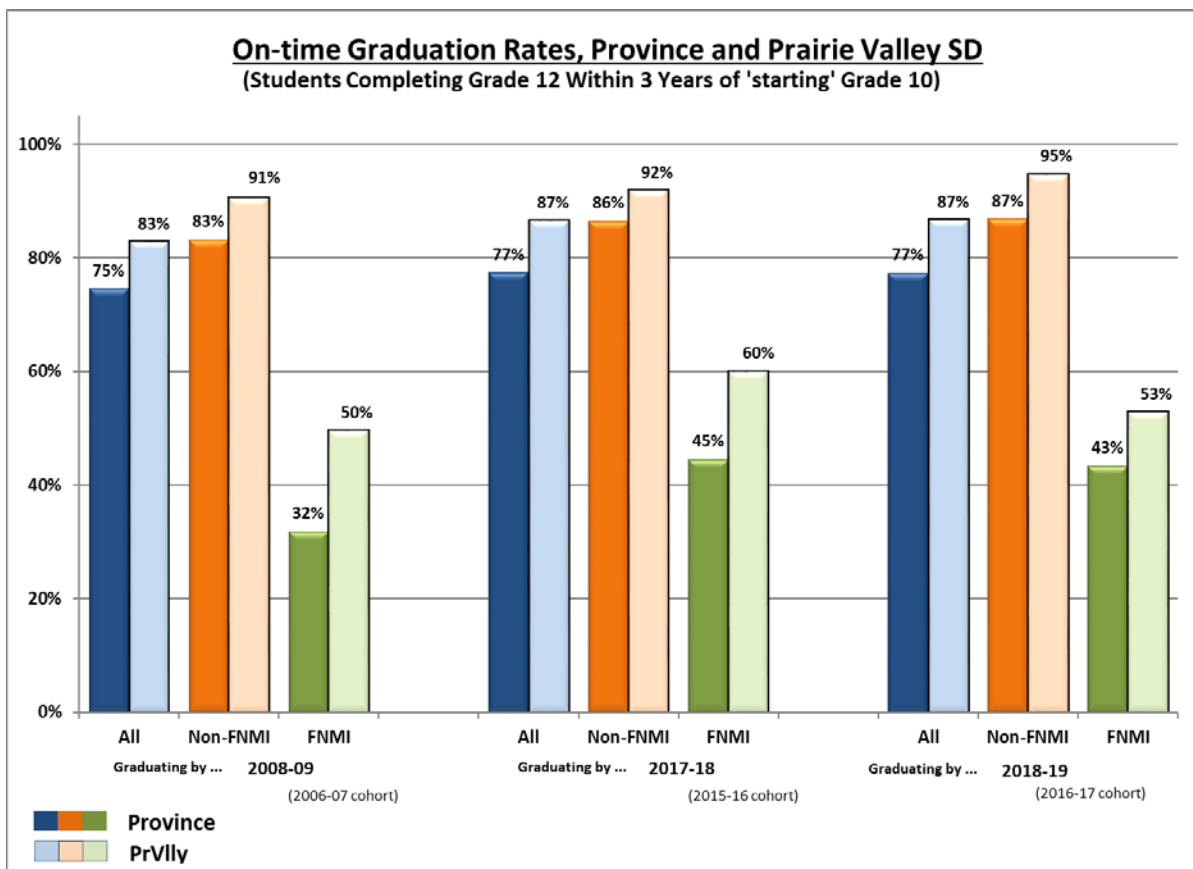
Offered myBlueprint professional development for Grades 6 to 8 teachers.

Measures for Graduation Rates

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

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

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



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

Source: Ministry of Education, 2019

Analysis of Results – On-time Graduation Rates (within 3 years)

In June 2009, 83% of Prairie Valley students graduated within three years of entering Grade 10 (91% of non-FNMI students and 50% of FNMI students). By June 2019, the graduation rate had increased to 87% (95% for non-FNMI students and 53% for FNMI students).

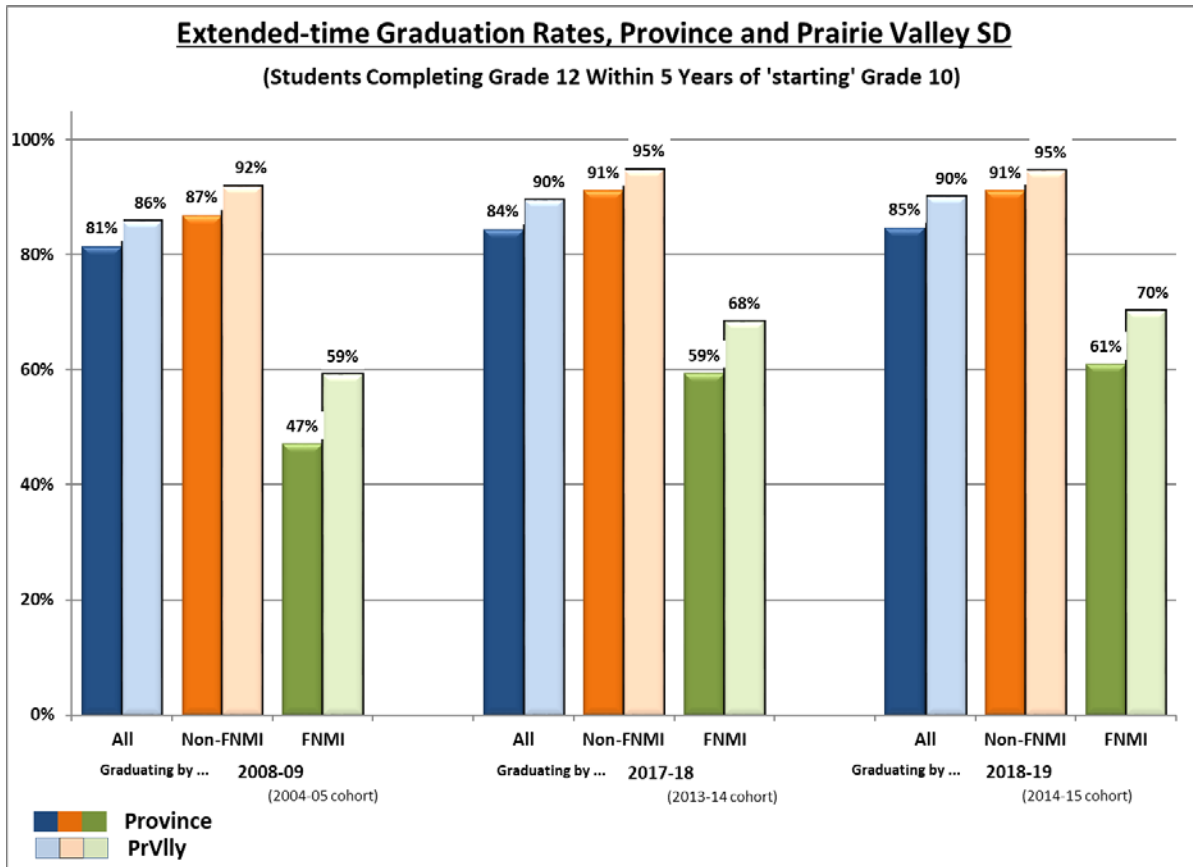
In 2018-19, graduation rates for all students remained the same as the previous year at 87%, although the graduation rate for FNMI students decreased seven percentage points to 53%. Prairie Valley School Division's overall graduation rate is higher than the provincial average for all students (87% compared to 77%) and exceeds the provincial ESSP 2020 target of 85%.

While it traditionally takes three years to achieve the 24 credits required for graduation, students face many different circumstances and our objective is to support all students to successfully complete high school, regardless of how much time it takes. We will continue to focus attention on at-risk and high-risk students and work to consistently implement our revised *Framework for Student Success, Achievement and Graduation*.

Grade 12 Graduation Rate: Extended-time (within 5 years)

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

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



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

Analysis of Results – Extended-time Graduation Rates (within 5 years)

Prairie Valley School Division's extended-time graduation rates for 2018-19 within five years of beginning Grade 10 remain higher in all categories when compared to the provincial averages: for all students (90% compared to 84%), for non-FNMI students (95% compared to 91%) and for FNMI students (70% compared to 61%).

Since 2009, the extended-time graduation rate has improved overall and by more than 10 percentage points for FNMI students. In 2009, 86% of the total student population graduated within five years of beginning Grade 10; by 2019 that number increased to 90%. The non-FNMI population graduating within five years increased from 92% to 95% in the same time period while the FNMI extended time graduation rate increased from 59% to 70%.

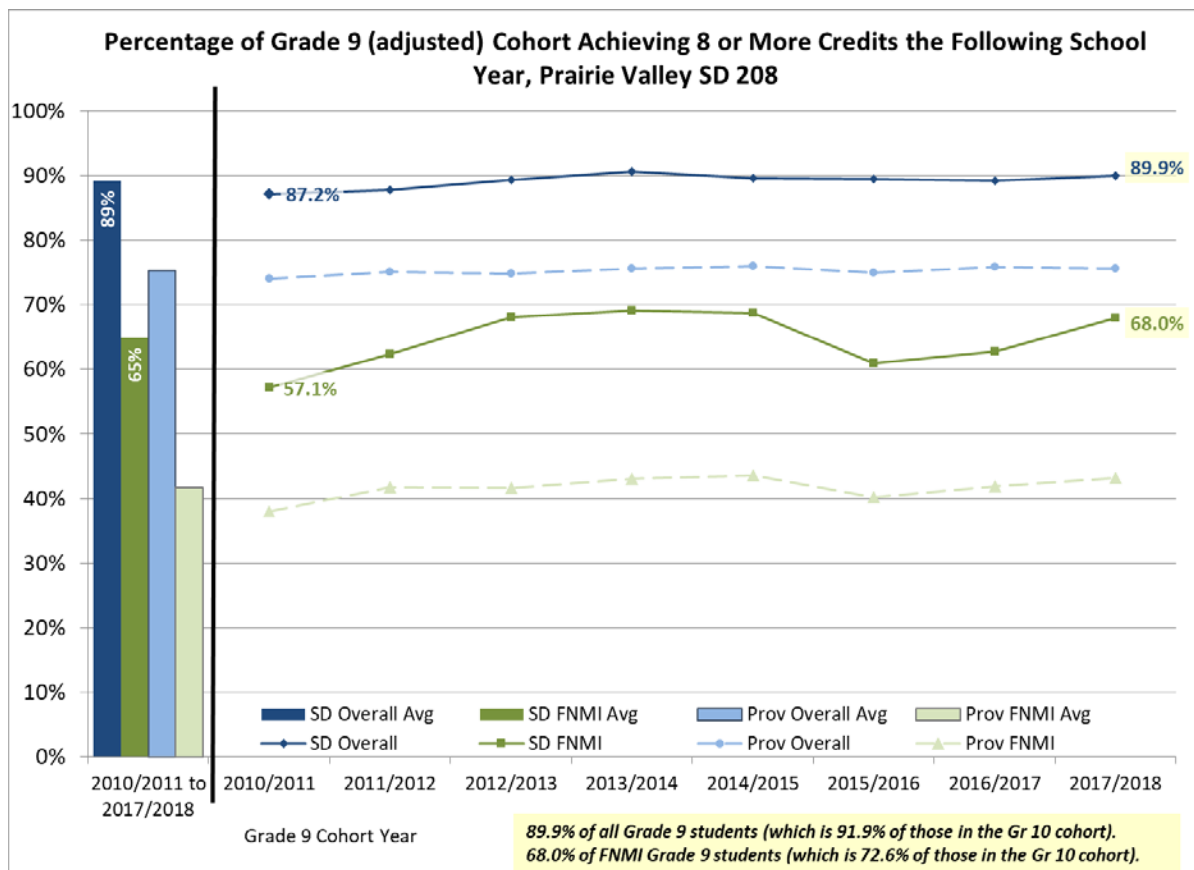
The overall extended time graduation rate remained unchanged in June 2019 over June 2018.

We will continue to offer a full array of programs and services that support students in attaining graduation requirements.

Grade 9 to 10 Transition

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

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



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

Source: Ministry of Education, 2019

Analysis of Results – Grade 9 to 10 Transition

Overall, 89.9% of students enrolled in Grade 10 for the first time in 2018-19 achieved eight or more credits, about the same as the previous year; 68% of FNMI students achieved eight or more credits, up from 63% the previous year.

Our division's results remain significantly higher than the provincial average of 75.6% of all students and 43.1% of FNMI students achieving eight or more credits.

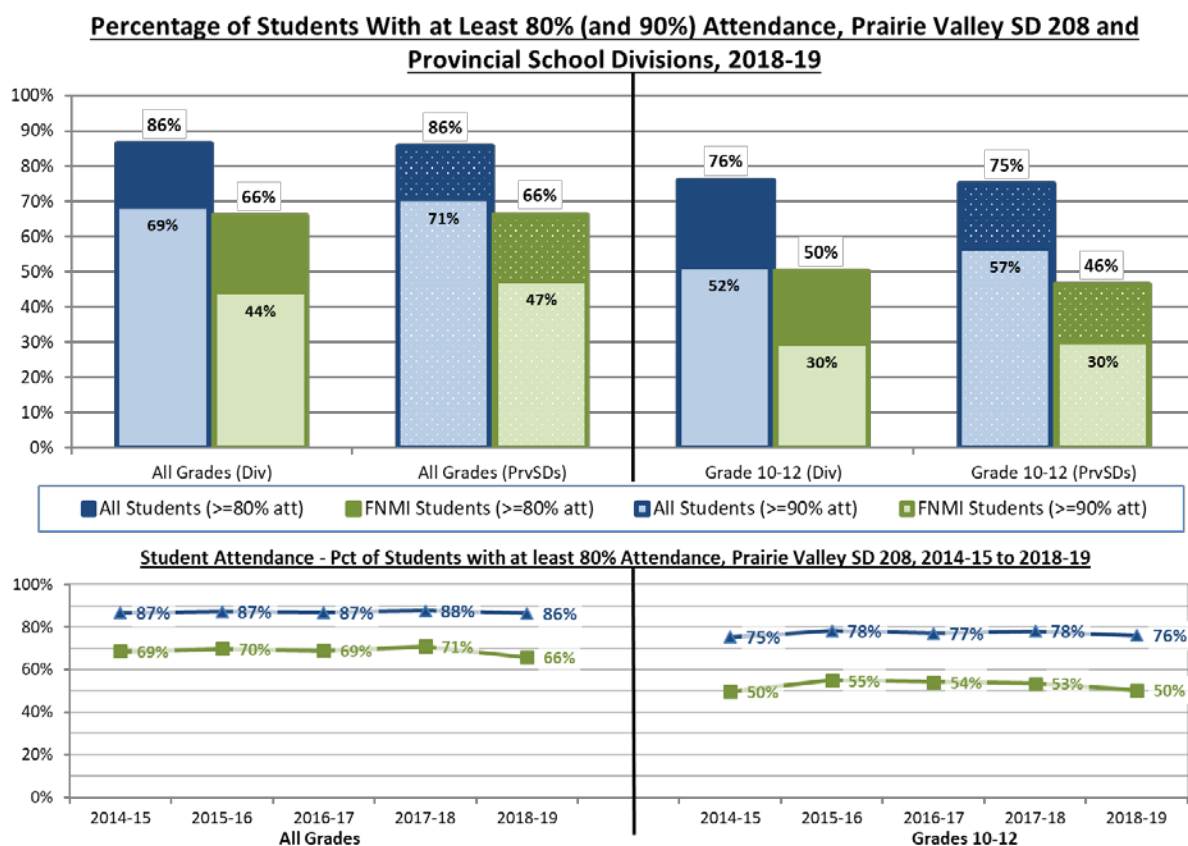
The eight-year results displayed on the left side of the chart show similar trends. On average over the past eight years, 89% of Prairie Valley students achieved eight or more credits in Grade 10 for the first time, compared to 75% provincially. For FNMI students, an average of 65% of Prairie Valley students achieved this goal compared to 41.6% provincially.

Prairie Valley School Division is proud of our efforts to provide a wide variety of engaging programming options to high school students, regardless of location, school size or school configuration.

Attendance

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

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



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

Source: Ministry of Education, 2019

Analysis of Results – Attendance

Attendance in Prairie Valley School Division decreased last year after incremental improvements over the previous four years.

The percentage of all students with at least 80% attendance in the Division is 86%, down from 88% in the previous year and on par with the provincial average. For FNMI students, that number is 66%, down from 71% in the previous year and equal to the provincial average.

Students in Grades 10 to 12 with at least 80% attendance in Prairie Valley is 75%, down three percentage points from the year previous and slightly below the provincial average. For FNMI students in Grades 10 to 12, that number is 46%, down from 53% in the previous year and one percentage point lower than the provincial average.

At 76%, students with 90% attendance or higher in Prairie Valley is two percentage points lower than last year but higher than the provincial average of 71%. For students in Grades 10 to 12 with attendance at 90% or higher, the 46% rate last year is slightly lower than the provincial average of 50% and is four percentage points lower than last year.

For FNMI students in all grades, the proportion with 90% attendance or higher is three percentage points above the provincial average of 44%. That number drops to 30% for FNMI students in Grades 10 to 12 both provincially and in the division, compared to 32% last year for both.

In 2018-19, the Division planned to develop, implement and monitor a system-wide protocol on student attendance and work to address the underlying causes of absenteeism; this work did not get completed but will be done in 2019-20.

Early Years

ESSP Outcome:

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

ESSP Improvement Targets:

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

<p>School division goals aligned with the Early Years outcome</p>	<p>75% of Pre-K teachers will complete responding to children’s interests (SPDU) Actual: We achieved 73%</p> <p>In the Early Years Evaluation, children aged 0-6 will achieve:</p> <ul style="list-style-type: none"> - 98% in awareness of self Actual: We achieved 94%. - 95% in social skills Actual: We achieved 93%. - 95% in cognitive skills Actual: We achieved 89%. - 95% in language Actual: We achieved 93%. - 98% in physical development Actual: We achieved 95%.
<p>School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Early Years outcome</p>	<p>Using the Ministry of Education’s Professional Learning Options for Specialized Knowledge template, surveyed teachers to develop an inventory of early-learning teachers’ specialized knowledge and develop strategies to address any gaps.</p> <p>Developed regional professional learning communities for Prekindergarten and Kindergarten teachers to review the <i>Responsive Teaching, Practice and Assessment in Early Learning Programs</i> document and identify strategies in transitions, environment and oral language and literacy.</p> <p>Developed a three-year Assessment and Evaluation in Early Learning Plan. Supported the Seesaw Pilot in Kindergarten.</p> <p>Collaborated with Regina Public School Division and the Regina Early Learning Centre to host early learning site visits for school-based administrators and educators.</p>

Measures for Early Years

Early Years Evaluation

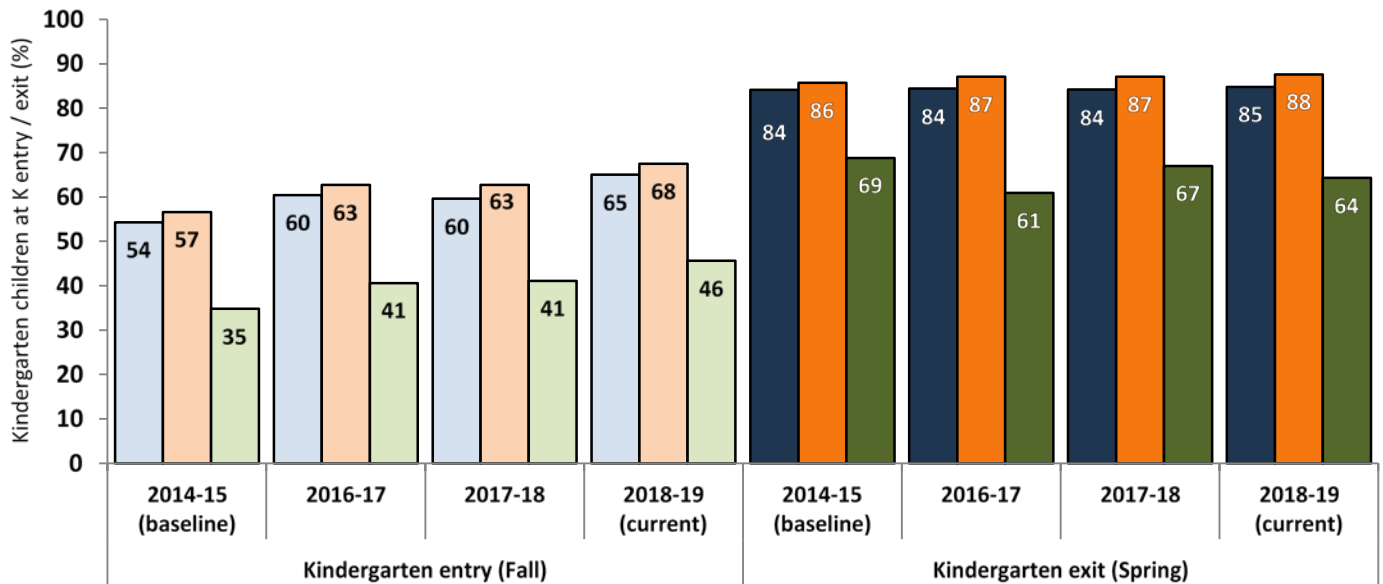
The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify the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

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

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

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

Prairie Valley SD 208



Saskatchewan (all divisions)

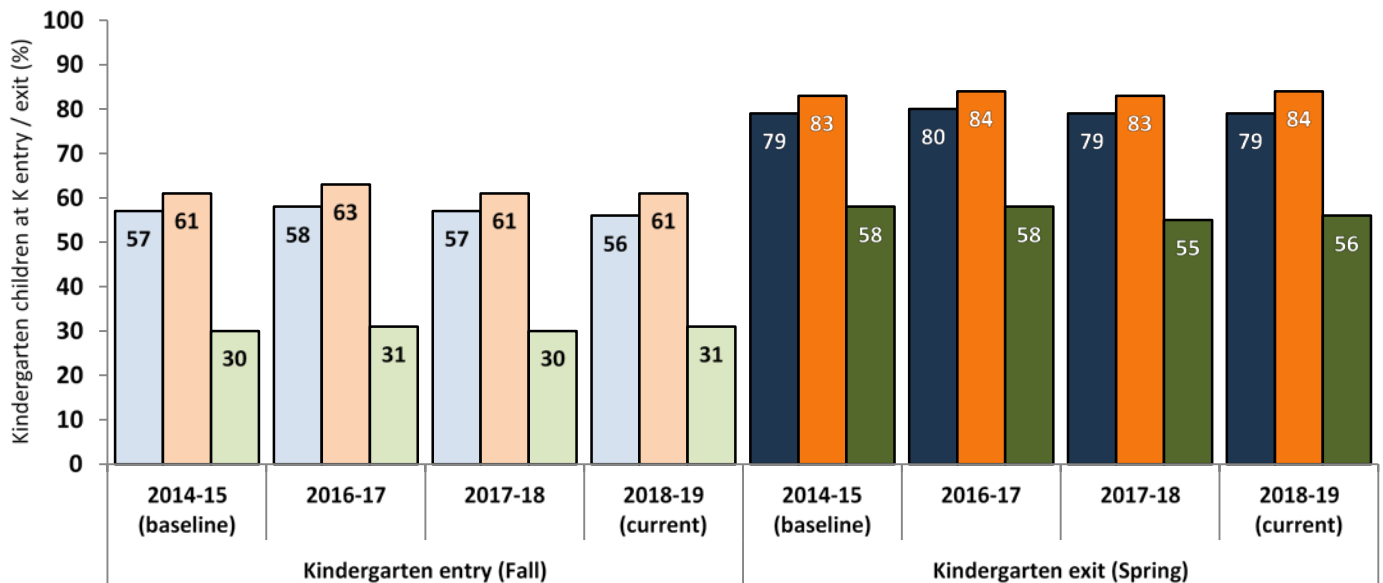


Chart Legend:

Tier 1 children (%) at Kindergarten entry; All children	Tier 1 children (%) at Kindergarten exit; All children	Tier 1 children (%) at Kindergarten entry; Non-declared children	Tier 1 children (%) at Kindergarten exit; Non-declared children	Tier 1 children (%) at Kindergarten entry; Self-declared FNMI children	Tier 1 children (%) at Kindergarten exit; Self-declared FNMI children
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Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs are able to complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

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

Source: Ministry of Education, Early Years Branch, 2019

Analysis of Results – Early Years Evaluation

The 2018-19 EYE-TA results at Kindergarten exit for Prairie Valley School Division show 85% of students scored as Tier 1, indicating their learning and development is typical for children the same age.

Prairie Valley School Division results are above the provincial averages in Tier 1 (85% for Prairie Valley compared to 79% for the province) and one percentage point higher than the previous year. For FNMI students, Prairie Valley results dropped three percentage points from the previous year, though the results remain above the provincial average in Tier 1 (64% compared to 56%). Results for non-FNMI children are higher than the provincial average (88% compared to 84% provincially) and one percentage point higher than the previous year.

School Division Local Priority Area

In addition, Prairie Valley's Strategic Plan includes seven division-specific outcomes that speak directly to priorities unique to our schools including student attendance, attitude and behaviour, extra-curricular opportunities and human resources, transportation, finance, facilities and technology support services.

For results information, see our 2018-19 Community Report and supplementary information on our website at www.pvsd.ca under Publications.

Demographics

Prairie Valley School Division closely monitors demographics for students and staff throughout the year, producing short- and long-term projections for staffing, programming, facility and technology planning purposes.

Students

For student demographics and enrolments, the division uses Baragar Demographic Dynamics combined with local knowledge and annually analyzes actual enrolments compared to projections and the reasons for variance in order to develop sustainable programs, infrastructure and transportation services.

Enrolments in recent years have slightly increased, particularly in the areas around the City of Regina. As of September 30, 2018, 8,303 students were enrolled in Prairie Valley School Division, a decrease from 2017 (8,473), equal to 2016 (8,303 students) and an increase from 2015 (8,159 students). The population of Kindergarten students dropped from previous years, while the number of students in Grades 1 to 5 remained about the same. All enrollments in Grades 6 to 12 dropped except for students in Grade 7, which increased slightly from the year before.

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	651	586	669	647	599
1	666	687	606	704	683
2	633	684	725	623	716
3	643	654	696	727	618
4	606	641	647	701	729
5	594	625	665	666	696
6	623	605	629	681	657
7	619	618	617	639	682
8	615	627	624	617	615
9	583	580	610	584	575
10	663	603	598	636	581
11	612	642	581	583	585
12	582	607	636	593	567
Total	8,090	8,159	8,303	8,401	8,303

PreK	156	157	179	150	170
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Subpopulation Enrolments	Grades	2014-15	2015-16	2016-17	2017-18	2018-19
Self-Identified FNMI	K to 3	370	379	372	364	362
	4 to 6	277	292	336	320	297
	7 to 9	359	355	316	317	290
	10 to 12	403	419	430	357	351
	Total	1,409	1,445	1,454	1,358	1,300
French Immersion	K to 3	98	123	159	184	183
	4 to 6	26	50	69	82	102
	7 to 9	-	-	14	31	45
	10 to 12	-	-	-	-	-
	Total	124	173	242	297	330
English as an Additional Language	1 to 3	34	46	53	58	77
	4 to 6	38	40	49	70	76
	7 to 9	56	41	49	47	63
	10 to 12	38	48	34	53	35
	Total	166	175	185	228	251

Sixteen per cent of Prairie Valley School Division's student population self-declared as Indigenous, which is 1,300 students. This number decreased from a high of 1,454 in 2016.

The distribution of Indigenous students varies considerably from school to school, from 83 per cent at Balcarres Community School, 65 per cent at Bert Fox Community High School, 58 per cent at Fort Qu'Appelle Elementary School, 36 per cent at Kelliher School, 34 per cent at Broadview School, and 27 per cent at Lipton School, to 2 per cent or less at Edenwold and Robert Southey School.

There are 447 students who resided on First Nations land and attended Prairie Valley schools.

The number of English as an Additional Language students (EAL) increased slightly to 251 from 228 a year ago.

Notes:

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

Source: Ministry of Education, 2018

Staff

Job Category	FTEs
Classroom teachers	506.0
Principals, vice-principals	41.4
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	323.1
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	24.6
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	65.0
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	173.2
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education and superintendents	6.0
Total Full-Time Equivalent (FTE) Staff	1139.3

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: Prairie Valley Business Operations Department, 2019

Senior Management Team

The Director of Education Luc Lerminiaux reported to the elected board. The Director of Education was responsible for the administration of the division, supported by a Deputy Director of Division Services/CFO Naomi Mellor.

In the 2018-19 school year, three instructional superintendents responsible for school operations, one superintendent responsible for learning supports, as well as three non-instructional superintendents responsible for project management, business operations and human resources reported to a member of the senior management team:

- Patty Brady, Superintendent of Education – School Operations
- Lola Correia, Superintendent of Business Operations
- Mike Embury, Superintendent of Education – School Operations
- Lorrie Anne Harkness, Superintendent of Education – Learning Supports
- Kasia Magnien, Superintendent of Human Resources
- Derek Smith, Superintendent of Education – School Operations
- Lyle Stecyk, Superintendent of Project Management

Three supervisors and one manager reported to a member of the senior management team:

- Ashton Calder, Supervisor of Communication, Information and Technology
- Keith Harkness, Supervisor of Learning, Assessment and Data Systems
- Alana Johnson, Manager of Communications
- Cindy Laturnas, Supervisor of Transportation

Infrastructure and Transportation

School	Grades	Location
Arm River Colony School	K-12	Arm River Colony
Balcarres Community School	PreK-12	Balcarres
Balgonie Elementary School	K-8	Balgonie
Bert Fox Community High School	8-12	Fort Qu'Appelle
Broadview School	PreK-12	Broadview
Clive Draycott School	K-8	Bethune
Cupar School	K-12	Cupar
Dr. Isman Elementary School	K-6	Wolseley
École White City School	K-8	White City
Edenwold School	K-6	Edenwold
Emerald Ridge Elementary School	K-8	White City
Fort Qu'Appelle Elementary Community	PreK-7	Fort Qu'Appelle
Greenall High School	9-12	Balgonie
Grenfell Elementary Community School	PreK-6	Grenfell
Grenfell High Community School	7-12	Grenfell
Indian Head Elementary School	PreK-6	Indian Head
Indian Head High School	7-12	Indian Head
James Hamblin School	K-8	Qu'Appelle
Kelliher School	PreK-12	Kelliher
Kennedy-Langbank School	K-8	Kennedy
Kipling School	PreK-12	Kipling
Lajord Colony School	K-12	Lajord Colony
Lipton School	PreK-12	Lipton
Lumsden Elementary School	PreK-8	Lumsden
Lumsden High School	9-12	Lumsden
McLean School	K-8	McLean
Milestone School	K-12	Milestone
Montmartre School	K-12	Montmartre
North Valley Elementary School	K-6	Neudorf
North Valley High School	7-12	Lemberg
Pense School	K-8	Pense
Pilot Butte School	PreK-8	Pilot Butte
Robert Southey	K-12	Southey
Sedley School	K-8	Sedley
South Shore School	K-8	Regina Beach
Stewart Nicks School	K-8	Grand Coulee
Vibank Regional School	K-12	Vibank
Whitewood School	PreK-12	Whitewood
Wolseley High School	7-12	Wolseley

Infrastructure Projects

School	Project	Description	2018-2019 Cost
Capital Project Expenditures			
Buses and Other Vehicles			\$1,716,877
Furniture and Equipment			242,913
Computer Hardware, Software and Audio/Visual Equipment			288,814
Total Capital Expenditures			\$2,248,604
Non-Capital Project Expenditures			
Education Centre	Facilities Master Plan	Completed Phase 3 of Facilities Master Plan at 14 schools	\$ 66,040
École White City School	Portable Renovation	Replaced failed link connecting southwest portable pod.	183,378
Greenall High	Roof	Reinforced roof to address snow load and repair roofing.	289,695
Lipton	Windows and Doors	Replaced main entrance sidewalk, doors and windows.	35,330
École Lumsden Elementary	Washroom Renovation	Renovated 2 student and 2 staff bathrooms	229,618
South Shore	Grounds	Resolved site drainage issue on east playground.	25,754
Whitewood	Major Renovation	Began Phase 1 Elementary replacement, site drainage and office renovation.	383,465
Various Schools	HVAC and Mechanical	Repaired and upgraded HVAC and mechanical.	44,696
Various schools	Painting and flooring	Various schools	187,789
Various schools	Various projects	Various maintenance and small renovations projects	26,607
Total Non-Capital Project Expenditures			\$1,472,372
Total			\$3,720,976

Transportation

Given the size and the geographic dispersion of Prairie Valley School Division, the transportation of over 4,300 students to and from school each day is a significant operational challenge. Prairie Valley School Division operates its own transportation service with a fleet of 203 buses.

Professional transportation staff use up-to-date technology to refine and improve transportation services. Collaboration and communication between the central transportation office, schools, students, families and communities ensures a culture of safety throughout the school division.

Student Transportation Statistics

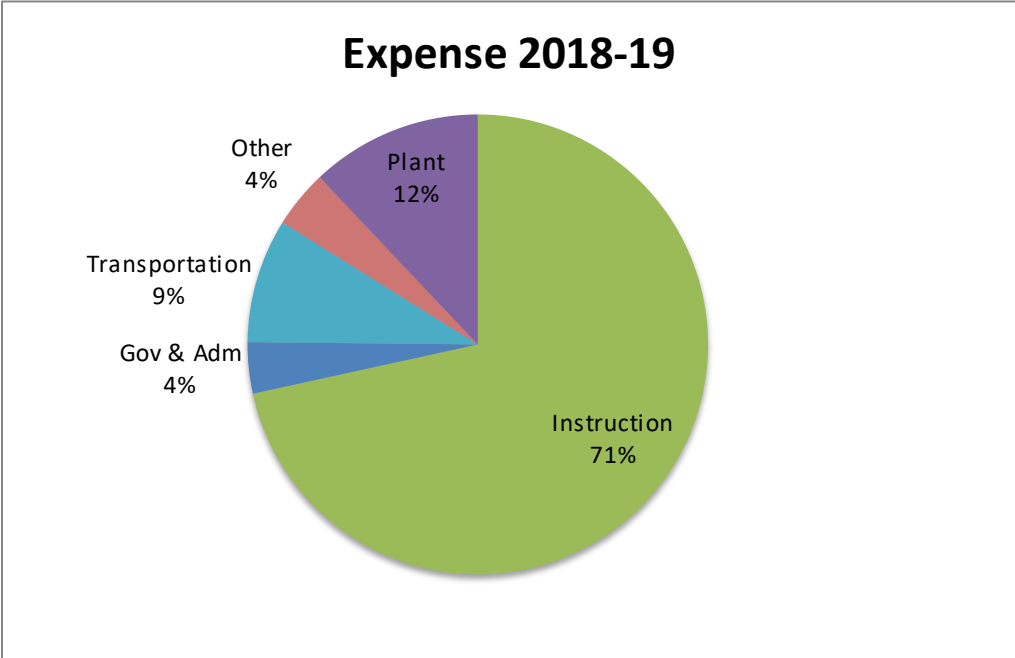
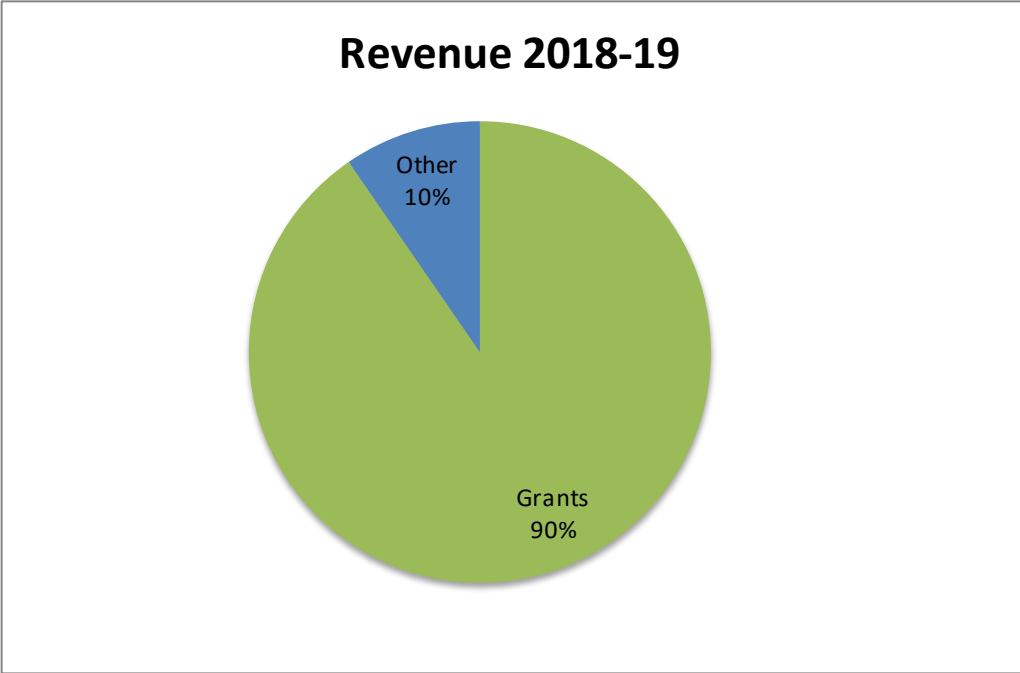
Number of students transported daily*	4304
In-town students transported (included above)	839
Number of transportation routes	160
Number of buses	203
Kilometres travelled daily	25,376
Average age of buses	6.57 years
Capacity utilized on buses	85%
Average one-way ride time	26 min.
Longest one-way ride time	88 min.
Cost per student per year	\$2167
Cost per kilometer travelled	\$2.02

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

Source: Prairie Valley Transportation Services, 2019

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2019	2019	2018	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	-	8,854	15,985,435	8,854	100%	1
Grants	93,121,784	93,455,704	72,119,498	333,920	0%	
Tuition and Related Fees	5,725,000	5,478,100	5,248,192	(246,900)	-4%	
School Generated Funds	2,887,399	2,705,474	2,750,529	(181,925)	-6%	2
Complementary Services	660,000	656,588	644,688	(3,412)	-1%	
Other	1,675,000	1,077,999	1,097,539	(597,001)	-36%	3
Total Revenues	104,069,183	103,382,719	97,845,881	(686,464)	-1%	
EXPENSES						
Governance	496,231	520,599	472,092	24,368	5%	
Administration	3,669,858	3,312,871	3,436,715	(356,987)	-10%	4
Instruction	76,529,519	76,352,860	73,766,954	(176,659)	0%	
Plant	14,137,833	12,852,578	13,480,265	(1,285,255)	-9%	5
Transportation	9,300,330	9,322,799	9,020,833	22,469	0%	
Tuition and Related Fees	155,624	237,232	230,047	81,608	52%	6
School Generated Funds	2,782,987	2,629,331	2,532,510	(153,656)	-6%	7
Complementary Services	678,521	667,510	639,418	(11,011)	-2%	
Other Expenses	620,125	795,972	4,128,512	175,847	28%	8
Total Expenses	108,371,028	106,691,752	107,707,346	(1,679,276)	-2%	
Surplus (Deficit) for the Year	(4,301,845)	(3,309,033)	(9,861,465)			

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

Note	Explanation
1	Tax loss compensation.
2	Offset by school generated funds expenses.
3	Delay in completion of school renovation projects funded by tuition capital reserve.
4	In-year vacancy management to offset budget pressures.
5	Delay in completion of school renovation projects and lower than budgeted amortization, salaries and benefits, partially offset by expense pressures for water and sewer.
6	Increased number of students attending regional colleges, offset by Ministry of Education funding.
7	Offset by school generated funds revenues.
8	Write down of aged accounts receivable for tuition arrears.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Baran, Jeffrey	11,555	1,865	-	-	-	-	13,420
Barber, Verne	22,948	4,318	-	952	-	-	28,218
Berglund, Terry	17,052	8,838	-	1,146	-	-	27,036
Blatter, Marlene	23,455	6,549	-	2,497	-	-	32,501
Bradley, Judy (Vice-Chair)	22,960	6,876	-	1,431	-	-	31,267
Couture, Denise	14,143	3,590	-	942	-	-	18,675
De Gooijer, Bert	20,976	8,649	-	2,020	-	-	31,645
Kotylak, Janet (Chair)	33,462	10,356	-	1,364	-	-	45,182
Sangwais, Rachel	8,082	1,730	-	1,147	-	-	10,959
Thauberger, Frank	23,382	3,841	-	2,109	-	-	29,332

Personal Services

Name	Amount
Aamodt, Marianne	85,948
Abbott, Lanna	59,095
Ackerman, David	56,557
Adames, Pamela	71,262
Adams, Amber	50,029
Adams, Tracy	90,157
Agarand, Carla	67,369
Akrigg, Lindsey	99,871
Aldous, Leah	90,692
Amson, Shantel	56,826
Amyotte, Greg	56,557
Anderson, Sarah	82,516
Andrews, Dean	90,511

Name	Amount
Andrusyak, Olena	63,071
Andrychuk, Jillian	90,210
Antonishyn, Bailey	63,336
Armstrong, Donna	90,372
Armstrong, Michael	68,799
Arnason, Jennifer	55,164
Ashton, Wendy	85,919
Aulie, Brady	68,572
Aulie, Tracy	86,214
Baber, Tanya	100,753
Baggett, Angela	78,161
Bahm, Sarah	56,494
Bakken, Kristinia	96,120

Name	Amount
Bales, Corey	91,582
Ballantyne, Robert (Bob)	98,034
Barath, Sara	78,065
Bashforth, Alana	70,362
Bechard, Sara	82,892
Beckett, Aline	86,662
Behrns, Brian	56,122
Bell, Lisa	84,631
Bellacera, Stephen	60,929
Belland, Brady	56,000
Belliveau, Marlene	90,076
Bender, Curtis	97,410
Berg, Michael	87,712
Betteridge, Melinda	62,780
Bieber, Jennifer	85,896
Bigalky, Crystal	98,914
Bircher, Dave	116,256
Bircher, Kim	85,896
Bird, Reila	100,432
Birns, George W.	90,076
Bjornson-Kowalchuk, Bev	119,735
Black, Melanie	90,558
Blayone, Carmen	85,971
Blenkin, Caitlynn	55,471
Blenkin, Trudy	81,059
Blomquist, Cheryl	106,754
Boake, Megan	74,856
Bohay, Renea	85,896
Bohay, Rick	86,919
Bollinger, Margaret	86,749
Bone, Toni	72,244
Bonish, Sarah	64,766
Bonk, Noelle	81,717
Bouffard, Melissa	62,453
Boutin-Maloney, Andre	97,398
Bowes, Jolene	69,210
Bowley, Tina	101,381
Boyle, Noleen	86,221
Bradley, Holly	90,280

Name	Amount
Bradley, Marie	94,664
Bradley, Shannon	83,696
Bradshaw, Gina	75,320
Brady, Patty	157,476
Brennan, Bonnie	87,190
Breti, Carolyn	86,568
Bright, Janna	80,619
Brodner, Leila	66,063
Brown, Matthew	51,275
Bruce, Murray	110,571
Brueckner-Procyk, Kelly	95,965
Brule, Courtney	60,602
Brule, Danielle	62,646
Brule, James	85,896
Buchan, Scott	87,001
Buchko, Virginia	55,164
Burkholder, Keatyn	56,569
Busse, Jordan	86,411
Butler, Chelsey	70,375
Button, Tamra	86,071
Byrnes, Angela	91,494
Cabylis, Demetrios	69,724
Calder, Ashton	116,249
Campbell, Juli	90,088
Carleton, Sherry	50,983
Carlson, Ashley	70,284
Carnegie Meeres, Kellianne	66,242
Carpentier, Anthony	69,019
Carson, Rebecca	61,320
Catusanu, Ciprian	75,424
Charanduk, Andrea	85,489
Chernenkoff, Tamara	86,872
Chomos, Gisele	86,123
Chorneyko, Camille	90,076
Christiansen, Kyla	79,960
Clark, Brandy	79,917
Clark, Christine	88,115
Clark, David	86,511
Clark, Joseph	54,102

Name	Amount
Clark, Micheil	74,015
Clarke, Kelly	91,298
Clarke, Sarah	63,988
Clow, Steven	56,167
Cochrane, Cory	99,467
Coghill, Jason	82,971
Cooper, Carla	87,125
Correia, Gloria	147,558
Crawford, Charnelle	74,020
Cross, Meaghan	75,484
Dahl-Ritco, Corinna	80,808
Dash, Bonnie Jean	85,896
Dash, June	73,783
Davidson, Colby	68,199
Davis, Alisha	77,565
Davis, Jacquelyn	66,680
de Waal, Robert	69,724
Decker, Michael	76,880
Degelman, Channing	68,928
Deiter, Candice	86,101
Dermody, Krista	85,707
DeVocht, Holly	60,540
Dew, Ashley	83,025
Dew, Meagan	68,129
DeWitt, Barbara	79,903
Dickie, Brendan	62,127
Didowycz, Brittany	76,870
Dirkson, Lois	86,575
Dodge, Adam	85,718
Doering, Cassandra	60,605
Doetzel, Debra	63,387
Doud, Brenda	112,966
Dovell, Karie	76,703
Dreger, Jennifer	85,366
Driedger, Sheldon	69,724
Driedger, Tracy	96,490
Drozda, David	89,152
Dufour, Sean	94,486
Dunham, Lynn	86,250
Dunville, Luke	90,594

Name	Amount
Dusterbeck, Ann	86,282
Dvernichuk, Paula	95,888
Dwivedi, Rashi	81,872
Eberle, Valene	85,029
Edmonds, Mark	105,165
Ehrhardt, Marika	83,050
Elsner, Blaine	86,646
Embury, Mike	157,476
Endicott, Brian	112,713
Endicott, Codie	82,395
Ermel, Danielle	73,359
Eschbach, Caleb	58,806
Esplin, Karla	86,014
Euharaj, Antony	64,049
Ewen, Dean	52,898
Fafard, Andrea	89,715
Faucher, Michelle	91,602
Fenske, Holly	65,467
Ferguson, Amie	92,018
Ferner, Amy	90,076
Fitterer, Bryce	68,703
Flahr, Amanda	78,211
Focht, Cindy	99,084
Folk, Dallas	66,075
Forest, Jessica	64,202
Forster, Sean	74,774
Forster, Taylor	55,996
Fortin, Davina	85,896
Fowler, Krista	86,084
Francis, Rhonda	86,202
Fraser, Chelsea	69,385
Fraser, Kayla	61,750
Freitag, Justin	76,285
Freitag, Nicole	88,972
Frey, Roxanne	86,255
Frick, Troy	99,460
Froese, Lewis	86,861
Frombach, Melanie	61,118
Fuchs, Tracie	86,608
Fuhro, Dwight	87,177

Name	Amount
Gabel, Brittany	64,858
Gabriel, Wayne	76,365
Gardiner Hoehn, Meghan	60,359
Gawley, Nathan	80,513
Gawley, Shanis	63,567
Gedak, Mark	88,873
Geiger, Cassandra	85,728
Geis, Kaitlyn	75,932
Geisler, Michelle	86,666
Geisler, Sarah	108,695
Gel, Rebecca	86,315
Gelleta, Jennifer	51,291
Gerein, Kelly	93,197
Gerein, Taylor	53,754
Gerein, Tim	54,457
Gerein, Vanessa	86,511
Geres, Brenda	96,121
Gheyssen, Jesse	83,530
Giambattista, Melanie	73,097
Gibbens, Shelley	86,215
Gibbs, Dana	86,013
Gibson, Kelsey	54,974
Gilroy, Caren	88,189
Godlien, Joshua	86,122
Goertzen, Scott	80,366
Gottfried, Kelsey	72,362
Graff - Litzenberger, Jennifer	56,067
Graham, Ferrah	111,101
Granello, Jillian	78,829
Grant, Jalissa	68,780
Gray, Michelle	99,541
Grebinski, Ben	98,116
Grieve, Krysta	86,310
Gurski, Barb	86,534
Gyug, Eric	50,024
Haberstock, Roxanne	85,923
Hadwen, Glenda	90,348
Halbgewachs, Michelle	86,700

Name	Amount
Halipchak, Anastasia	111,546
Hall, Lorelei	52,049
Hall, Megan	57,101
Hallam, Heather	86,435
Hallam, Michael	102,823
Halter, Rebecca	68,025
Hamelin, Ken	90,076
Hamelin, Melody	65,094
Hamelin-Sorenson, Julie	86,879
Hamilton, Chelsea	67,257
Hampson, Lisa	85,896
Hansford, Melissa	96,439
Harcourt, Dean	90,076
Harcourt, Jordyn	53,504
Harder, Shauna	86,530
Harder, Tamara	71,578
Harding, Ryan	105,806
Hardy, Danielle	64,102
Harkness, Keith	112,595
Harkness, Lorrie Anne	157,476
Harper, Donna-Lynne	86,207
Harvey, John	115,553
Hasan, Maksudul	69,724
Hassler, Angela	90,076
Hawley, Chandra	60,626
Head, Micheal	70,827
Headrick, Daniel	69,029
Heaney, Diane	58,938
Hendriks, Sheena	62,355
Hennenfent, Joel	77,349
Henry, Susan	90,455
Hepworth, Cassandra	55,997
Herbert, Haylea	51,127
Herman, Kelsie	94,843
Herperger, Erin	80,979
Hewitt, Sue	86,466
Highmoor, Patricia	86,921
Hill, Tina	104,422
Himmelspeck, Deanna	69,414
Hodgins, Stacey	90,227

Name	Amount
Hognestad, Sarah	66,994
Hollerbaum, Deanna	86,406
Holt, Kyla	69,342
Hood, Clinton	69,724
Hope, Alyson	59,381
Horsman, Lisa	90,434
Horsman, Shaun	95,676
Howden, Camille	86,472
Howell Dalziel, Kelly	73,291
Hrbachek, Crystal	105,669
Hubbard, Alicia	86,140
Hubick, Carole	86,419
Hubick, Shauna	86,412
Huculak, Mark	65,106
Hulshof, Miranda	74,513
Hunt, Matthew	64,879
Hutchinson, Carole	95,423
Hyndman, Jody	79,917
Ingram, Elizabeth	58,446
Ireland, Kelly	100,673
Irving, John	114,046
Istace, Kathleen	108,221
Istace, Krista	80,102
Janz-Sargees, Tamara	59,966
Jewitt, Don	67,051
Johnson, Alana	95,538
Johnson, Sharon	77,546
Jones, Andrea	70,787
Jordan, Kimberley	68,113
Kalaman, Louanne	86,243
Kaufmann, Chantel	85,928
Keck, Laural	86,223
Kennedy, Sarah	114,992
Kennedy-Maurice, Shannon	86,262
Kessler, Amanda	81,876
King, Donna	86,640
King, Leanne	89,241
Kirby, Michael	90,221
Klatt, Sandra	89,752

Name	Amount
Klein, Mallory	84,314
Klein, Tim	89,259
Klotz, Michele	55,164
Klovansky, Kristine	94,248
Kolish, Erin	76,250
Komarychka, Justin	96,507
Koops, Michael	90,703
Kossmann, Patrick	91,392
Kotylak, Lorelei	86,048
Krammer, Julia	59,352
Kruppi, Kelly	87,406
Kudeba, Kristen	86,657
Kulyk, Jenna	53,546
Kuntz, Jennifer	82,375
Kuntz, Kristan	90,076
Kupschus, Glenn	80,130
Kurtz, Charlene	86,110
Lamarre, Kendra	53,800
Lamontagne, Rachelle	59,742
Lamport, Kayla	52,407
Lane, Beverley	94,664
Lang, Annette	86,147
Langford, Philip	95,208
Langford, Rosalyn	90,165
LaRocque, Michelle	64,017
Larsen, Rhett	91,556
Laternas, Cindy	112,554
Laternas, Sandy	98,661
Law, Janelle	80,283
Leach, Stephanie	90,623
Leader, Lindsay	76,389
Lechner, Cory	90,671
Lees, Jamie	84,692
Leflar, Scott	81,872
Leggett, Kai	90,198
Leonard, Cortney	106,874
Lerat, Tatroy	85,926
Lerminiaux, Luc	153,750
Lesko, Doreen	87,322
Lindskog, Jesse	58,797

Name	Amount
Lingenfelter, Sacha	109,422
Locken, Dale	81,872
Lockert, Larry	56,557
Longstaff, Andrew	87,250
Lubachowski, Jill	86,313
Maas, Tiffani	65,393
MacCallum, Tom	114,642
Machuca, Daniela	53,246
Mack, Spencer	56,505
MacKenzie, Chandra	85,698
Mackin, Kyle	66,719
Magnien, Kathy	146,276
Magnuson, Hala	86,861
Mah, Roxanne	75,661
Maier, Connie	98,679
Mansuy, Casandra	53,031
Marley, Melissa	95,228
Marshall, Judy	90,094
Marshall, Sarah	53,697
Martens, Amy	69,930
Martin, Laurie-Ann	113,638
Martinuk, Jeff	62,559
Marzolf, Laurel	90,399
Mason-Poitras, Amberlee	64,082
Massier, Paul	86,816
Matai, Ali	90,008
Mathewson, Robin	90,454
Matlock, Jannike	66,884
Mattick, Nancy	86,259
Maurer, Heather	57,663
Mayer, Candace	86,871
Mayo, Robert	97,320
Mazur, Lora	86,842
Mcammond, Wade	113,241
McCarthy, Caitlin	58,997
Mccaw-Levers, Jessica	86,270
McDermitt, Shalayne	56,289
McFarlane, Rhea	60,815
McFarlen, Amy	77,403

Name	Amount
McIntosh, Samantha	91,277
McKay, Ian	69,590
McKinney, Shannon	90,108
McMann, Sarah	59,963
Mcmurtry, Barbara	96,037
McNair, Alison	65,773
Mcnish, Laura	85,057
McPherson, Melody	86,234
Meena, Rhonda	86,072
Meeres, Stewart	80,971
Meiklejohn, Amanda	86,224
Meiklejohn, Dianne	68,996
Mellor, Naomi	191,297
Meyer, Grant	87,179
Meyer, Scott	86,016
Meyers, Chad	62,853
Mievre, Rachelle	84,439
Miller, Carla	87,455
Miller, Dan	100,676
Mills, Shannon	68,802
Minto, Kristen	58,814
Mohan, Cameron	58,288
Mooney, Shelly	86,203
Moore, Jeff	86,390
Moore, Kirsten	86,455
Moroz, Andrea	87,029
Morphy, Fran	91,528
Morris, Deidre	54,888
Morris, Shawn	104,720
Morrison, Donald	87,202
Morrow, Shane	80,576
Morson, Charlene	90,198
Muller, Dwight	95,331
Muma, Valerie	85,971
Munro, Terry	91,827
Myers, Christal	87,719
Myers, Kristen	104,729
Mymryk, Leah	90,934
Nagel, Bonnie	85,937
Nameth, Kristin	69,923

Name	Amount
Neal Langdon, Christian	87,525
Nelson, Jolene	90,121
Neuls, Robyn	79,405
Nikulak, Quinn	56,026
Ogden, Angela	86,078
Olafson, Lindy	105,099
Olah-Palfy, Carmen	95,286
Olson, Monica	70,181
Omoth, Alisa	86,145
Onrait, Allyson	68,470
Pacio, Edrian	76,756
Palyu, Whitney	97,047
Papic, Julia	50,341
Parisien, Azalea	104,729
Park, Danelle	86,396
Parker, Andrew	67,712
Parker-Harvey, Leeane	86,037
Parley, Trevor	86,178
Parsons, Sarah	91,254
Paskewitz, Kenneth	71,701
Paterson, Gerri	88,685
Pattison, Jennifer	90,746
Paul, Gwen	90,122
Paulhus, Lorie	90,206
Pelletier, Rene	106,070
Pepper, Candace	54,020
Perkins, Mariah	69,935
Perras, Shauna	87,286
Peters, Rodney	79,046
Peterson, Debbie	61,081
Petford, Corey	86,184
Petford, Dion	89,452
Petford, Geneise	69,704
Petford, Tammy	94,664
Petrinchuk, Dwayne	89,016
Petrisor, Kendra	55,164
Pinay-Schindler, Sandra	114,986
Pletz, Erin	85,770
Pollock, John	90,306
Polowich, Lindsay	75,909

Name	Amount
Popoff, David	90,076
Popovic, Lyle	89,152
Potter, Holly	92,963
Prazma-Arnold, Breanne	57,063
Prystay Thiessen, Tara	58,122
Racette, David	86,295
Racette, Michael	79,762
Radwanski, Jill	100,493
Radwanski, Tim	90,076
Radwell, Tom	88,061
Raiwet, Macey	52,234
Rathgeber, Mandy	55,164
Redding, Amy	60,159
Redding, Katlyn	81,293
Regel, Susan	86,001
Reid, Jay	86,791
Reinhart-Lund, Stephanie	84,219
Rey, Kayla	58,109
Riddell, Marley	60,866
Riffel, Shelly	86,147
Riffel, Twila	71,287
Ross, Jaret	85,536
Rugland, Sheri	51,940
Rydzik, Sidney	55,813
Sache, Michael	90,148
Saelhof, Jileon	105,093
Sample, Jennifer	58,267
Sampson, Eden	60,689
Sandberg, Stacy	73,499
Sauer, Anne Marie	86,343
Schaeffer, Stacey	71,784
Scheirer, Whitney	74,055
Schell, Jennifer	86,289
Scheller, Jamie	95,340
Schenk, Drew	86,178
Scherle, Jessica	57,335
Schewaga, Sarah	70,451
Schill, Craig	73,331
Schimnosky, Robert	86,318

Name	Amount
Schmitz, Janice	87,044
Schneider, Lila	59,558
Schoenroth, Christine	81,671
Schoepp, Sherry	86,269
Schuster, Lori	87,534
Schwab, Michele	87,699
Seigo, Andrew	51,645
Selzer, Megan	61,830
Shambel, Jessica	75,882
Sharpe, Chelsey	60,511
Shaw, Shandi	73,983
Shaw, Tracy	89,998
Shelstad-Sabean, Marcia	92,159
Shevalier, Charlotte	69,686
Shoemaker, Garth	103,242
Sikorski, Mary	68,880
Sillers, Tammy	116,709
Silvester, Jodie	85,513
Simmons, Lynn	88,852
Singer, Sherri	67,186
Singleton, Denise	97,885
Skene, Annette	83,041
Sklar, Aaron	90,130
Skolney, Avril	83,948
Slywka, Sarah	56,918
Smith, Angie	52,083
Smith, Brittani	59,129
Smith, Corralee	109,306
Smith, Derek	162,988
Somefun, Adedolapo	63,387
Sparvier, Jenna	83,128
Spitzer, Sarah	74,066
Sproat, Dionne	93,882
Stadnyk, Fulvia	108,588
Starblanket, Constance	51,038
Starblanket, Kelsey	80,006
Stecyk, Amanda	76,927
Stecyk, Lyle	169,331
Stefan, Kayla	55,278
Stein, Kristen	50,691

Name	Amount
Steinhubl, Joseph	70,316
Stewart, Jordan	61,640
Stiglitz, Julianna	114,915
Stobbs, Jaime	96,216
Strandlund, Nicole	90,103
Stringer, Brenda	86,993
Stringer, Kenneth	67,712
Stroeder, Joseph	80,128
Stroeder, Roderick	85,973
Sudom, Leanne	117,125
Sullivan, Melissa	86,516
Sveinbjornson, Robin	85,948
Sweatman, Michael	119,749
Sweet, Darin	78,905
Switzer, Leslie	86,563
Tainio-Kiefer, Mervi	79,346
Talsma, John	85,896
Taylor, Kara	91,230
Thauburger, Kim	82,235
Tholl, Victor	86,960
Thompson, Ashley	67,457
Thompson, Tia	73,465
Thresher, Barbara	69,454
Thrun, Teresa	66,773
Thurmeier, Patti	107,704
Tiefenbach, Sara	75,280
Tiessen, Kendra	89,681
Torfason, Talia	53,042
Toth, Jana	86,571
Tourand, Calvin	55,171
Townend-Callaghan, Debbie	58,523
Trakalo, Allen	90,234
Trann, Melissa	85,985
Trenholm, Judson	97,603
Turnbull, Karen	86,162
Ursu, Jolene	85,802
Vadeboncoeur, Terelyne	90,187
Vallee, Greg	56,557

Name	Amount
Van Luven-Radwell, Michelle	86,010
Vanchu, Taylor	69,970
Vargo, Kayla	98,065
Verity, Darla	85,896
Verity, Richard	56,557
Vicente, Stephanie	82,066
Viergutz, Trevor	87,221
Vollman, BrieAnn	85,946
Vollman, Daniel	88,009
Wagner, Adele	86,232
Wagner, Tammy	71,905
Wahl, Andrew	95,525
Walker, Patricia	109,623
Wall, Desiree	60,648
Walter, Janice	61,691
Ward, Crystal	77,932
Ward, Sheldon	91,267
Warken, Judy	86,957
Wasilow, Melissa	98,390
Watchman, Julie	85,977
Weeks, Cindy	90,130
Weichel, Wendy	83,811
Weighill, Emma	62,246
Weisbrod, Garth	87,141
Weisbrod, Kate-Lynn	67,500
Weitzel, Bev	101,025
Weitzel, Jason	120,959
Welter, Peggy	87,595
Wenc, Miranda	68,669
Werner, Brenda	86,112
West, Leah	90,764
Whalley, Ryan	110,346

Name	Amount
Whitteron, Linda	98,109
Wickenheiser, Kyla	58,802
Wiebe, Adina	66,374
Wiebe, Jeffrey	86,556
Wiens, Jill	70,248
Wilk, JoAnn	80,183
Wilker, Sarah	62,127
Wilkie, Myrna	60,391
Williams, Regan	99,084
Wilson, Carla	84,316
Wilson, Lorne	90,558
Wilson, Tanja	79,810
Winand, Patrick	63,832
Wingert, Brooklyn	62,536
Winter, Heather	63,530
Winter, Jenna	69,233
Woidyla, Oneida	66,681
Wood, Lisa	61,970
Yanko, Ryan	86,264
Yanyk, Tara	111,437
Yee, Patrick	113,403
Young, Nicole	106,678
Young-Lee, Jill	118,951
Zaiser, Angela	66,960
Zech, Anton	68,883
Zenner, Morgan	68,200
Zepick, Kim	86,238
Zerr, Alexis	80,747
Zinger, Mark	56,557
Zinger, Twyla	90,193
Zirk, Kathryn	67,109
Zuiker, Sarah	57,432

Supplier Payments

Name	Amount
Accelerated Driving	67,194
Allmar International	76,788
Aodbt	181,917
Apple Canada Inc.	68,244
Artistic Painting	78,474
AVI-SPL Canada Ltd.	61,558
BG Prairie Distributors	76,924
Capital Ford Lincoln Inc.	94,868
CCR Construction	172,106
Charter Telcom Inc.	78,268
Cheneliere Education	69,891
Courtesy Driving School	108,623
Do All Floors Ltd	80,728
Domo Gasoline Cooperation	84,498
Evolution Presentation	94,763
Federated Co-operatives	1,187,444
Forward Motion Driving Training	142,645
Good Year Canada Inc	60,066
Horizon Computer Solutions	297,186
Horsman Driving School	146,715
Hub International	144,276
Imperial Oil	157,653
Learning A-Z	72,333
Loraas Disposal	85,180
Marsh Canada Ltd.	564,467
Mazenc Fuels Ltd.	100,805
Parkland Regional College	56,510

Name	Amount
Peepeekisis Cree Nation No. 81	82,411
Powerland Computers	396,016
Prairie Co-operative Ltd	78,982
Real Canadian Wholesale	66,516
Sask. Workers Compensation	248,388
SaskEnergy	555,680
SaskPower	1,245,100
SaskTel CMR	180,893
SaskTel Mobility	92,307
Scholastic Canada Ltd	55,445
Seal it Up Roofing	282,290
South East Regional College	82,411
Sportfactor Inc.	72,953
St. John's Music	59,640
Supreme Office Products	378,798
T.L. Penner Construction Inc.	253,463
Toshiba Business Solutions	198,725
Town of Balgonie	54,099
Town of Lumsden	64,078
Trade West Equipment	162,136
Trans Canada Contracting Ltd	61,751
Van Alstine Project Management	205,261
Veritiv Canada Inc	110,429
Walter's Industrial Mechanical	55,518
Warner Bus Industries Ltd.	1,729,192

Other Expenditures

Name	Amount
Canadian Union of Public Employees	148,299

Name	Amount
Municipal Employees Pension Plan	3,732,308

Name	Amount
Receiver General for Canada	20,249,353
Sask. School Boards Association	1,751,765

Name	Amount
Saskatchewan Teachers' Federation	6,289,250
Teacher's Superannuation Comm.	104,603

Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

Of the Prairie Valley School Division No. 208

School Division No. 2080500

For the Period Ending: August 31, 2019

Naomi Mellor

Chief Financial Officer

MNP LLP

Auditor

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

Management's Responsibility for the Financial Statements

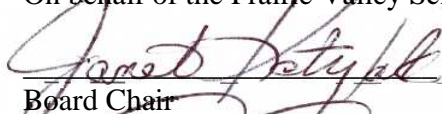
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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

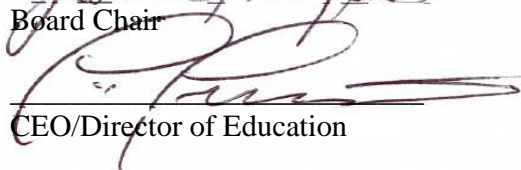
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained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

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

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

On behalf of the Prairie Valley School Division No. 208:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 13, 2019

Independent Auditor's Report

To the Chairman and Trustees of The Board of Education of Prairie Valley School Division No. 208:

Opinion

We have audited the financial statements of Prairie Valley School Division No. 208, which comprise the statement of financial position as at August 31, 2019, and the statements of operations and accumulated surplus, changes in net financial assets (net debt) and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Prairie Valley School Division No. 208 as at August 31, 2019, and the results of its operations, changes in net financial assets (net debt), and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Prairie Valley School Division No. 208 in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

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

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

In preparing the financial statements, management is responsible for assessing the Prairie Valley School Division No. 208'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 Prairie Valley School Division No. 208 or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Prairie Valley School Division No. 208's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Prairie Valley School Division No. 208's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Independent Auditor's Report Continued

- 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 Prairie Valley School Division No. 208's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Prairie Valley School Division No. 208 to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Regina, Saskatchewan

November 13, 2019

MNP **LLP**

Chartered Professional Accountants

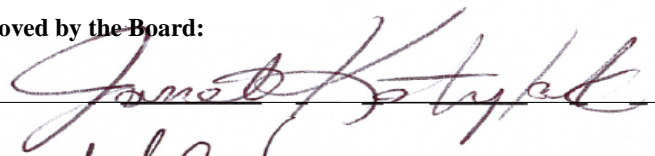
Prairie Valley School Division No. 208
Statement of Financial Position
as at August 31, 2019


	2019	2018
	\$	\$
Financial Assets		
Cash and Cash Equivalents	14,354,791	13,642,636
Accounts Receivable (Note 6)	2,040,567	2,868,517
Total Financial Assets	16,395,358	16,511,153
Liabilities		
Accounts Payable and Accrued Liabilities (Note 7)	5,147,702	5,713,993
Long-Term Debt (Note 8)	13,044,291	13,969,733
Liability for Employee Future Benefits (Note 4)	1,203,600	1,143,100
Deferred Revenue (Note 9)	651,947	858,032
Total Liabilities	20,047,540	21,684,858
Net Debt	(3,652,182)	(5,173,705)
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	110,647,443	115,527,187
Inventory of Supplies for Consumption	313,795	339,849
Prepaid Expenses	581,253	506,011
Total Non-Financial Assets	111,542,491	116,373,047
Accumulated Surplus (Note 11)	107,890,309	111,199,342

Contractual Obligations and Commitments (Note 13)

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

Approved by the Board:





Chairperson

Chief Financial Officer

Prairie Valley School Division No. 208
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2019

	2019	2019	2018
	Budget	Actual	Actual
	\$	\$	\$
	(Note 12)		
REVENUES			
Property Taxes and Other Related	-	8,854	15,985,435
Grants	93,121,784	93,455,704	72,119,498
Tuition and Related Fees	5,725,000	5,478,100	5,248,192
School Generated Funds	2,887,399	2,705,474	2,750,529
Complementary Services (Note 10)	660,000	656,588	644,688
Other	1,675,000	1,077,999	1,097,539
Total Revenues (Schedule A)	104,069,183	103,382,719	97,845,881
EXPENSES			
Governance	496,231	520,599	472,092
Administration	3,669,858	3,312,871	3,436,715
Instruction	76,529,519	76,352,860	73,766,954
Plant	14,137,833	12,852,578	13,480,265
Transportation	9,300,330	9,322,799	9,020,833
Tuition and Related Fees	155,624	237,232	230,047
School Generated Funds	2,782,987	2,629,331	2,532,510
Complementary Services (Note 10)	678,521	667,510	639,418
Other	620,125	795,972	4,128,512
Total Expenses (Schedule B)	108,371,028	106,691,752	107,707,346
Operating Deficit for the Year	(4,301,845)	(3,309,033)	(9,861,465)
Accumulated Surplus from Operations, Beginning of Year	111,199,342	111,199,342	121,060,807
Accumulated Surplus from Operations, End of Year	106,897,497	107,890,309	111,199,342

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

Prairie Valley School Division No. 208
Statement of Changes in Net Financial Assets (Net Debt)
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
	(Note 12)		
(Net Debt) Net Financial Assets, Beginning of Year	(5,173,705)	(5,173,705)	1,725,007
Changes During the Year			
Operating Deficit for the Year	(4,301,845)	(3,309,033)	(9,861,465)
Acquisition of Tangible Capital Assets (Schedule C)	(2,001,800)	(2,248,604)	(3,975,242)
Amortization of Tangible Capital Assets (Schedule C)	7,254,086	7,128,348	6,949,625
Net Acquisition of Inventory of Supplies	-	26,054	(3,992)
Net Change in Other Non-Financial Assets	-	(75,242)	(7,638)
Change in Net Financial Assets / Net Debt	950,441	1,521,523	(6,898,712)
Net Debt, End of Year	(4,223,264)	(3,652,182)	(5,173,705)

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

Prairie Valley School Division No. 208**Statement of Cash Flows
for the year ended August 31, 2019**

	2019	2018
	\$	\$
OPERATING ACTIVITIES		
Operating Deficit for the Year	(3,309,033)	(9,861,465)
Add Non-Cash Items Included in Deficit (Schedule D)	7,128,348	6,949,625
Net Change in Non-Cash Operating Activities (Schedule E)	66,886	26,079,733
Cash Provided by Operating Activities	3,886,201	23,167,893
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(2,248,604)	(3,975,242)
Cash Used by Capital Activities	(2,248,604)	(3,975,242)
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(925,442)	(1,101,312)
Cash Used by Financing Activities	(925,442)	(1,101,312)
INCREASE IN CASH AND CASH EQUIVALENTS	712,155	18,091,339
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	13,642,636	(4,448,703)
CASH AND CASH EQUIVALENTS, END OF YEAR	14,354,791	13,642,636

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

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

1. AUTHORITY AND PURPOSE

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Prairie Valley School Division No. 208” and operates as “the Prairie Valley School Division No. 208”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

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

a) Basis of Accounting

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

b) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$1,203,600 (2018 - \$1,143,100) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related amortization of \$7,128,348 (2018 - \$6,949,625) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

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

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

c) Financial Instruments

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

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

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

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

d) Financial Assets

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

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

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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.

e) Non-Financial Assets

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

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

Tangible capital assets are recorded at cost and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset.

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
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

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

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

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

f) Liabilities

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

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

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

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.

g) 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.

h) 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.

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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

i) Government Transfers (Grants)

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

ii) Property Taxation

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

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

iii) Fees and Services

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

iv) Interest Income

Interest is recognized as revenue when it is earned.

v) Other (Non-Government Transfer) Contributions

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

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

3. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2019 Actual	2018 Actual
Governance	\$ 254,628	\$ 265,971	\$ -	\$ -	\$ 520,599	\$ 472,092
Administration	2,846,329	309,239	-	157,303	3,312,871	3,436,715
Instruction	68,122,271	5,858,644	-	2,371,945	76,352,860	73,766,954
Plant	4,312,630	5,331,675	-	3,208,273	12,852,578	13,480,265
Transportation	5,305,170	2,626,802	-	1,390,827	9,322,799	9,020,833
Tuition and Related Fees	-	237,232	-	-	237,232	230,047
School Generated Funds	-	2,629,331	-	-	2,629,331	2,532,510
Complementary Services	582,987	84,523	-	-	667,510	639,418
Other	-	224,747	571,225	-	795,972	4,128,512
TOTAL	\$81,424,015	\$17,568,164	\$571,225	\$ 7,128,348	\$106,691,752	\$107,707,346

4. 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. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2019.

Details of the employee future benefits are as follows:

	2019	2018
Long-term assumptions used:		
Discount rate at end of period	1.93%	3.00%
Inflation and productivity rate (excluding merit and promotion) - Teachers	2.50%	2.50%
Inflation and productivity rate (excluding merit and promotion) - Non-Teachers	3.00%	3.00%
Expected average remaining service life (years)	14	14

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

Liability for Employee Future Benefits	2019	2018
Accrued Benefit Obligation - beginning of year	\$ 1,095,700	\$ 1,289,000
Current period service cost	88,500	108,000
Interest cost	34,500	37,000
Benefit payments	(69,700)	(39,700)
Actuarial losses (gains)	164,400	(298,600)
Accrued Benefit Obligation - end of year	1,313,400	1,095,700
Unamortized Net Actuarial (Losses) Gains	(109,800)	47,400
Liability for Employee Future Benefits	\$ 1,203,600	\$ 1,143,100

Employee Future Benefits Expense	2019	2018
Current period service cost	\$ 88,500	\$ 108,000
Amortization of net actuarial loss	7,200	28,400
Benefit cost	95,700	136,400
Interest cost	34,500	37,000
Total Employee Future Benefits Expense	\$ 130,200	\$ 173,400

5. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

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

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
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As at August 31, 2019

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

	2019			2018
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	738	2	740	739
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	\$ 5,020,617	\$ 9,644	\$ 5,030,261	\$ 5,806,425

ii) Municipal Employees' Pension Plan (MEPP)

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

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

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

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

Details of the MEPP are as follows:

	2019	2018
Number of active School Division members	646	660
Member contribution rate (percentage of salary)	9.00%	8.15-9.00%
School Division contribution rate (percentage of salary)	9.00%	8.15-9.00%
Member contributions for the year	\$ 1,866,154	\$ 1,721,387
School Division contributions for the year	\$ 1,866,154	\$ 1,721,387
Actuarial extrapolation date	Dec-31-2018	Dec-31-2017
Plan Assets (in thousands)	\$ 2,487,505	\$ 2,469,995
Plan Liabilities (in thousands)	\$ 2,024,269	\$ 2,015,818
Plan Surplus (in thousands)	\$ 463,236	\$ 454,177

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

6. ACCOUNTS RECEIVABLE

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

	2019			2018		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Provincial Grants Receivable	\$ 95,000	\$ -	\$ 95,000	\$ 125,000	\$ -	\$ 125,000
Other Receivables	1,945,567	-	1,945,567	2,743,517	-	2,743,517
Total Accounts Receivable	\$ 2,040,567	\$ -	\$ 2,040,567	\$ 2,868,517	\$ -	\$ 2,868,517

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2019	2018
Accrued Salaries and Benefits	\$ 2,508,157	\$ 2,292,273
Supplier Payments	2,138,724	2,903,492
Accrued Interest on Long-Term Debt	29,990	33,477
Teacher Professional Development Fund	470,831	484,751
Total Accounts Payable and Accrued Liabilities	\$ 5,147,702	\$ 5,713,993

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

8. LONG-TERM DEBT

Details of long-term debt are as follows:

		2019	2018
Debtures:	The School Division has purchased an annuity debenture dated June 1, 2006 from the Municipal Financing Corporation of Saskatchewan (MFC) in the amount of \$7,330,080. The 20 year debenture is repayable in annual amounts of \$595,688, including interest at 5.15% per annum due June 1. The School Division has the option to prepay the debenture prior to maturity, in accordance with MFC's repayment policy. The due date is June 1, 2026.	\$ 3,428,217	\$ 3,826,824
		3,428,217	3,826,824
Capital Loans:	Capital Bank loan for major capital projects payable to Royal Bank (RBC), at \$75,263 due on the last day of the month, including interest at 3.80% per annum. The due date is April 30, 2033.	9,616,074	10,142,909
		9,616,074	10,142,909
Total Long-Term Debt		\$ 13,044,291	\$ 13,969,733

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

	Debtures	Capital Loans	Total
2020	\$ 419,135	\$ 547,207	\$ 966,342
2021	440,721	568,367	1,009,088
2022	463,418	590,345	1,053,763
2023	487,284	613,173	1,100,457
2024	512,379	636,884	1,149,263
Thereafter	1,105,280	6,660,098	7,765,378
Total	\$ 3,428,217	\$ 9,616,074	\$ 13,044,291

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

	Debtures	Capital Loans	2019	2018
Principal	\$ 398,607	\$ 526,835	\$ 925,442	\$ 1,101,312
Interest	193,594	376,318	569,912	611,279
Total	\$ 592,201	\$ 903,153	\$ 1,495,354	\$ 1,712,591

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

9. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2018	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2019
Capital projects:				
Federal capital tuition	\$ 706,358	\$ -	\$ 206,085	\$ 500,273
Proceeds from sale of school buildings	151,674	-	-	151,674
Total Deferred Revenue	\$ 858,032	\$ -	\$ 206,085	\$ 651,947

10. COMPLEMENTARY SERVICES

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

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

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2019	2018
Revenues:			
Operating Grants	\$ 656,588	\$ 656,588	\$ 644,688
Total Revenues	656,588	656,588	644,688
Expenses:			
Salaries & Benefits	582,987	582,987	592,774
Instructional Aids	31,476	31,476	34,660
Supplies and Services	88	88	91
Non-Capital Equipment	800	800	-
Communications	-	-	994
Travel	94	94	81
Student Related Expenses	52,065	52,065	10,818
Total Expenses	667,510	667,510	639,418
Excess (Deficiency) of Revenues over Expenses	\$ (10,922)	\$ (10,922)	\$ 5,270

11. 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.

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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

Details of accumulated surplus are as follows:

	August 31 2018	Additions during the year	Reductions during the year	August 31 2019
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 115,527,187	\$ 2,248,604	\$ (7,128,348)	\$ 110,647,443
Less: Debt owing on Tangible Capital Assets	13,969,733	-	(925,442)	13,044,291
	101,557,454	2,248,604	(6,202,906)	97,603,152
PMR maintenance project allocations (1)	-	2,462,729	(1,472,372)	990,357
Designated Assets:				
Other:				
School generated funds (2)	1,071,905	76,307	-	1,148,212
Operating Fund Reserve (3)	4,081,552	-	-	4,081,552
	5,153,457	76,307	-	5,229,764
Unrestricted Surplus	4,488,431	-	(421,395)	4,067,036
Total Accumulated Surplus	\$ 111,199,342	\$ 4,787,640	\$ (8,096,673)	\$ 107,890,309

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

The purpose and nature of each Designated Assets amount is as follows:

- (2) **School Generated Funds** – consist of the excess of revenues over expenses from funds collected from school activities at the school level.
- (3) **Operating Reserve Fund** – The operating reserve fund was created by the board to support stable programming and ongoing operations for the benefit of the students served by Prairie Valley School Division. The reserve provides an internal source of funds to access in situations such as unanticipated increase in expenses, unanticipated funding reductions or shortfalls and uninsured losses.

12. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 13, 2018 and the Minister of Education on August 22, 2018.

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

13. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- Construction contract for Whitewood School addition and renovation in the amount of \$1,091,950 over one year;
- Photocopier agreements semi-annual payments of \$67,163, expires January 31, 2021.

Operating lease obligations of the school division are as follows:

	Operating Leases	
	Copier Leases	Total Operating
Future minimum lease payments:		
2020	\$ 134,326	\$ 134,326
2021	55,969	55,969
Total Lease Obligations	\$ 190,295	\$ 190,295

14. COMPARATIVE INFORMATION

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

15. 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 credit limits applied to customers when set up and the monitoring of accounts that are overdue.

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.

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

The aging of grants and other accounts receivable as at August 31, 2019 was:

August 31, 2019					
	Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 95,000	\$ 95,000	\$ -	\$ -	\$ -
Other Receivables	1,735,125	715,567	29	26,523	993,006
Net Receivables	\$ 1,830,125	\$ 810,567	\$ 29	\$ 26,523	\$ 993,006

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

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by projecting cash flow, reviewing budget to actual expenditures and forecasting.

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

August 31, 2019					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 5,147,702	\$ 5,147,702	\$ -	\$ -	\$ -
Long-term debt	13,044,291	271,009	695,334	5,512,850	6,565,098
Total	\$ 18,191,993	\$ 5,418,711	\$ 695,334	\$ 5,512,850	\$ 6,565,098

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 does not have any interest rate exposure.

The school division also has an authorized bank line of credit of \$8,000,000 with interest payable monthly at a rate of prime minus 0.50% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2019.

PRAIRIE VALLEY SCHOOL DIVISION NO. 208
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

The school division minimizes these risks by:

- Holding cash in an account at a Canadian bank, denominated in Canadian currency
- Managing cash flows to minimize utilization of its bank line of credit
- Managing its interest rate risk on long-term debt through the 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, the school division believes that it is not subject to significant foreign exchange risk from its financial instruments.

Prairie Valley School Division No. 208
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	-	-	15,434,069
Total Property Tax Revenue	-	-	15,434,069
Grants in Lieu of Taxes			
Federal Government	-	-	167,913
Provincial Government	-	-	152,476
Railways	-	-	199,498
Other	-	-	17,361
Total Grants in Lieu of Taxes	-	-	537,248
Other Tax Revenues			
Treaty Land Entitlement - Rural	-	8,854	13,519
House Trailer Fees	-	-	32,836
Total Other Tax Revenues	-	8,854	46,355
Additions to Levy			
Penalties	-	-	144,216
Other	-	-	43,712
Total Additions to Levy	-	-	187,928
Deletions from Levy			
Cancellations	-	-	(218,491)
Other Deletions	-	-	(1,674)
Total Deletions from Levy	-	-	(220,165)
Total Property Taxes and Other Related Revenue	-	8,854	15,985,435
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	90,273,334	89,852,632	69,087,852
Other Ministry Grants	185,000	305,922	308,908
Total Ministry Grants	90,458,334	90,158,554	69,396,760
Other Provincial Grants	502,720	739,421	437,008
Total Operating Grants	90,961,054	90,897,975	69,833,768
Capital Grants			
Ministry of Education Capital Grants	2,160,730	2,557,729	2,285,730
Total Capital Grants	2,160,730	2,557,729	2,285,730
Total Grants	93,121,784	93,455,704	72,119,498

Prairie Valley School Division No. 208
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
Federal Government and First Nations	5,725,000	5,424,100	5,199,192
Individuals and Other	-	54,000	49,000
Total Tuition Fees	5,725,000	5,478,100	5,248,192
Total Tuition and Related Fees Revenue	5,725,000	5,478,100	5,248,192
School Generated Funds Revenue			
Curricular			
Student Fees	207,559	208,051	189,688
Total Curricular Fees	207,559	208,051	189,688
Non-Curricular Fees			
Commercial Sales - Non-GST	904,920	888,126	890,917
Fundraising	844,584	652,115	745,950
Grants and Partnerships	172,970	174,226	182,390
Students Fees	227,677	348,101	304,625
Other	529,689	434,855	436,959
Total Non-Curricular Fees	2,679,840	2,497,423	2,560,841
Total School Generated Funds Revenue	2,887,399	2,705,474	2,750,529
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	660,000	656,588	644,688
Total Complementary Services Revenue	660,000	656,588	644,688
Other Revenue			
Miscellaneous Revenue	1,455,000	840,707	845,182
Sales & Rentals	120,000	105,940	109,585
Investments	100,000	131,352	142,772
Total Other Revenue	1,675,000	1,077,999	1,097,539
TOTAL REVENUE FOR THE YEAR	104,069,183	103,382,719	97,845,881

Prairie Valley School Division No. 208
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	229,348	254,628	197,027
Professional Development - Board Members	41,467	13,608	10,760
Grants to School Community Councils	67,860	64,090	71,630
Other Governance Expenses	157,556	188,273	192,675
Total Governance Expense	496,231	520,599	472,092
Administration Expense			
Salaries	2,744,581	2,498,369	2,484,218
Benefits	374,333	347,960	363,273
Supplies & Services	206,391	94,152	241,652
Non-Capital Furniture & Equipment	24,600	27,995	28,682
Building Operating Expenses	61,600	80,762	84,657
Communications	51,848	49,084	54,001
Travel	13,553	25,801	20,138
Professional Development	60,500	31,445	26,546
Amortization of Tangible Capital Assets	132,452	157,303	133,548
Total Administration Expense	3,669,858	3,312,871	3,436,715
Instruction Expense			
Instructional (Teacher Contract) Salaries	50,293,103	50,059,677	49,712,091
Instructional (Teacher Contract) Benefits	2,539,095	2,520,946	2,433,885
Program Support (Non-Teacher Contract) Salaries	12,933,672	12,686,819	12,369,696
Program Support (Non-Teacher Contract) Benefits	2,747,395	2,854,829	2,616,826
Instructional Aids	1,255,437	1,306,127	1,071,929
Supplies & Services	1,347,256	2,290,505	1,130,339
Non-Capital Furniture & Equipment	1,594,111	556,441	330,425
Communications	177,188	150,207	166,788
Travel	332,347	327,465	339,527
Professional Development	380,485	436,449	368,022
Student Related Expense	734,975	791,450	766,947
Amortization of Tangible Capital Assets	2,194,455	2,371,945	2,460,479
Total Instruction Expense	76,529,519	76,352,860	73,766,954

Prairie Valley School Division No. 208
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	3,716,912	3,546,011	3,533,160
Benefits	778,319	766,619	735,394
Supplies & Services	15,500	12,606	16,809
Non-Capital Furniture & Equipment	18,000	18,946	7,257
Building Operating Expenses	6,035,760	5,180,242	5,979,187
Communications	5,653	5,968	5,598
Travel	102,250	106,985	95,382
Professional Development	10,500	6,928	2,858
Amortization of Tangible Capital Assets	3,454,939	3,208,273	3,104,620
Total Plant Operation & Maintenance Expense	14,137,833	12,852,578	13,480,265
Student Transportation Expense			
Salaries	4,281,335	4,323,560	4,195,723
Benefits	873,684	981,610	945,217
Supplies & Services	1,677,920	1,794,109	1,721,359
Non-Capital Furniture & Equipment	605,881	513,928	534,410
Building Operating Expenses	17,401	25,146	28,280
Communications	68,000	59,933	72,825
Travel	28,270	41,140	41,980
Professional Development	13,681	5,998	6,990
Contracted Transportation	261,918	186,548	223,071
Amortization of Tangible Capital Assets	1,472,240	1,390,827	1,250,978
Total Student Transportation Expense	9,300,330	9,322,799	9,020,833
Tuition and Related Fees Expense			
Tuition Fees	155,624	237,232	230,047
Total Tuition and Related Fees Expense	155,624	237,232	230,047
School Generated Funds Expense			
Academic Supplies & Services	243,879	133,249	128,999
Cost of Sales	778,542	789,481	723,289
Non-Capital Furniture & Equipment	37,416	63,517	5,116
School Fund Expenses	1,723,150	1,643,084	1,675,106
Total School Generated Funds Expense	2,782,987	2,629,331	2,532,510

Prairie Valley School Division No. 208
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	428,799	371,941	411,816
Program Support (Non-Teacher Contract) Salaries & Benefits	211,922	211,046	180,958
Instructional Aids	28,520	31,476	34,660
Supplies & Services	500	88	91
Non-Capital Furniture & Equipment	-	800	-
Communications	-	-	994
Travel	350	94	81
Student Related Expenses	8,430	52,065	10,818
Total Complementary Services Expense	678,521	667,510	639,418
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	45,200	1,313	14,918
Interest on Debentures	197,081	193,594	213,288
Interest on Capital Loans	377,844	376,318	397,991
Total Interest and Bank Charges	620,125	571,225	626,197
Transfer of Taxes Receivable	-	-	3,274,140
Provision for Uncollectable Accounts	-	224,747	228,175
Total Other Expense	620,125	795,972	4,128,512
TOTAL EXPENSES FOR THE YEAR	108,371,028	106,691,752	107,707,346

Prairie Valley School Division No. 208

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

	Land		Buildings		School	Other	Furniture and	Computer Hardware and	Computer	2019	2018
	Land	Improvements	Buildings	Short-Term	Buses	Vehicles	Equipment	Audio Visual Equipment	Software		
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Tangible Capital Assets - at Cost											
Opening Balance as of September 1	3,046,843	3,562,922	149,524,481	162,670	17,790,395	665,686	12,432,490	10,291,942	-	197,477,429	196,645,469
Additions/Purchases	-	-	-	-	1,551,979	164,898	242,913	191,381	97,433	2,248,604	3,975,242
Disposals	-	(788,188)	(3,842,299)	(84,793)	(300,090)	-	(29,802)	(1,638,506)	-	(6,683,678)	(3,143,282)
Closing Balance as of August 31	3,046,843	2,774,734	145,682,182	77,877	19,042,284	830,584	12,645,601	8,844,817	97,433	193,042,355	197,477,429
Tangible Capital Assets - Amortization											
Opening Balance as of September 1	-	2,081,765	57,208,916	125,786	10,153,965	333,594	6,727,107	5,319,109	-	81,950,242	78,143,899
Amortization of the Period	-	128,310	2,722,172	3,384	1,202,537	166,117	1,255,266	1,631,075	19,487	7,128,348	6,949,625
Disposals	-	(788,188)	(3,842,299)	(84,793)	(300,090)	-	(29,802)	(1,638,506)	-	(6,683,678)	(3,143,282)
Closing Balance as of August 31	N/A	1,421,887	56,088,789	44,377	11,056,412	499,711	7,952,571	5,311,678	19,487	82,394,912	81,950,242
Net Book Value											
Opening Balance as of September 1	3,046,843	1,481,157	92,315,565	36,884	7,636,430	332,092	5,705,383	4,972,833	-	115,527,187	118,501,570
Closing Balance as of August 31	3,046,843	1,352,847	89,593,393	33,500	7,985,872	330,873	4,693,030	3,533,139	77,946	110,647,443	115,527,187
Change in Net Book Value	-	(128,310)	(2,722,172)	(3,384)	349,442	(1,219)	(1,012,353)	(1,439,694)	77,946	(4,879,744)	(2,974,383)
Disposals											
Historical Cost	-	788,188	3,842,299	84,793	300,090	-	29,802	1,638,506	-	6,683,678	3,143,282
Accumulated Amortization	-	788,188	3,842,299	84,793	300,090	-	29,802	1,638,506	-	6,683,678	3,143,282
Net Cost	-	-	-	-	-	-	-	-	-	-	-
Price of Sale	-	-	-	-	-	-	-	-	-	-	-
Gain (Loss) on Disposal	-	-	-	-	-	-	-	-	-	-	-

Prairie Valley School Division No. 208
Schedule D: Non-Cash Items Included in Deficit
for the year ended August 31, 2019

	2019	2018
	\$	\$
Non-Cash Items Included in Deficit		
Amortization of Tangible Capital Assets (Schedule C)	7,128,348	6,949,625
Total Non-Cash Items Included in Deficit	7,128,348	6,949,625

Prairie Valley School Division No. 208
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2019

	2019	2018
	\$	\$
Net Change in Non-Cash Operating Activities		
Decrease in Accounts Receivable	827,950	25,142,966
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(566,291)	1,589,821
Increase in Liability for Employee Future Benefits	60,500	133,700
(Decrease) in Deferred Revenue	(206,085)	(775,124)
Decrease (Increase) in Inventory of Supplies for Consumption	26,054	(3,992)
Increase in Prepaid Expenses	(75,242)	(7,638)
Total Net Change in Non-Cash Operating Activities	66,886	26,079,733