

2023 2024 ANNUAL REPORT



South East Cornerstone Public School Division #209

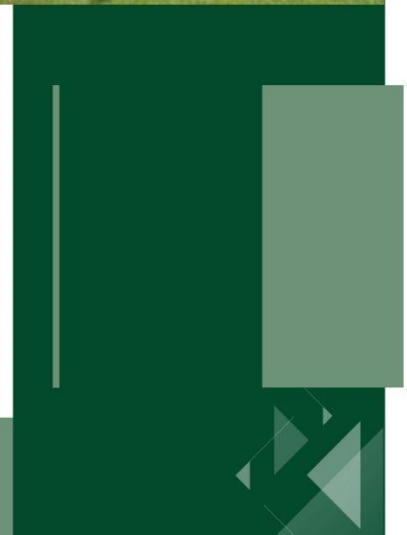


Table of Contents

School Division Contact Information	1
Letter of Transmittal	2
Introduction	3
Governance	4
School Division Profile.....	8
Demographics	10
Strategic Direction and Reporting	13
Infrastructure and Transportation.....	43
Financial Overview	46
Appendix A – Payee List	48
Appendix B – Management Report and Audited Financial Statements.....	60

School Division Contact Information

South East Cornerstone Public School Division #209

80A 18th Street N.E., Weyburn, SK., S4H 2W4



Office: (306) 848-0080

Fax: (306) 848-4747



www.secpsd.ca



contactus@secpsd.ca



Letter of Transmittal



Honourable Everett Hindley
Minister of Education

Dear Minister Hindley:

The Board of Education of South East Cornerstone Public School Division 209 is pleased to provide you and the residents of the school division with the 2023-24 annual report. This report presents an overview of South East Cornerstone Public School Division's goals, activities and results for the fiscal year September 1, 2023 to August 31, 2024. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in cursive script that reads "Audrey Trombley". The ink is dark and the signature is written in a fluid, personal style.

Audrey Trombley Chairperson

Introduction

This annual report provides information about South East Cornerstone Public School Division in its 2023-24 fiscal year, its governance structures, students, staff, partnerships, programs, infrastructure, and finances. In addition to detailing the school division's goals, activities and performance, this report outlines how the division deployed the first year of the provincial education plan in relation to its school division plan.

The 2023-24 school year again prioritized the importance of maintaining the mental health and well-being of students and staff, student transitions, Indigenous education and the continuation of learning and assessment. This report will include details of actions undertaken in accordance with the school division's priorities and goals for the 2023-24 academic year.



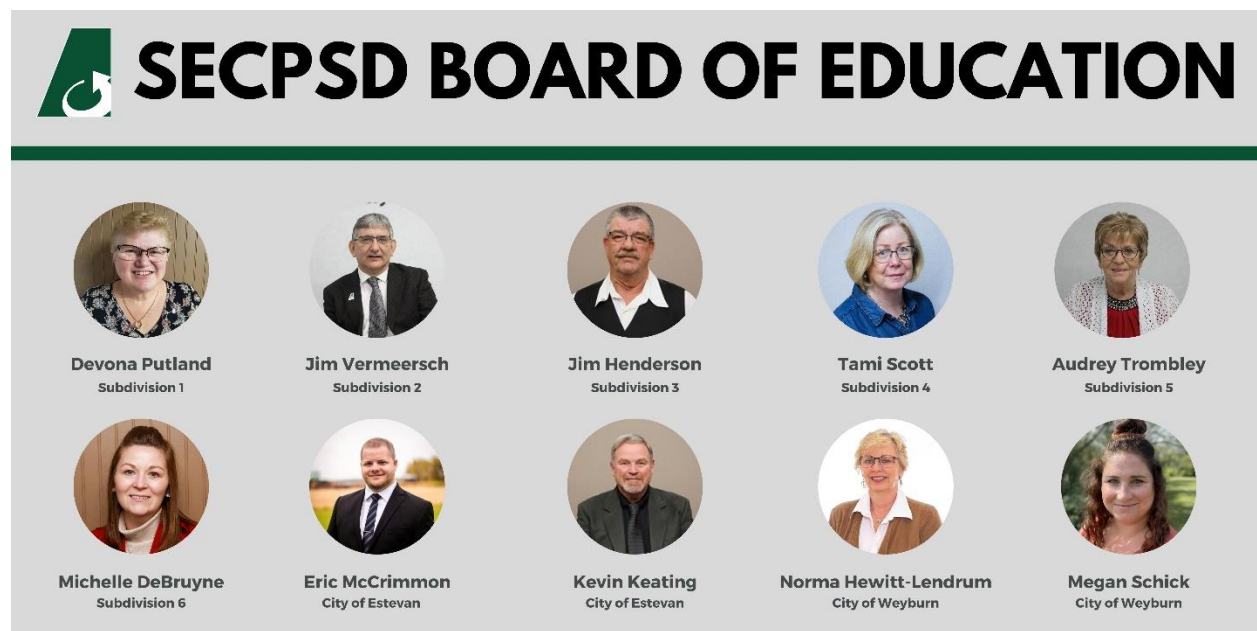
Governance

The Board of Education











Through *The Education Act, 1995*, the Minister of Education has vested in the Board of Education the power and authority to govern the South East Cornerstone Public School Division (SECPSD). Accordingly, as the elected corporate body responsible for the SECPSD, the Board of Education has the mandate to provide students of the division with learning opportunities delivered within the context of the Board’s vision, mission and values and provincially allocated funding.

The 10-member Board consists of six trustees elected from rural subdivisions and four elected from the cities of Weyburn and Estevan. Once elected, they not only represent their subdivision, but all students in the SECPSD. Elected on November 16, 2022, the Board of Education consists of the following trustees as of August 31, 2024:

Subdivision 1	Devona Putland
Subdivision 2	Jim Vermeersch
Subdivision 3	Jim Henderson
Subdivision 4	Tami Scott
Subdivision 5	Audrey Trombley
Subdivision 6	Michelle DeBruyne
City of Estevan	Eric McCrimmon
City of Estevan	Kevin Keating
City of Weyburn	Norma Hewitt-Lendrum
City of Weyburn	Megan Schick



The banner features the SECPSD logo on the left, followed by the text "SECPSD BOARD OF EDUCATION" in large, bold, black letters. Below the banner is a grid of ten circular portraits of the board members, each with their name and affiliation printed below them.

 Devona Putland Subdivision 1	 Jim Vermeersch Subdivision 2	 Jim Henderson Subdivision 3	 Tami Scott Subdivision 4	 Audrey Trombley Subdivision 5
 Michelle DeBruyne Subdivision 6	 Eric McCrimmon City of Estevan	 Kevin Keating City of Estevan	 Norma Hewitt-Lendrum City of Weyburn	 Megan Schick City of Weyburn

School Community Councils

SECPD has a School Community Council (SCC) in each of its 35 schools for a total of 290 SCC members. *The Education Regulations, 2019* provides a common yet flexible framework for all members of SCCs. Under the authority of boards of education, members have specific powers and duties. The SCC consists of elected members and appointed members. The actual number of members varies from one SCC to another (from five to nine elected members plus appointed members). This variation depends upon the needs and interest demonstrated at the school and community level. Schools with Grade 10 to 12 students strive to have student representation on their SCC. For the 2023-24 school year all 35 schools had active SCCs. The SCCs in Arcola, Carlyle and Stoughton strive to have First Nation representation from neighbouring reserves on their SCCs.

The Education Regulations, 2019 requires school divisions to undertake orientation, training, development, and networking opportunities for their SCC members. SECPD provided area workshops for SCC chairs and new members between November 7 to 9, 2023. The workshop focused on learning about the roles and responsibilities of SCCs, priorities and goals of the school division, supports available for staff and students, mental health, and SCC connection to SECPD's Learning Plan. The workshops provided an opportunity for discussion on division priorities and networking with other SCCs. The minutes from all SCC meetings were posted on the division website to enable SCCs to see what others are doing and working on.

The Board of Education provides equal funding to each SCC. SCCs use this funding in a variety of ways, including communication and public relations, meeting expenses, supporting guest speakers at school-level events, or supporting the school with their school improvement plan.

35 schools	\$2007.00 per school	\$70,245.00
------------	----------------------	-------------



SCC Activities & Fundraisers - 2023-24 School Year

Key Successes

- All 35 SCCs were active across SECPD.
- The Lampman School SCC reached out to the community for career and work placements and volunteerism credits, which supported credit attainment and graduation rates.
- Through fundraising and the writing of grants, Redvers School was able to complete a covered outdoor classroom which increased student engagement as well as increased sense of school connection in school.
- The McNaughton High School SCC in Moosomin raised funds for Home Economics renovations and upgrades which increased student engagement.
- The Lyndale School SCC in Oungre provided transportation for students to attend Treaty 4 Days in Fort Qu'Appelle.
- Carlyle Elementary School SCC assisted in planning and hosting the Day of Belonging Mosaic, which had several different cultures represented, including First Nations.
- Oxbow Prairie Horizons SCC organized a Guest Reader Week with a variety of community members attending to read to classes over the week.

Key Challenges

- Quorum at all meeting/scheduling conflicts.
- Having difficulty having a small contingent of SCC members.
- Difficulty focusing on all four of the Provincial Education Plan goals.
- Finding opportunities to support mental health and well-being.
- Finding local Indigenous education opportunities



First Nations & Metis cultural activities that students participated in during the 2023-24 school year

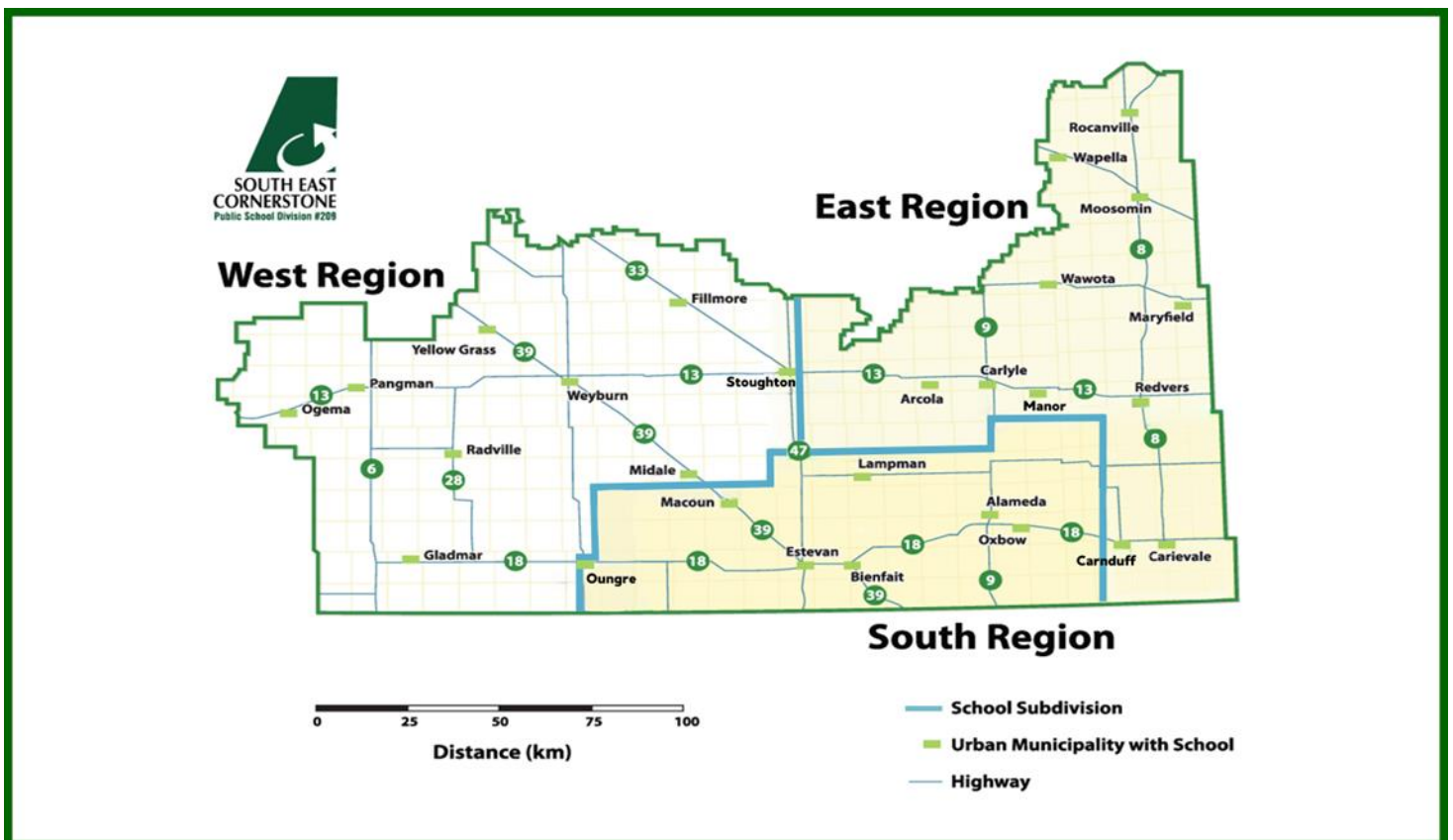
School Division Profile

School Division in Context

SECPSD was officially formed in 2006 with the amalgamation of six school divisions in southeastern Saskatchewan. The division is both rural and urban in its geographic structure with 35 schools in 27 communities and an approximate enrolment of over 8,300 students. With headquarters nestled in Weyburn, SECPSD serves the communities up to the Manitoba border in the east, to Ogema in the west, to Rocanville and Fillmore in the north, down to the United States border in the south. The division encompasses a wide area of southeast Saskatchewan and sits on approximately 31,000 square kilometers – the size of Vancouver Island.

The 10-member Board consists of six trustees elected from six rural subdivisions and four elected from the cities of Weyburn and Estevan.

Southeast Saskatchewan has a diverse economy. Much of the SECPSD is rural, punctuated by several large towns and two cities, Estevan and Weyburn. The division is home to three First Nation reserves: Pheasant Rump, Ocean Man, and White Bear.



Division Philosophical Foundation

Vision Statement

Success and Achievement for Every Student in Every School.

Mission Statement

To provide passionate and committed leadership to ensure success for all.

Guiding Principles

Success for all within the South East Cornerstone Public School Division No. 209 is achieved by acting upon our commitment to the following principles:

- **Development of the Whole Person**
We value education that includes physical, emotional, social, academic, and spiritual development.
- **Celebration of Success**
We value a culture of celebration and the acknowledgement of success.
- **Working Together for Success**
We value both productive teamwork and individual initiative.
- **Participation**
We value participation and support of all individuals and groups in our community.
- **Responsibility**
We value accountability for all individuals and groups in our Division.
- **Effective Leadership**
We value creative and facilitative leadership.
- **Growth and Innovation**
We value continuous improvement of teaching and learning and the use of innovative practice.
- **All Students Will Learn**
We value personal growth and development for all students.
- **Success for All**
We value a positive environment that enables each person to achieve his/her potential.
- **Commitment to Be Your Best**
We value passionate commitment and good character.

Demographics

Students

SECPSD saw a small increase in enrolment for the 2023-24 school year. Total K-12 enrolment was 11 students more than the previous year. Prekindergarten enrolments remained consistent at 149 students. The division's self-identified First Nations, Métis, and Inuit (FNMI) population increased from 436 students in the 2022-23 school year to 478 students in the 2023-24 school year. The number of English as an Additional Language (EAL) students has increased from 479 in the 2022-23 school year to 503 students in the 2023-24 school year. The SECPSD French Immersion student population has increased from 107 in the 2022-23 school year to 119 in the 2023-24 school year, because of the program expansion to include Grade 4 classes offered in Pleasantdale School in Estevan and Assiniboia Park School in Weyburn.

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	581	567	541	518	538
1	615	574	562	560	551
2	547	603	588	575	568
3	589	545	613	585	598
4	590	584	551	610	592
5	632	579	584	557	622
6	568	631	585	582	565
7	654	589	651	610	607
8	638	651	592	657	626
9	674	698	712	649	725
10	686	697	736	739	693
11	691	668	690	751	718
12	756	761	731	752	753
Total	8,221	8,147	8,136	8,145	8,156
PreK	145	142	157	149	149

Subpopulation Enrolments	Grades	2019-20	2020-21	2021-22	2022-23	2023-24
Self-Identified First Nations, Métis, or Inuit	K to 3	90	79	88	80	107
	4 to 6	88	71	90	105	125
	7 to 9	109	106	110	106	100
	10 to 12	102	103	99	145	146
	Total	389	359	387	436	478
English as an Additional Language	1 to 3	122	115	117	110	119
	4 to 6	125	105	106	125	129
	7 to 9	125	121	108	116	115
	10 to 12	156	149	132	128	140
	Total	528	490	463	479	503
French Immersion	K to 3	-	-	61	76	80
	4 to 6	-	-	-	-	13
	7 to 9	<10	-	12	<10	<10
	10 to 12	18	17	19	24	22
	Total	24	17	92	107	119

Notes:

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

Source: Ministry of Education, 2023

Staff

Job Category	FTEs
Classroom teachers	429.98
Principals, Vice-Principals	56
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	324.23
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	22.8
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	88.19
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	162.5
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	7
Total Full-Time Equivalent (FTE) Staff	1090.7

Notes:

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

Source: SECPSD, 2024

Senior Management Team

Keith Keating	Director of Education
Aaron Hiske	Deputy Director of Education
Nathan Johnson	Superintendent of Human Resources
Shelley Toth	Superintendent of Division Services/CFO
Kevin Hengen	Superintendent of Schools (West)
Catherine Hiltz	Superintendent of Schools (South)
Jeff St. Onge	Superintendent of Schools (East)

Strategic Direction and Reporting

The Provincial Education Plan

The provincial education plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students in learning what they need for their future, to ensure students feel safe and supported.

The plan focuses on the needs of all Prekindergarten to Grade 12 students. It reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

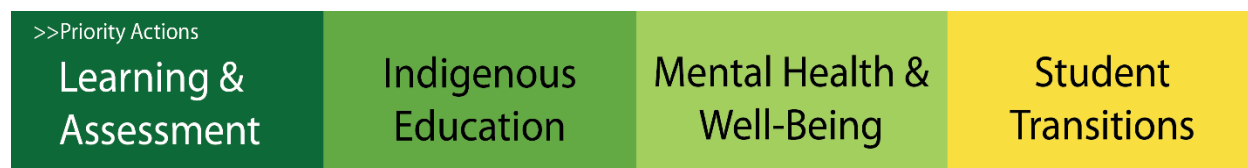
Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future. The actions support transitions and pathways through the Kindergarten to Grade 12 system toward participation in future learning, work, career, entrepreneurship and adult life.

Central to the plan are the student-centred goals of the education sector:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

Provincial Education Plan – Priority Actions

Four equally important priority actions are being undertaken in the plan. These actions will be assessed and updated over the course of the plan as the work progresses, so that the priorities continue to be responsive to the educational experiences and outcomes of Saskatchewan students.



- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
- Actualize the vision and goals of [Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework](#).
- Enrich and enhance mental health and well-being capacity in students.
- Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

Provincial-Level Targets

The following are provincial-level targets. Progress toward these targets will measure the impact of the plan over time. For each of these targets, the aim will be to achieve equity in outcomes for Indigenous and non-Indigenous students and to see improvement for all students.

Over the life of the plan to 2030:

- Student attendance will improve annually.
- Overall graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.
- Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.
- Student literacy and numeracy outcomes will increase year over year.
- All students will have an increased sense of connection and safety in schools.

Progress in 2023-24: Targets and Measures

The collection and analysis of data for local monitoring and reporting on student progress to support improvement efforts continues within the provincial education plan context. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year to realize the *Framework for the Provincial Education Plan 2020-2030* goals.

Target: Student attendance will improve annually.

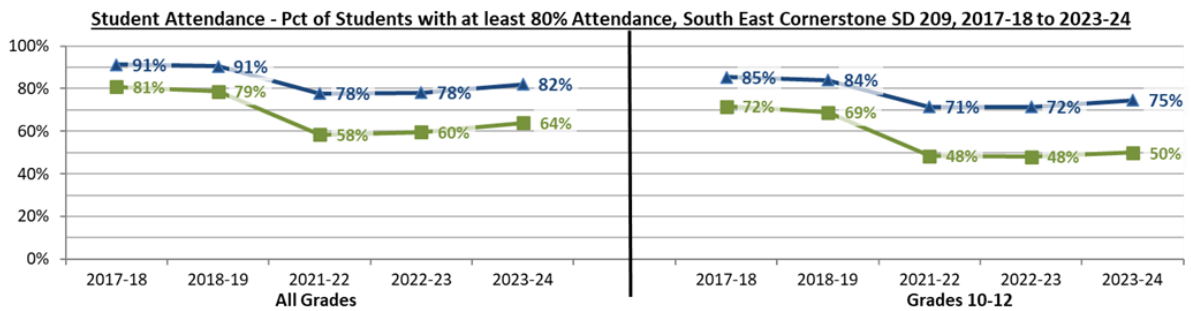
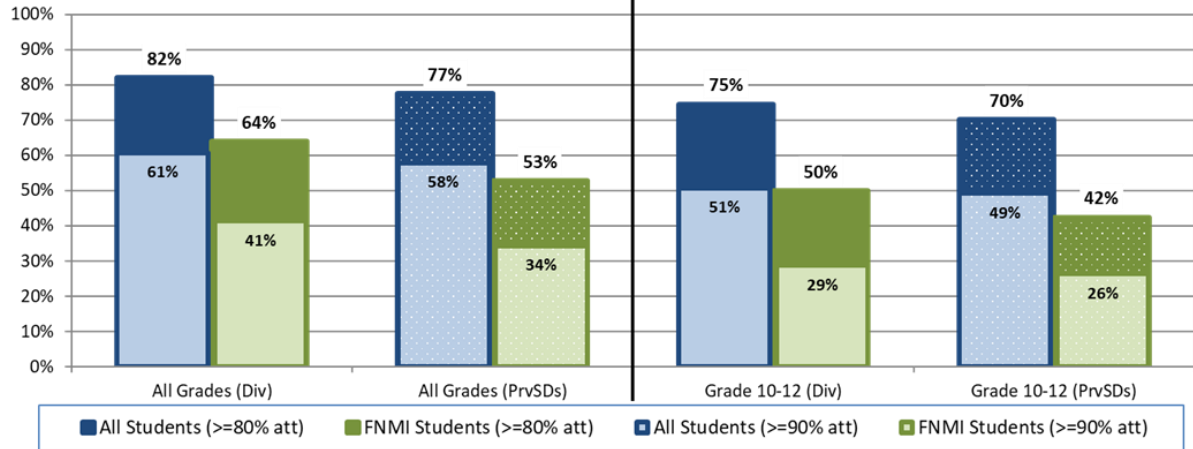
Measures:

- **The percentage of students with at least 80% attendance.**
- **The percentage of students with at least 90% 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.

Percentage of Students With at Least 80% (and 90%) Attendance, South East Cornerstone SD 209 and Provincial School Divisions, 2023-24



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, 2024

Analysis of Results – Attendance

SECPSD attendance rates have shown improvement since 2021-22 when data identified 78% of all students “attended at least 80%”. In 2022-23, the rate was 78%, the same value as the previous year, while in 2023-24, this rate increased to 82% for all students.

SECPSD notes that the 82% attendance rate achieved in 2023-24 for all students exceeds the provincial attendance rate of 77%. This improvement was mirrored in the results for FNMI students in the division (58% in 2021-22, 60% in 2022-23 and 64% in 2023-24). Data for FNMI student attendance is also above the provincial average, which was 53%.

The rate of SECPSD students “attending 90% or greater” was 61% for all students, which was higher than the provincial average of 58%. This attendance rate for FNMI students was 41% which is higher than the provincial average of 34%.

SECPSD attendance rates for Grade 10 to 12 students have also shown improvement since 2021-22 when 71% “attended at least 80%”. In 2022-23, the rate was 72%, while in 2023-24 the rate increased to 75%, which was above the provincial average of 70%. This improvement in 80% attendance rates for Gr. 10-12 students was mirrored in the results for FNMI students in the division (48% in 2021-22, 48% in 2022-23 and 50% in 2023-24). FNMI student data for “attending at least 80%” is again above the provincial average of 42%.

SECPSD Grade 10 to 12 students “attending 90% or greater” was 51% for all students, which was slightly higher than the provincial average of 49%. The “90% attendance” rate for FNMI students was 29% which was higher than the provincial average of 26%.

While SECPSD has experienced increased attendance rates for the last three years, disparity between results for FNMI and Non-FNMI students is a concern. SECSPD continued to use the Attendance Monitoring Checklist tracking system to monitor attendance interventions in place for students with the goal of raising attendance rates for all students within the division. Daily attendance tracking was provided to all schools through the Dynamic Attendance Report on MySchoolSask, which was monitored by administrators and superintendents to guide attendance interventions.

Target: The overall three- and five-year graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.

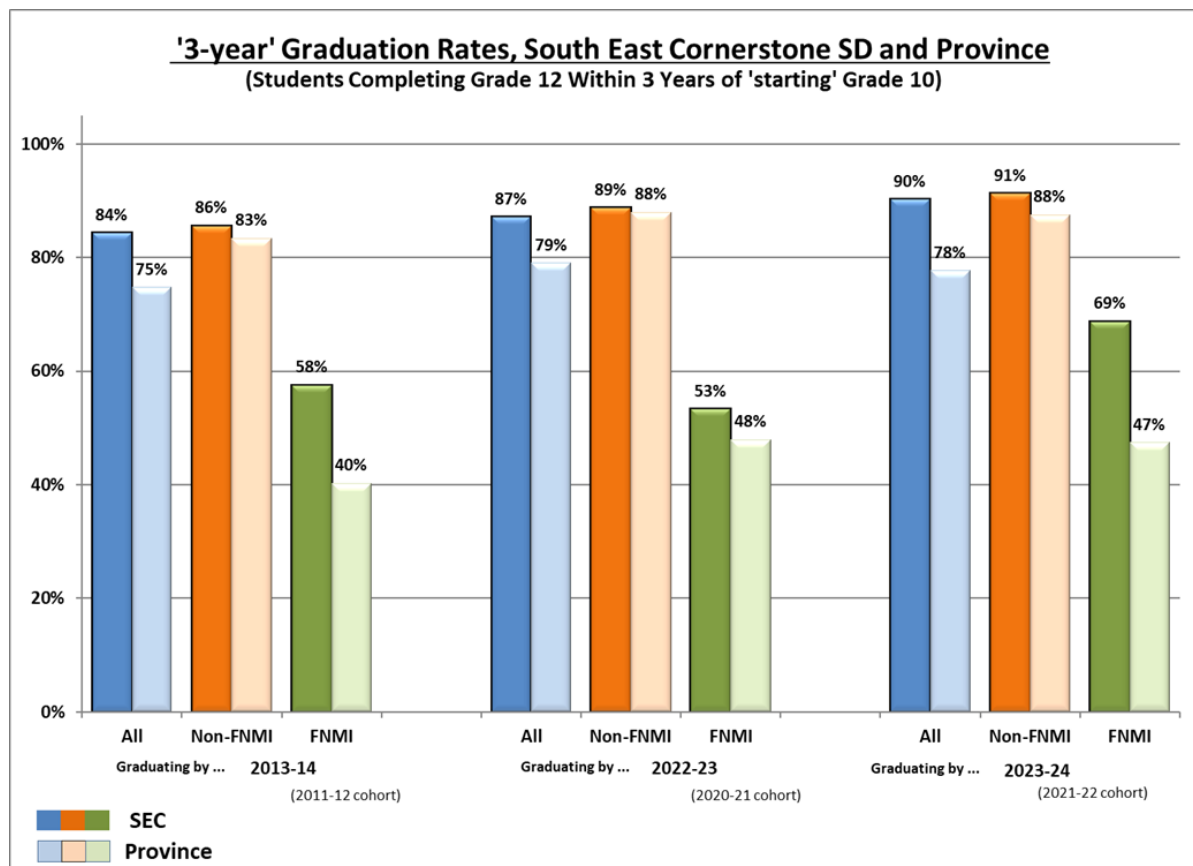
Measure

- The percentage of students who graduate within 3-years of entering Grade 10.

Generally, students who complete Grade 12 have more opportunities for education and work, and experience better health and well-being. More students graduating contributes to a stronger Saskatchewan through an educated and engaged population and to economic growth through the availability of skilled and knowledgeable entrepreneurs and employees.

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

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



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, 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, 2024

Analysis of Results – Three-Year Graduation Rates

SECPD three-year graduation rates have shown improvement since June 2014 when 84% of all students graduated within three years of entering Grade 10. In June 2024, the rate was 90%, which is 3% higher than 87% the previous year and higher than the provincial average of 78%.

SECPD is happy to report that three-year graduation rates have either remained constant or increased for the last three consecutive years. This is in line with the division target to increase graduation rates annually.

In reference to the results for the non-FNMI student sub-population, there has been a positive change over the same timeframe from 86% in 2013-14, to 89% in 2022-23 and 91% in 2023-24.

This improvement in graduation rates was similar to results for FNMI students in the division with 58% in 2013-14, 53% in 2022-23 and 69% in 2023-24. There has been greater fluctuation in results for FNMI students in the division, in part due to size of the population (30 students on average over the 10-year period), however, 69% of FNMI students graduating within three-years in 2023-24 is above the provincial average of 47%.

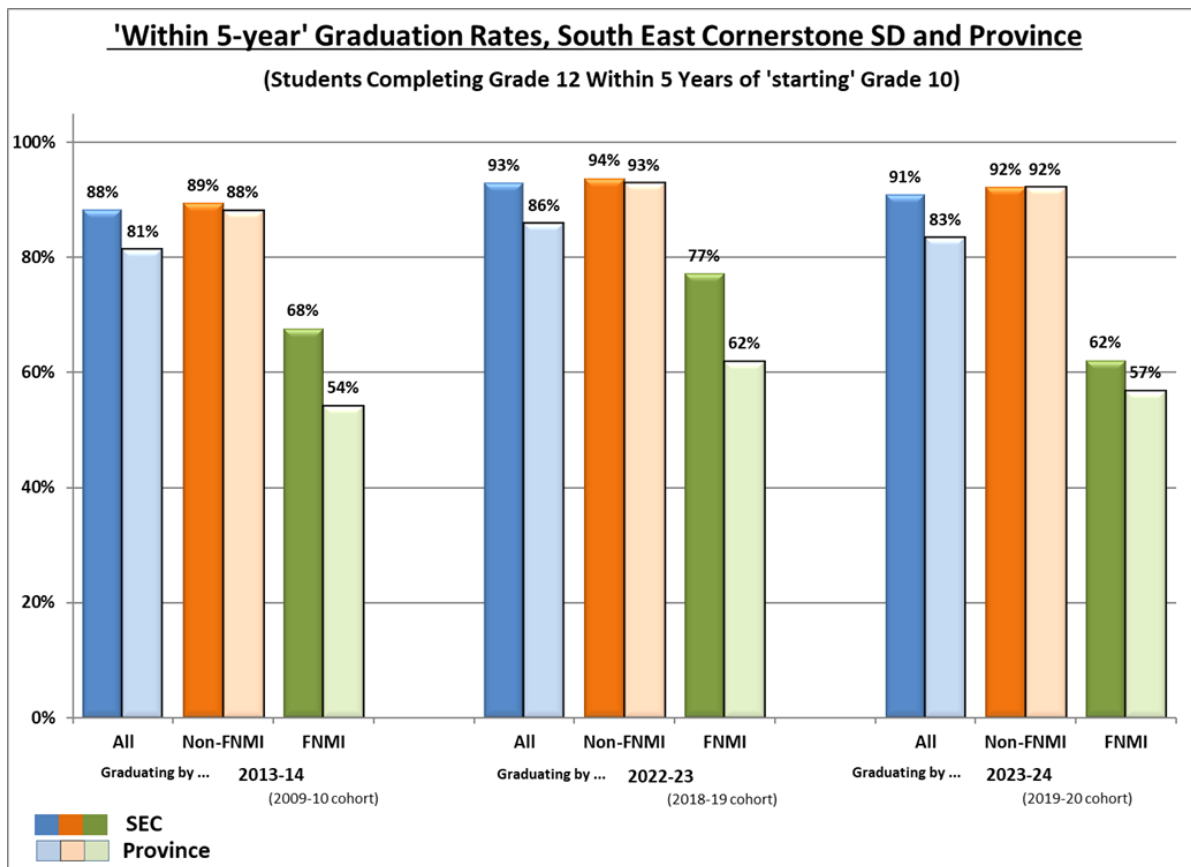
SECPD achieved the initial target of 65% in the area of three-year graduation rates for FNMI students identified in the *Inspiring Success First Nations and Metis PreK-12 Education Policy Framework - Economic Imperative* section by reaching an average of 69% in 2023-24. However, the disparity between results for FNMI and Non-FNMI students is a concern. SECPD continued to monitor credit attainment for every high school student each semester to ensure each student had a tailored graduation plan to raise graduation rates for all students within the division.

Measure

- **The percentage of students who graduate within 5 years of Grade 10.**

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

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



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three or four years). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, 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, 2024

Analysis of Results – Graduation Rates Within Five Years

SECPSD's extended-time graduation rate within five years has shown some steady growth over time. In 2013-14, 88% of SECPSD's overall student population graduated within five years of beginning Grade 10. In the 2022-23 school year, 93% of SECPSD students graduated within five years. Data for the 2023-24 school year shows an increase in comparison to 10 years ago and was at 91% in 2023-24.

In reference to results for non-FNMI students, there has been a positive change over the same timeframe from 89% in 2013-14, to 94% in 2022-23, then a 2% drop to 92% in 2023-24.

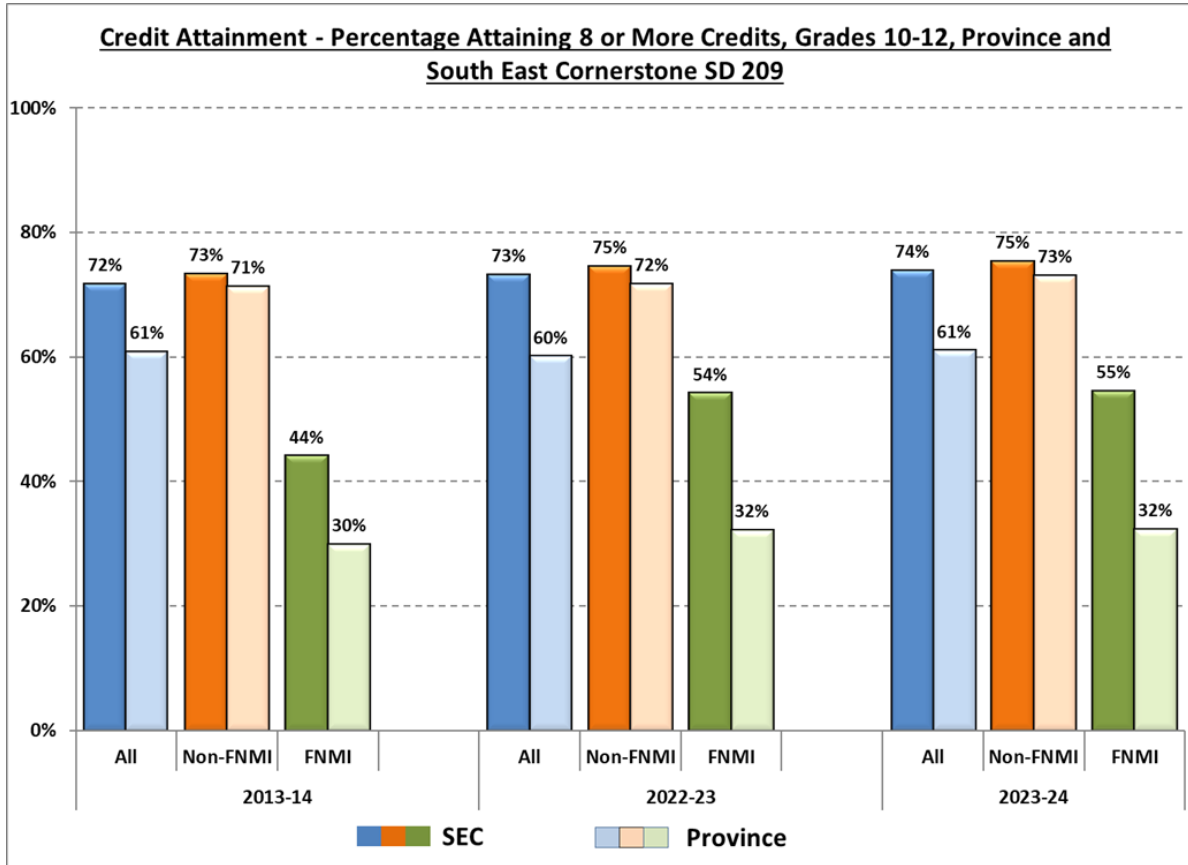
Five-year graduation rates saw a similar trend in the results for FNMI students in the division with 68% in 2013-14, 77% in 2022-23 and 62% in 2023-24. There has been greater fluctuation in the results for FNMI students in the division, in part due to size of the population (30 students on average over the 10-year period), however, 62% of FNMI students graduating within five-years in 2023-24 is above the provincial average of 57%.

Measure

- **The percentage of students attaining 8 or more credits, Grades 10-12.**

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

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



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, 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, 2024

Analysis of Results – Credit Attainment

Overall, SECPSD credit attainment rates slightly increased in the 2023-24 school year. 72% of students attained eight or more credits in 2013-14, 73% in 2022-23 and 74% for 2023-24.

SECPSD's non-FNMI student data remained consistent for the past two years. 72% of students attained eight or more credits in 2013-14, 75% for 2022-23 and 75% for 2023-24. SECPSD FNMI student data saw an increase in credit attainment results. 44% attained eight or more credits in 2013-14, 54% in 2022-23 and 55% for 2023-24.

Overall results regarding credit attainment for SECPSD continue to be higher than the provincial average in all categories, however, an area of concern for the division exists in the disparity between the rate of credit attainment for FNMI and non-FNMI students that ultimately affect graduation rates.

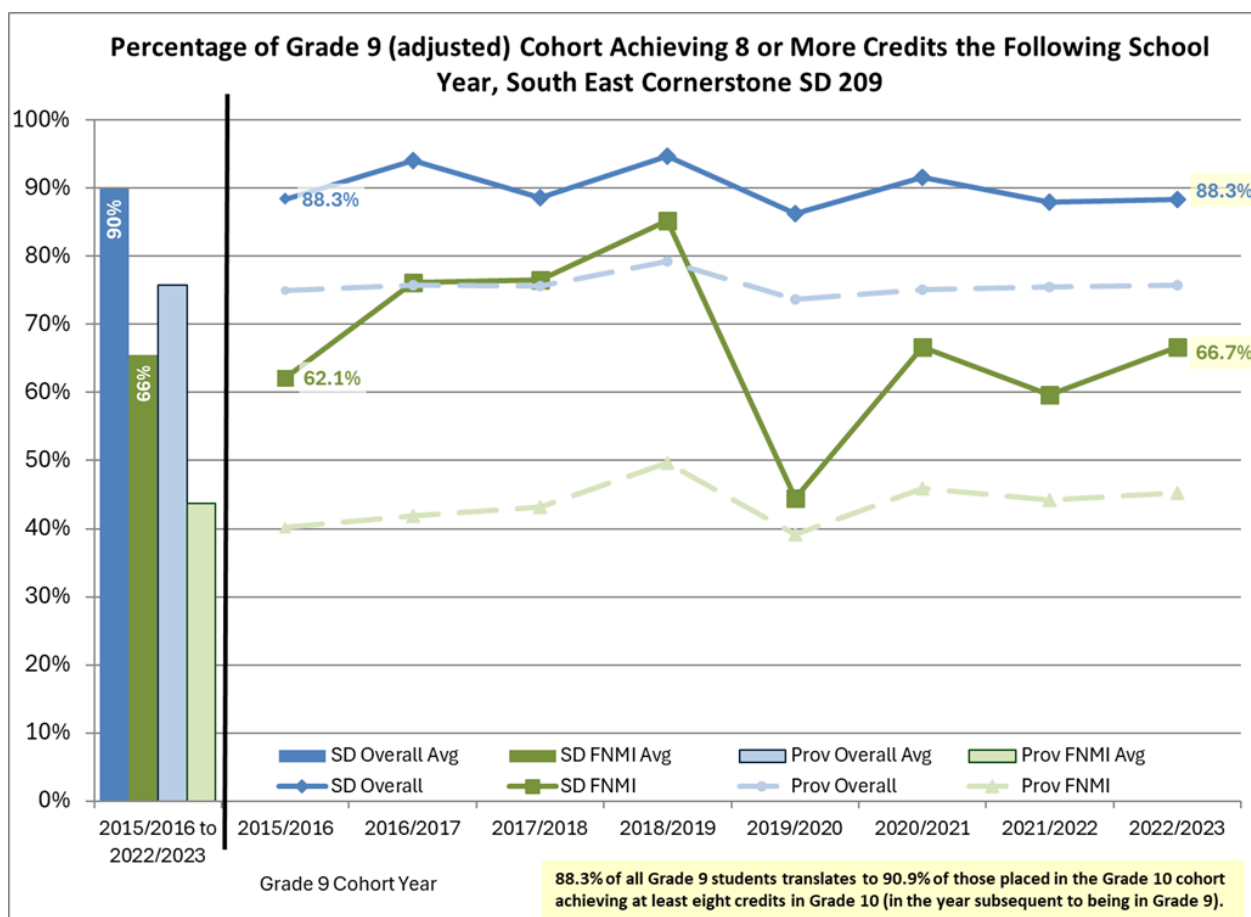
SECPSD's goal to increase credit attainment was met. The continuation of existing procedures, which includes graduation plans and credit tracking, should maintain the momentum and continue to work to provide alternate credit pathways to graduation for all students. For the 2024-25 school year we have incorporated grad coaching responsibilities into the role of our Invitational Shared Service Initiatives Liaison workers. This additional support for FNMI students will address the current graduation rate disparities seen in our data.

Measure:

- **The percentage of the Grade 9 cohort achieving 8 or more credits the following school year.**

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

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



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, 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, 2024

Analysis of Results – Grade 9 to 10 Transition

There have been some fluctuation in results for this measure over the past eight years. Again in 2023-24 (for the 2022-23 Grade 9 cohort) 88.3% of students enrolled in Grade 10 for the first time achieved eight or more credits, up slightly from 2022-23 (88.0%) and above the provincial result (75.7%).

Of those students who self-identify as FNMI, 66.7% achieved eight or more credits in 2023-24, up from 59.6% for the previous year. This result is above the provincial average of 45.3%.

This will be an area of focus to ensure these cohorts have opportunities to graduate on time. The division results on average over the past eight years have exceeded provincial results by over 10 percentage points for both categories (overall and FNMI students).

SECPD's goal to increase credit attainment was met. The continuation of existing procedures, which includes graduation plans and credit tracking, maintained the momentum and continued to work to provide alternate credit pathways to graduation for all students.

Target: Student literacy and numeracy outcomes will increase year over year.

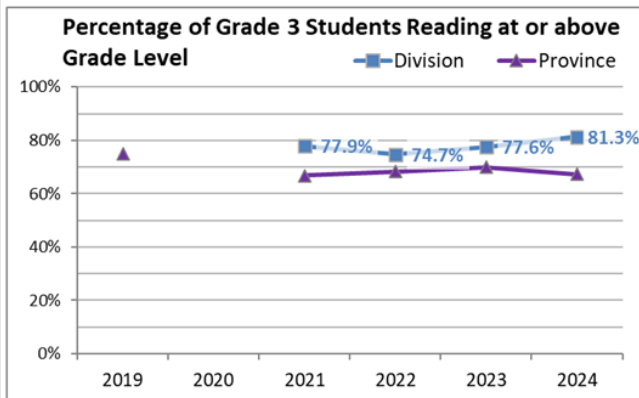
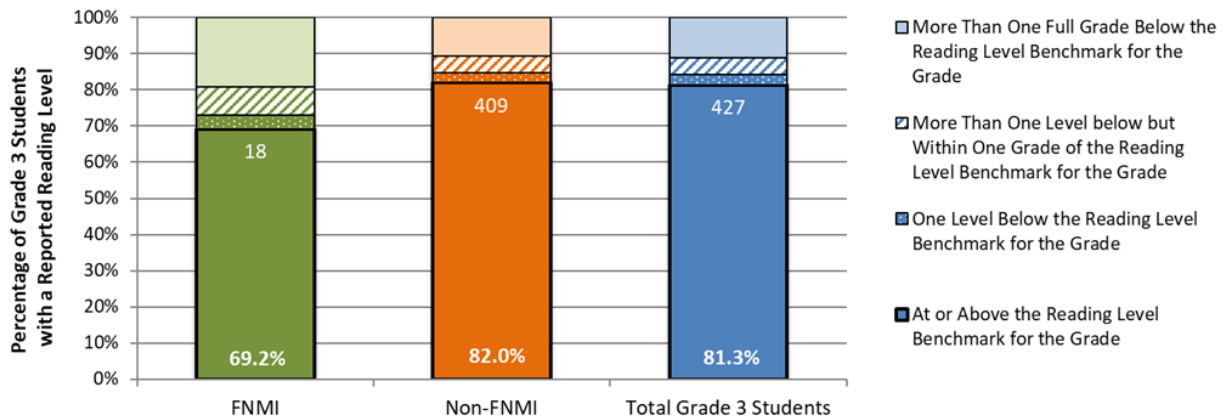
Measure:

- The percentage of Grade 3 students reading at or above grade level.

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results. Saskatchewan students who read at or above the benchmark in Grade 3 had a 20-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

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

Reading Results Data, South East Cornerstone SD 209, Grade 3, 2023-24



Proportion of Grade 3 Students with Reported Reading Levels, 2023-24

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	26	92.9%	3.6%	3.6%	28
Division (Total)	525	86.5%	13.2%	0.3%	607
PrvSDs** (FNMI)	2,049	85.4%	11.5%	3.1%	2,399
PrvSDs** (Total)	12,515	83.0%	15.8%	1.1%	15,071

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, 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, 2024

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

Grade 3 reading data for SECPSD shows an overall increase of 3.7 percentage points from 77.6% in 2022-23 to 81.3% in 2023-24. SECPSD celebrated a rate of over 80% for the first time since reporting this data. Overall in SECPSD, this metric has trended slowly upward for the last three years. SECPSD is again above the provincial average of 67.3% for the 2023-24 school year.

Grade 3 reading data for FNMI students indicates an increase of 14.4 percentage points. In 2023-24, 69.2% of FNMI students in the division were reading at or above grade level. This is an increase of 14.1 percentage points from the previous year (54.8% in 2022-23).

SECPSD continues to focus on reading development for FNMI students through additional supports. The difference in reading achievement (percentage reading at or above grade level) between FNMI students and the results for all students has decreased from 22.8 percentage points in 2022-23 to 12.2 percentage points in 2023-24 (81.3% compared to 69.2%).

SECPSD experienced the highest level of students reading at grade level with 81.3% of Grade 3 students reaching that goal. Continued use of universal reading literacy screens and benchmark data collection will inform our intervention processes to support student achievement.

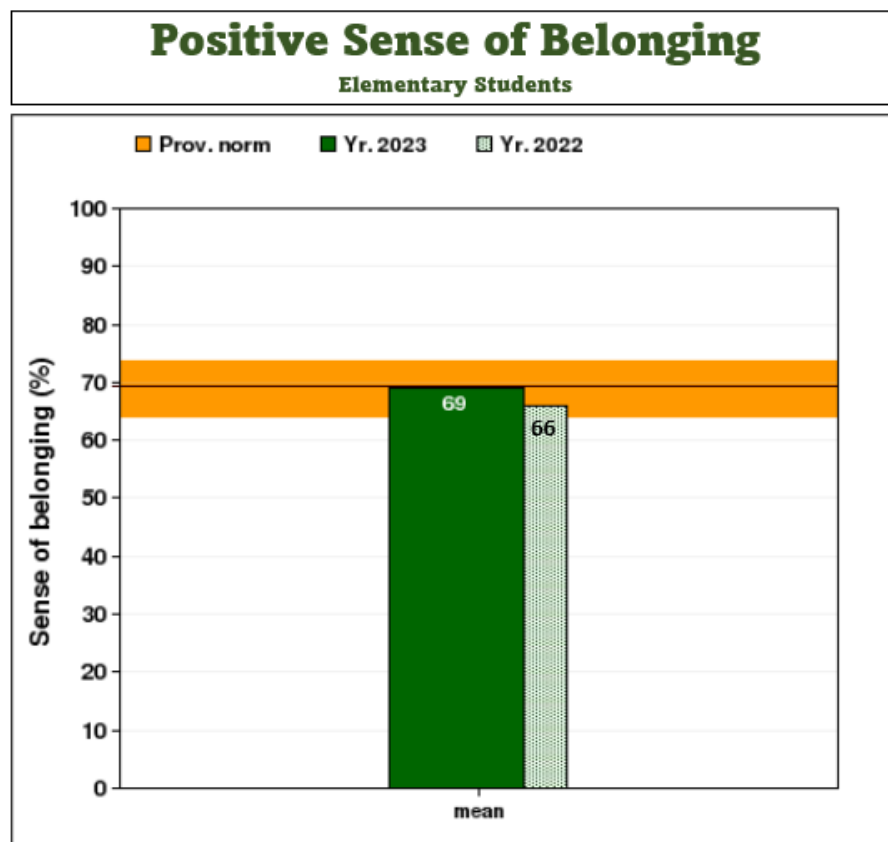
Target: All students will have an increased sense of connection and safety in schools.

Measure:

- The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey.

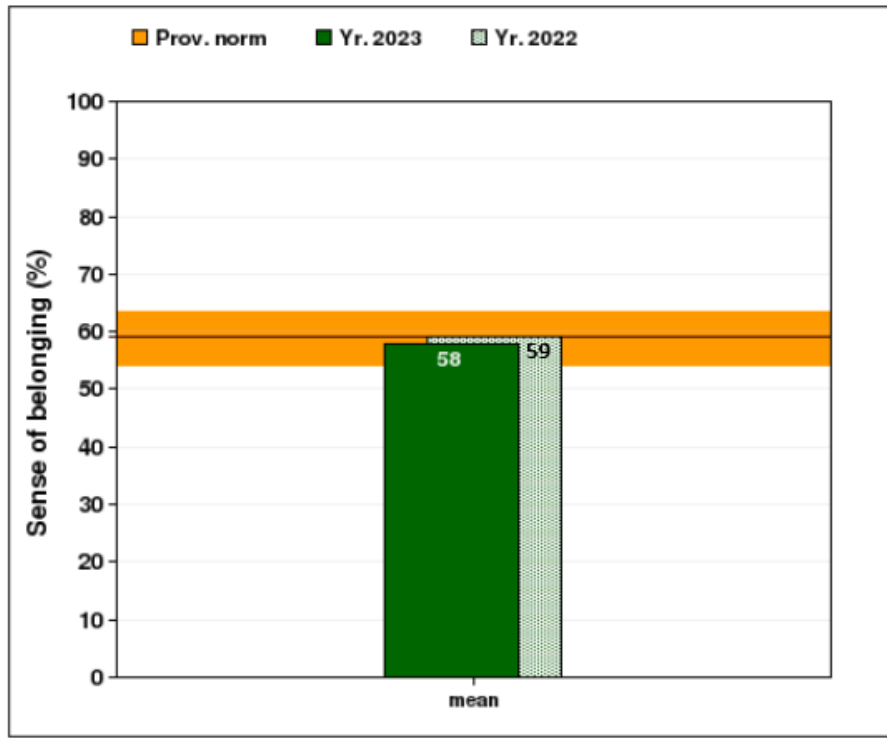
When students feel connected to and safe in school, they will be more engaged in learning. Monitoring and responding to student perception and experiences helps school divisions to improve school environments to support learning, engagement, and mental health and well-being.

School Division Selected Measure for Monitoring Sense of Connection and Safety in Schools



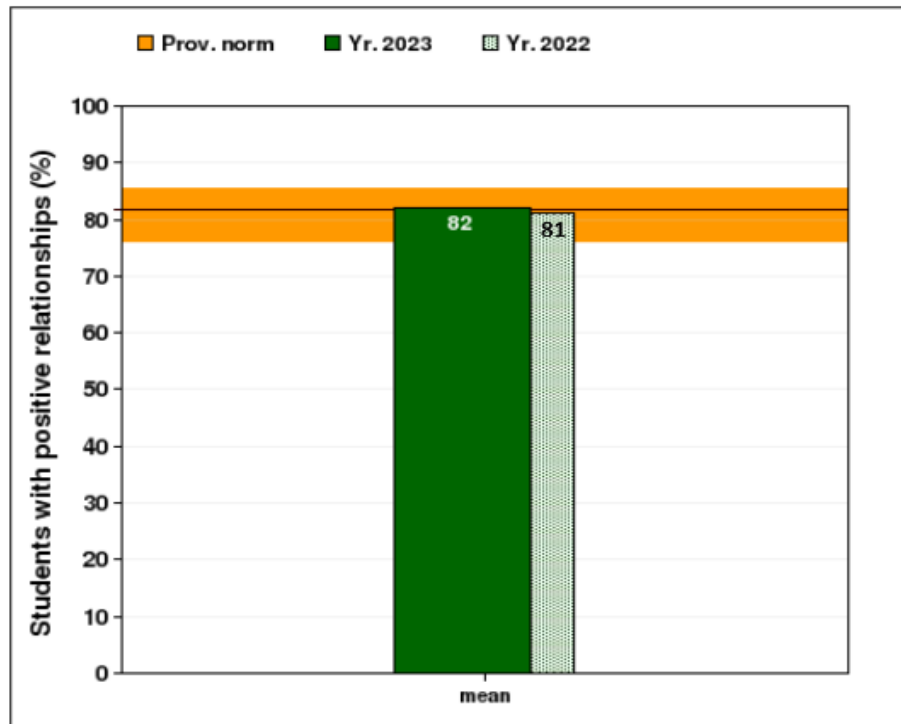
Positive Sense of Belonging

Middle-High School Students



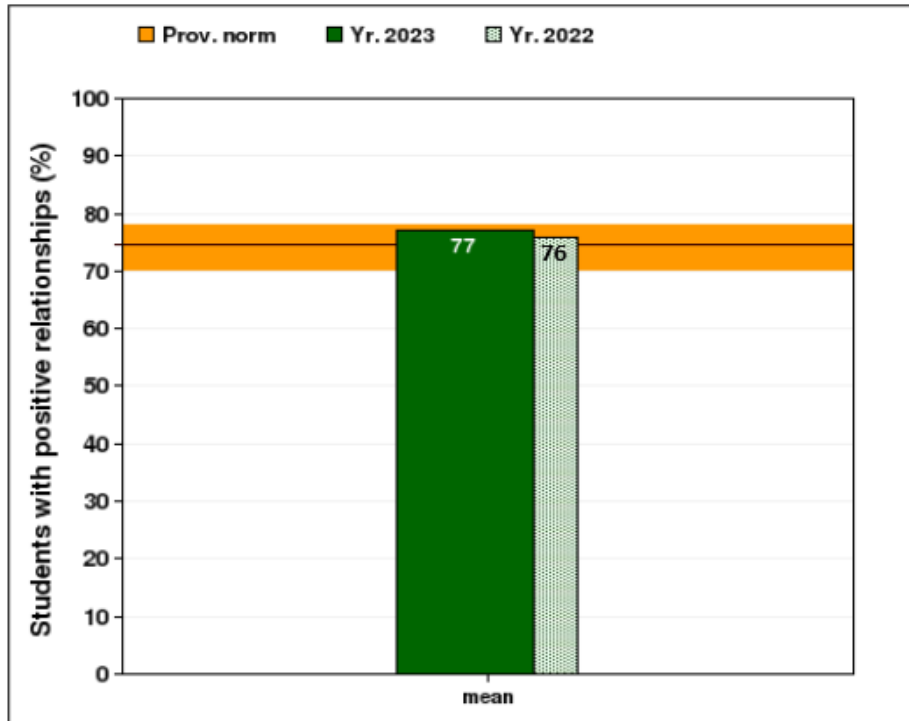
Students with Positive Relationships

Elementary Students



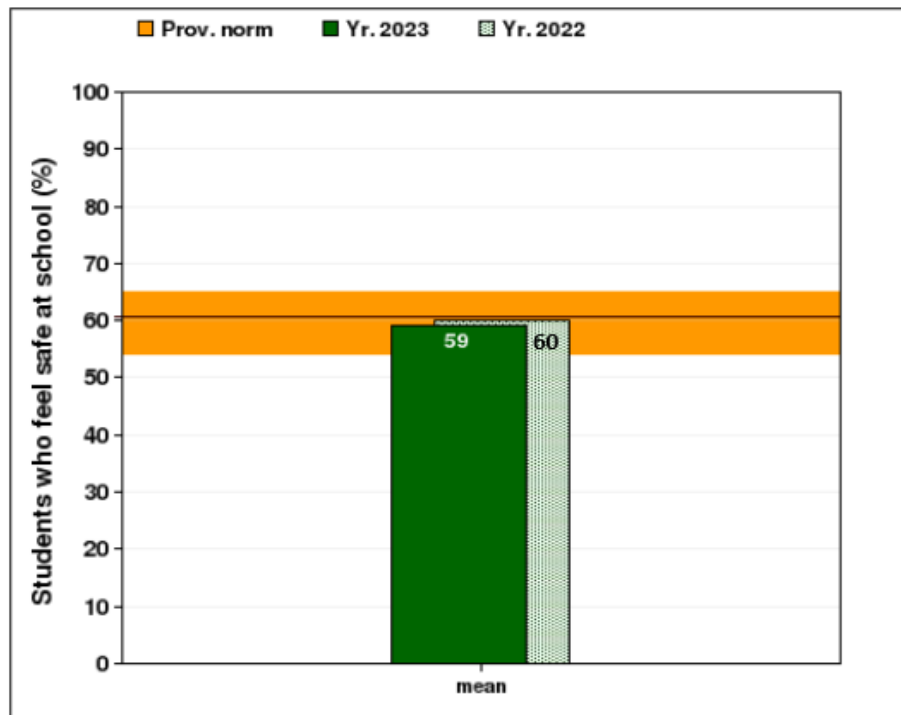
Students with Positive Relationships

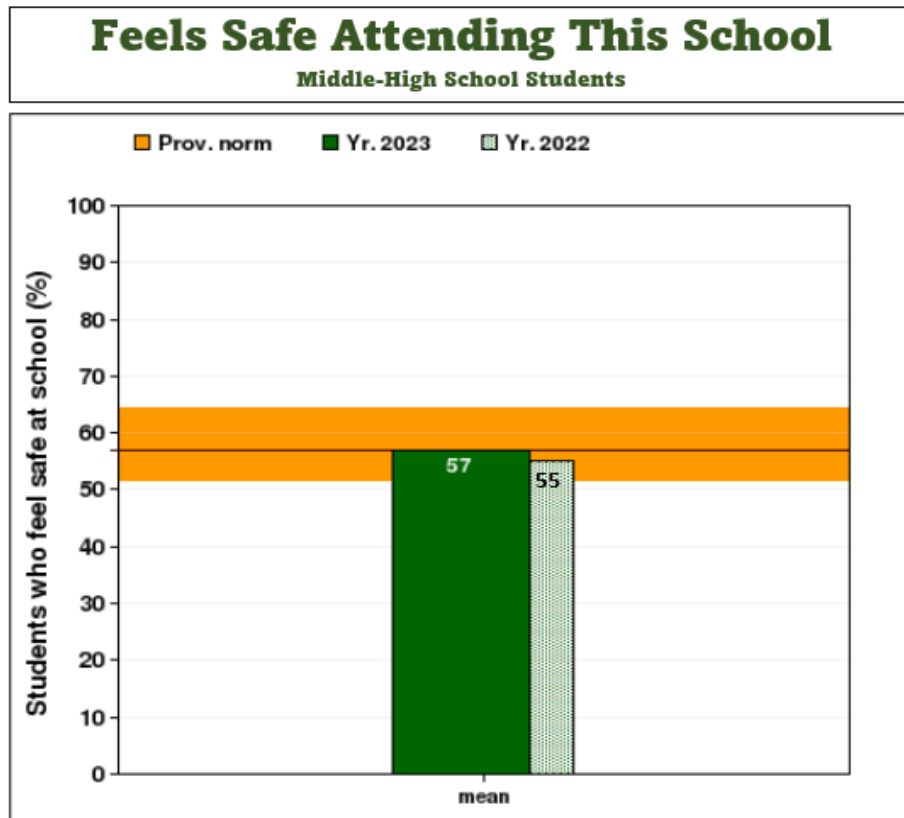
Middle-High School Students



Feels Safe Attending This School

Elementary Students





Source: OurSCHOOL – The Learning Bar

Analysis of Results

The first data set displayed is the OurSCHOOL survey metric for “positive sense of belonging”. In 2023-24, 69% of students in the elementary survey reported that they have a positive sense of belonging at school. This was up from the 2022-23 data, which indicated 66%. The middle-high school survey results (58%) were lower than the elementary students reported above and slightly down from the 2022-23 measure of middle-high school rate of 59%. Both survey subsets were within the provincial norm.

The second data set was the OurSCHOOL survey metric for “students with positive relationships”. In 2023-24, 82% of students in the elementary survey said they have a positive relationship with friends at school. This was higher than the 2022-23 data, which indicated 81%. The middle-high school survey results (77%) were lower than the elementary students above and 1% higher than the 2022-23 measure of 76%. Both survey subsets were at, and above the provincial average within the provincial norm.

The third data set was the OurSCHOOL survey metric for “feels safe attending this school”. In 2023-24, 59% of students in the elementary survey said they felt safe attending their school. This was slightly lower than the 2022-23 data, which indicated 60%. The middle-high school survey 2023-24 result (57%) was higher than the 2022-23 measure of 55%. Both survey subsets were within the provincial norm.

Target: Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year

Measures: The percentage of students at Kindergarten exit ready for learning in the primary grades (Tier 1)

- **The percentage of fall-identified Tier 2 students leaving Kindergarten at Tier 1.**
- **The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 2.**
- **The percentage of fall-identified Tier 3 student leaving Kindergarten at Tier 1.**

Student readiness for learning by the end of Kindergarten sets the foundation for future learning and success in school.

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

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

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier 1 at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.

2022-23 EYE-TA results displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

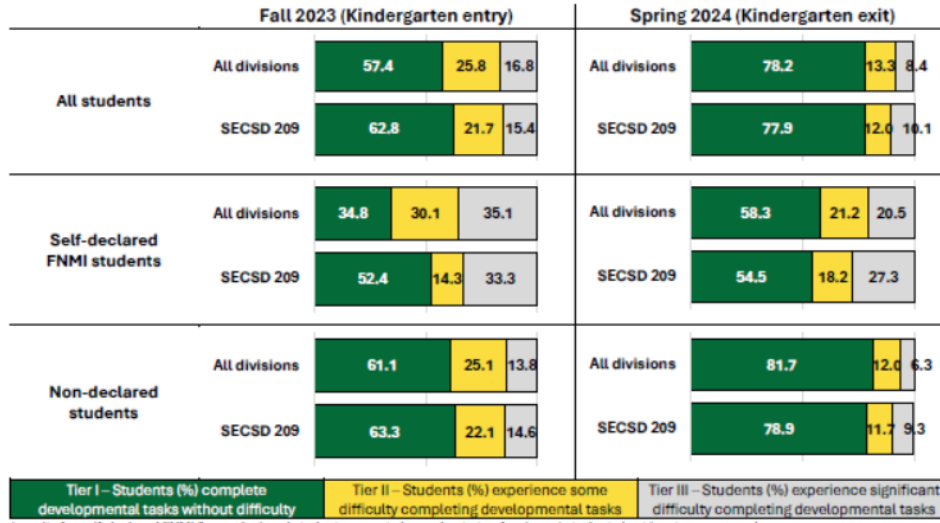
Effectiveness metrics show the percentage of Fall-identified Tier 2 and 3 students who improved to Tier 1, as well as the percentage of fall-identified Tier 3 students who improved to Tier 2 during the Kindergarten year. Effectiveness metrics are shown for both the province (all divisions) and the school division for the previous school year (left side columns) and the current school year (right side columns).

Students (%) assessed as Tier 1 at Kindergarten entry / exit charts the share of students assessed as Tier 1 at both Kindergarten entry and exit for the school division (Δ) relative to the province (all divisions) (□) for the baseline (2014-15), as well as the most recent five cycles. Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 (*) school year.

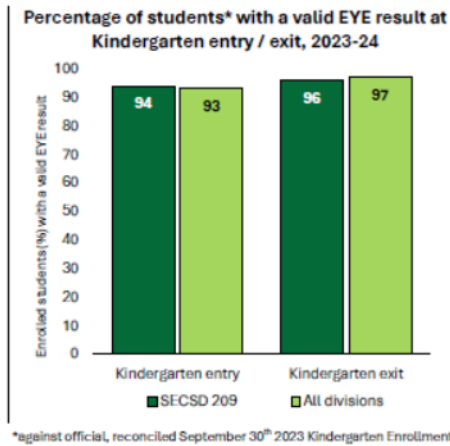
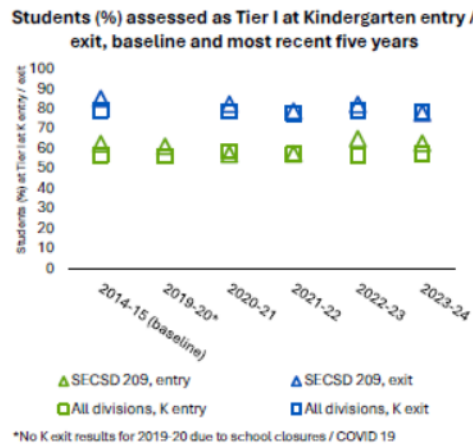
Percentage of students with valid EYE result at Kindergarten entry / exit compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a universal assessment for learning (every student, every classroom) in provincial Kindergarten programs since 2014-15.

These figures are the percentage of students validly assessed against September 30th *Official & Reconciled Kindergarten Enrolments* (*).

2023-24 EYE-TA results – South East Cornerstone 209 (SECS 209)



Effectiveness metrics	2022-23 (previous school year)		2023-24 (current school year)	
	SECS 209	All divisions	SECS 209	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	64%	73%	65%	72%
Fall-identified Tier 3 students (%) who improved to Tier 2	50%	37%	31%	37%
Fall-identified Tier 3 students (%) who improved to Tier I	22%	22%	14%	22%



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 can complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

2023-24 EYE-TA results figures show results for self-declared First Nations, 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, 2024

Analysis of Results – Early Years Evaluation

SECPSD Early Years Evaluation (EYE) entrance results for students entering into Kindergarten in the fall of 2023 remained constant with the EYE entrance results for fall of 2022. These results were higher than provincial EYE entrance results for fall of 2023. EYE exit results decreased from the spring of 2022 to the spring of 2023 from 82% to 77.9%.

EYE entrance and exit results for FNMI children in SECPSD are significantly lower than results for non-FNMI children. SECPSD entrance results (65%) are higher than the provincial average (57%), however, the exit results were lower than the provincial average for FNMI children.

For the 2023-24 school year, students entered Kindergarten above the provincial average (62.8% compared to 57.4%) and, by exit in June, dropped slightly below the provincial average (77.9% compared to 78.2%). Since baseline data was collected in 2014-15, SECPSD entrance scores have fluctuated, with 57% in 2020-21 at the lower end of the range.

Several strategies have been put in place to support young children and families before Kindergarten entrance. SECPSD partners with Regional KidsFirst, Estevan Early Years Family Resource Centre, and Provincial Health Nurses to create touchpoints across early childhood, delivering 'just in time' information and resources at 18 months, 36 months, 48 months.

Progress in 2023-24: School Division Targets and Measures

Target: All students will be assessed on the Treaty Outcomes yearly.

Measure:

- **The percentage of Treaty Outcomes assessed.**

SECPSD honours the treaties by ensuring all students build an understanding of the Treaty Outcomes by focusing on the 4 goals at each grade level: Treaty Relationships; Spirit and Intent of Treaties; Historical Context of Treaties, and Treaty Promises and Provisions. Monitoring Treaty Outcomes reinforce the importance of these outcomes and the value placed on them in SECPSD. These outcomes are directly linked to our actualization of goals of the *Inspiring Success* policy framework.

The following graph displays the percentage of Treaty Outcomes assessed at each grade level.

Treaty Outcomes Assessed: Year End, 2023-24							
* Treaty Outcomes assessed are not based on student's grade level							
School	Grade Level	Total Student Count	4 Treaty Outcomes Assessed	3 Treaty Outcomes Assessed	2 Treaty Outcomes Assessed	1 Treaty Outcomes Assessed	No Treaty Outcomes Assessed
SECPSD	Kindergarten	522	93%		1%		6%
SECPSD	Grade 1	532	96%	2%			1%
SECPSD	Grade 2	523	95%	1%		1%	2%
SECPSD	Grade 3	566	94%	3%			3%
SECPSD	Grade 4	555	94%	3%	1%		2%
SECPSD	Grade 5	585	94%	3%			2%
SECPSD	Grade 6	532	95%	3%		1%	1%
SECPSD	Grade 7	578	87%	10%	2%		1%
SECPSD	Grade 8	599	94%	4%	1%	1%	1%
SECPSD	Grade 9	688	83%	8%	3%	2%	3%
SECPSD	Grade 10	645	72%	6%	15%	4%	3%
SECPSD	Grade 11	666	74%	6%	2%	2%	16%
SECPSD	Grade 12	680	88%	1%	5%	1%	4%

Analysis of Results – Treaty Outcomes

Overall, the teaching and assessing treaty outcomes remained high. The complete rate ranged from 72% to 96% of students assessed on all four outcomes. Kindergarten to Grade 8 displayed the highest completion rate (93% to 96%), while Grades 9 to 12 were lower (72% to 88%). Completion rates for students who transitioned from Grades 6 to 7 (95% to 87%) and Grades 8 to 9 (94% to 83%) were outliers and will need further supports developed during the 2024-2025 school year.

Progress in 2023-24: School Division Strategic Activity in support of the Provincial Education Plan Priority Actions

Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

- SECPSD schools screened all students using universal screens (Star Early Literacy, Star Reading Curriculum Based Measure (CBM), Star Reading and Star Math), and planned teaching intervention based on individual student results.
- SECPSD teachers and staff used the universal screen data and implemented interventions for literacy and math instruction.
- Provided in-person teacher professional development sessions:
 - Learn360
 - Expanding the Gizmos Experience
 - Sora
 - Artificial Intelligence in Education – Alec Couros
 - *Supporting Student Assessment In Saskatchewan* resource – Module 1: Engaging and Empowering the Learner
 - My Assessment Toolkit
 - Self-Regulation, Sensory and Behaviour
 - Behaviour Supports and Methodology
- Purchased licensing from the Association for Supervision and Curriculum Development for Witsby (a teacher professional development platform).
- Developed and shared Sensory Spaces/Rooms/Calm Corners teacher professional development module with Learning Support Teachers (LSTs).
- Recruited school Math Leads
 - School Math Leads attended the Saskatchewan Understands Math (SUM) Conference and participated in MathUP and Building Thinking Classrooms professional development.
- Provided University of Florida Literacy Institute (UFLI) professional development for Response to Intervention Coaches, Learning Support teachers and classroom teachers.
- Developed and shared assessment technology resources on the SECPSD website.
- Developed and shared English as an Additional Language resources on the SECPSD website.
- Provided the Neurolinguistic Approach training to French Immersion teachers.
- Supported Professional Learning Communities applications to align with the Learning and Assessment Priority Action:
 - Building Thinking Classrooms
 - Technology (Virtual Reality, Tinkercad, Technology Skills Continuum)
 - French Immersion
 - Literacy (Early Years Reading K-3, UFLI, Haggerty, Struggling Readers Gr. 4-12)
 - Math (MathUp K-3, Benchmarking and Continuum Gr. 6-12)
 - Senior Science

Priority Action: Enrich and enhance mental health and well-being capacity in students.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

- Implemented the Mental Health Capacity Building (MHCB) program at Weyburn Comprehensive School for a second year with one MHCB School Coordinator and one MHCB Promoter. These positions work with the school to focus on positive mental health initiatives.
- Resources were developed by the Mental Health Consultant to support division staff and families:
 - Trauma Sensitive Workshop for School Staff
 - Mental Health and Wellness Lesson Plans
 - Mental Wellness – School Transitions Youth Wellness Day
 - Healthy Communication with Teens – Parent Presentation
 - Compassion Fatigue – staff presentations
- Purchased Conflict Resolution activity kits for schools.
- Continued SECPD communications:
 - Weekly *Did You Know* emails written and shared with stakeholders to provide reminders about mental health resources available, such as the Employee and Family Assistance Program supports available for students and families, and Mental Health Awareness Week.
 - Monthly Mental Health Consultant Newsletters distributed to share basic tips and strategies which focus on increasing positive mental health.
 - Mental Health Monday social media posts were created to increase the mental health literacy for the entire SECPD school community.
- Living Start Works training licenses were provided for administrators, counsellors and coordinators.
- Student Services Counsellors delivered direct counselling to students using a solution focused model.
- Immersed school counsellors in classroom activities connected to curriculum:
 - Developed a wellness buddies program promoting weekly Social Emotional Learning activities for Kindergarten and Grade 6 buddies to complete together. Shared with 3 schools (Legacy Park Elementary School, Lyndale & Manor)
 - Conflict Time Machine presentations delivered to 20 Kindergarten through Grade 8 classrooms in 12 schools. (Yellow Grass, Radville, Legacy Park Elementary School, Stoughton, Oxbow, Carnduff, Alameda, Arcola, Redvers, McLeod, Pleasantdale, Manor)
 - Healthy relationships and communication presentations were delivered in Mental Wellness 30, Health Education 7, 8 and 9, Psychology 20 and Ag Production 30 classes in 5 schools (Arcola, Weyburn Comprehensive School, Estevan Comprehensive School, Alameda School, Radville Regional School).
 - Stress and coping skills presentations delivered in Mental Wellness 30, Health Education Grades 3, 4 and 5, Health Education Kindergarten, Grade 1, 2, and 3 and Agriculture Production 30 in 3 schools (Arcola, Pangman, Weyburn Comprehensive School, Manor)

Priority Action: Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

- Offered Kindergarten teacher home visits to all Kindergarten families across SECPSD to build positive relationships and support successful transitions to school.
- Hosted “Welcome to SECPSD” events for four-year-olds in the fall of 2023 for those transitioning to Kindergarten in the fall of 2024.
- In partnership with Mobile Early Learning, hosted Intriguing Minds: Parents and Children Together (IMPACT) events for three-year-olds, Tales for Tots for 18-month-olds and created an additional touch point for newborns in order to support transition to school through the early years.
- Early Learning Coaches supported children and families (0-5 yrs) transitioning into school.
- Jordan’s Principle Service Coordinators (0-5 yrs and 6-18 yrs) supported transitions into school and post-secondary.
- Schools used the Edsby Student Led Conference Scheduler program to allow parent choice for delivery and time of Student Led Conferences.
- SECPSD Information Systems/Instructional Technology teams implemented and supported the Edsby communication features.
- 2nd annual “Youth Wellness Day” incorporated learning about the Nakota Medicine Wheel and healthy coping skills for well-being. The program was delivered to approximately 80 Grade 6 students from Legacy Park Elementary School and Assiniboia Park Elementary School in partnership with Weyburn Comprehensive School student leaders who participated in activities and made connections with elementary students in anticipation of their transition to Weyburn Comprehensive School in the fall.
- Superintendent and Coordinator teams met each school administrator(s) to share the revisions to and assess the actualization of the SECPSD Student Transitions document.
- Partnered with Southeast Advocates Transition Coordinator to work with students and newcomer students to transition out of school.
- Supported student attendance at various career fairs/events.
- Career Counsellors worked with secondary students to develop post-secondary plans.

Priority Action: Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework*.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

- SECPSD Instructional Coach built capacity with schools to connect with Elders in their communities and follow local traditional protocol.
- SECPSD Community Education Liaisons worked closely with First Nation communities to support attendance and coordinate services and support for our students attending public and federal schools.
- Individual educational service agreements were supported between SECPSD and Ocean Man First Nation, Pheasant Rump Nakota First Nation and White Bear First Nation.
- Invitational Shared Services Initiative partnerships continued to be supported between SECPSD and Ocean Man First Nation and Pheasant Rump Nakota First Nation
- Jordan's Principle Service Coordinators supported families and schools to identify gaps and connect to services.
- Supported administrators to actualize the Indigenous Education Responsibility Framework.
- Created individual graduation plans for each Indigenous student in SECPSD.
- Tracked the completion of Treaty outcomes assessed for Grades 1-12 classes in all schools.
- Developed and shared extensive Indigenous Education teacher resources on SECPSD's website.
- Supported attendance at the Treaty 4 Gathering.
- Partnered with community agencies to host Weyburn's Indigenous People's Day event in June 2024.

Progress in 2023-24: School Division Local Priority

Local Priority: Develop an understanding of the Collaborative Response model to transform how we respond to the needs of all learners.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this local priority.

- SECPSD purchased the book *Collaborative Response* by Kurtis and Lorna Hewson for all administrators, coordinators and senior leaders to increase teacher efficacy to increase student achievement.
- SECPSD contracted professional development services from Jigsaw Learning:
 - A full day, in-person professional development session, “Introduction to Collaborative Response model”, was provided to all administrators, instructional coaches, coordinators, superintendents, as well as the deputy director and director.
 - A half-day virtual professional development session, “Introduction to Collaborative Response”, was provided to all teachers.
 - A half-day virtual professional development for administrators was provided on “Reflecting on the Progress Made, Layering Collaborative Structures and Planning for Fall – Collaborative Response”.
 - A half-day virtual professional development for “Divisional Collaborative Response” was provided to the learning support team (coordinators, superintendents, deputy director, and director)
- Administrators, coordinators and senior leaders started a Collaborative Response book study.
- Admin Council, the group representing area school administrators, facilitated Collaborative Response sessions during monthly administrator meetings.
- Schools implemented Collaborative Response monthly meetings.

Community Partnerships

SECPD has established a range of formal and informal community partnerships to promote student learning and ensure the students' school experience is positive and successful. The division engages in community partnerships that benefit all students, in support of Saskatchewan's Plan for Growth.

The following are some of the new community partnerships within SECPD:

- Saskatchewan Distance Learning Centre (Sask DLC) / SaskPower (Power Engineering Programming)
- Sask DLC / Western Equipment Dealers Association (Agriculture Equipment Technician Program)
 - E. Bourassa & Sons: Carlyle, Radville, Weyburn
 - Nelson Motors & Equipment: Estevan, Oxbow, Radville, Redvers
 - Pattison Agriculture: Moosomin
 - Redvers Agricultural and Supply Ltd
 - Rocky Mountain Equipment: Moosomin
 - RPM Service: Moosomin
 - South Country Equipment: Weyburn
 - Young's Equipment: Weyburn
- Energy Safety Canada (Virtual Reality Career Education)
- Southeast TechHub: Estevan

The following are some of the ongoing community partnerships within SECPD:

- South East Regional Community Mobilization Committee
- South Region Violence Threat Risk Community Protocol
- Safety in Schools (Online safety training program)
- Sask Apprenticeship (In-class presentations, Saskatchewan Youth Apprenticeship Program, High School Apprenticeship Program)
- Saskatchewan Construction Safety Association (SCOT Course)
- Junior Achievement Canada
- Search and Rescue Saskatchewan / Weyburn & Estevan Fire Department / Weyburn & Estevan City Police / Weyburn & Estevan Emergency Medical Services (Emergency Services Response Training Program)
- Regina and District Industry Education Council (Career Spotlight Events)
- The Students Commission of Canada (Take Your Kids to Work program)
- Saskatchewan Association for Safe Workplaces in Health (Occupational Health & Safety Training and consulting)
- Saskatchewan Universities & Technical Institute Liaison (Career Development Fairs)
- Transition Project Coordinator Southeast Advocates for Employment
- South Saskatchewan Community Foundation
- Settlement Worker in Schools (SWIS)
- Jordan's Principle – Saskatchewan Regional Focal Point
- South East Regional Science Fair, Inc.

Infrastructure and Transportation

School	Grades	Location
'33' Central School	K to 12	Fillmore
Alameda School	K to 9	Alameda
Arcola School	PreK to 12	Arcola
Assiniboia Park Elementary School	K to 6	Weyburn
Carievale School	K to 8	Carievale
Carlyle Elementary School	PreK to 6	Carlyle
Carnduff Education Complex	PreK to 12	Carnduff
Estevan Comprehensive School	9 to 12	Estevan
Gladmar Regional School	K to 12	Gladmar
Gordon F. Kells High School	7 to 12	Carlyle
Hillcrest School	K to 8	Estevan
Lampman School	K to 12	Lampman
Legacy Park Elementary School	PreK to 6	Weyburn
Lyndale School	K to 9	Oungre
MacLeod Elementary School	PreK to 5	Moosomin
Macoun School	K to 8	Macoun
Manor School	K to 12	Manor
Maryfield School	K to 12	Maryfield
McNaughton High School	5 to 12	Moosomin
Midale Central School	K to 12	Midale
Ogema School	K to 12	Ogema
Oxbow Prairie Horizons School	PreK to 12	Oxbow
Pangman School	K to 12	Pangman
Pleasantdale School	K to 8	Estevan
Radville Regional School	K to 12	Radville
Redvers School	K to 12	Redvers
Rocanville School	K to 12	Rocanville
Spruce Ridge School	K to 8	Estevan
Stoughton Central School	K to 12	Stoughton
Wapella School	K to 6	Wapella
Wawota Parkland School	K to 12	Wawota
Weldon School	K to 8	Bienfait
Westview School	PreK to 8	Estevan
Weyburn Comprehensive School	7 to 12	Weyburn
Yellow Grass School	K to 12	Yellow Grass

Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2023-24 Cost
Division wide	Flag poles	Phase 1 of 2 Purchase & install flag poles for Sask flags	\$45,385
Division wide	Electrical & LED lighting upgrades	Upgraded school lighting, emergency lights & exit signs	\$368,784
Division wide	Facility repairs & upgrades	Completed multiple large-scale repairs / upgrades to buildings	\$691,504
Division wide	HVAC system repairs	Completed multiple large scale HVAC repairs / upgrades	\$701,515
Division wide	Life Safety Systems	Completed major repairs to fire alarm & suppression systems	\$184,502
Division wide	Roof repairs	Completed large scale roof repairs throughout	\$207,966
Assiniboia Park School	Relocatable classroom	Design, planning & installation of 2nd relocatable	\$298,129
Estevan Comprehensive	Roof replacement	Started roof section #14 & 15 replacement	\$302,047
Estevan Comprehensive	LED & electrical upgrades	Phase 1 of 2 - complete LED lighting upgrade	\$253,715
Lyndale School	Roof replacement	Replaced roof sections #2, 3, 5-8	\$435,538
Macoun School	HVAC system replacement	Replaced 60-year-old steam boiler w/ new heating system	\$254,517
McNaughton High School	PAA renovation	Started complete Home Ec. Lab reno	\$94,602
McNaughton High School	Roof replacement	Balance of 2022-23 roof sec. #2 project	\$49,977
Weyburn Comprehensive School	Gym floor replacement	Insurance replacement of gym floor & sound equipment	\$80,785
Total			\$3,968,965

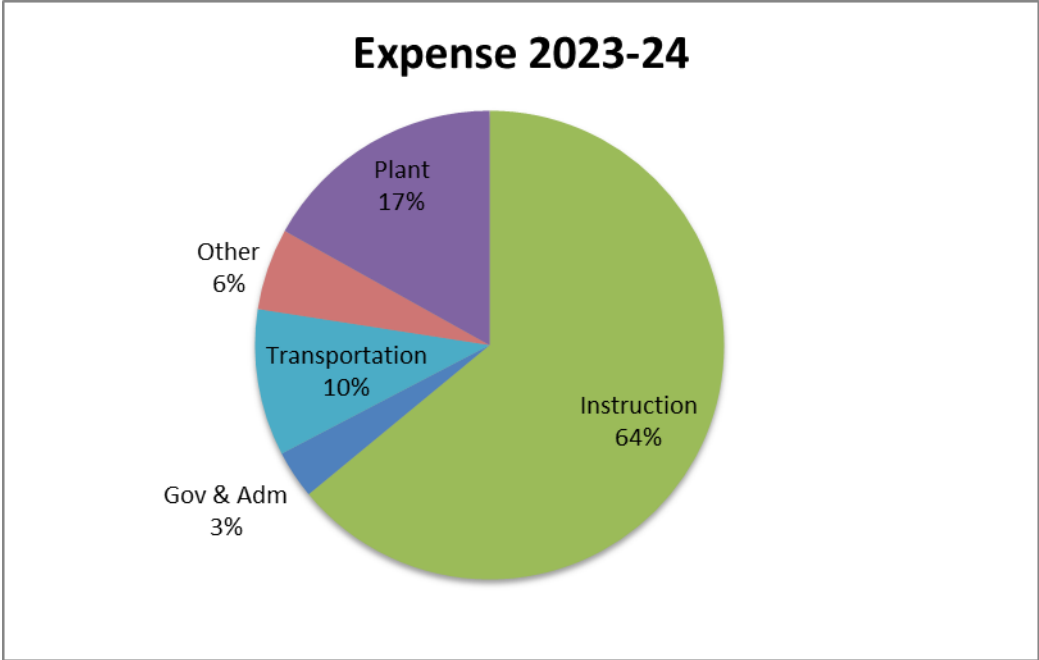
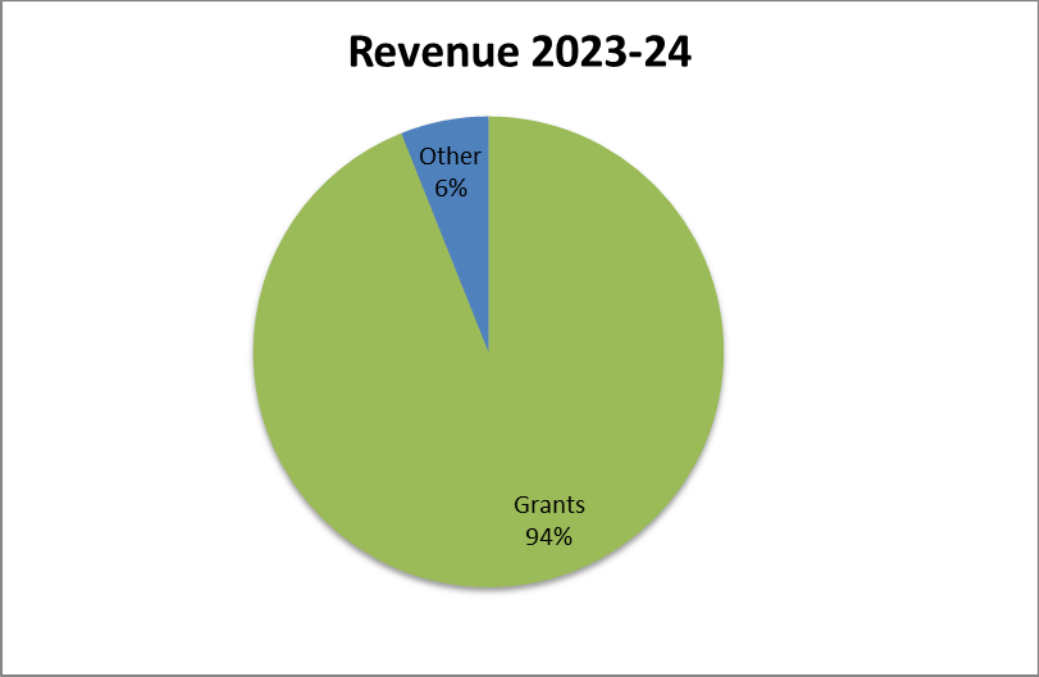
Transportation

Transportation to and from school is provided to students using the SECPSD owned and operated fleet of buses. In 2023-24, 4,593 students were transported an average of 26,086 kilometres per day on 155 routes.

Transportation services were also provided for rural students residing in the Holy Family Roman Catholic Separate School Division catchment area to the cities of Weyburn and Estevan. The numbers reported above include Holy Family students.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2024	2024	2023	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Grants	105,777,658	103,711,278	99,506,615	(2,066,380)	-2%	
Tuition and Related Fees	1,332,888	1,332,659	1,388,981	(229)	0%	
School Generated Funds	3,100,000	2,786,226	2,759,003	(313,774)	-10%	1
Complementary Services	1,599,284	1,659,650	1,529,841	60,366	4%	
External Services	1,276,880	1,396,961	1,447,100	120,081	9%	2
Other	938,940	2,302,462	1,650,922	1,363,522	145%	3
Total Revenues	114,025,650	113,189,236	108,282,462	(836,414)	-1%	
EXPENSES						
Governance	435,245	353,763	361,781	(81,482)	-19%	4
Administration	3,504,347	3,432,822	3,442,500	(71,525)	-2%	
Instruction	74,204,681	73,199,513	72,826,681	(1,005,168)	-1%	
Plant	18,260,755	19,326,226	18,532,310	1,065,471	6%	5
Transportation	12,245,939	11,578,063	11,615,332	(667,876)	-5%	6
Tuition and Related Fees	139,896	128,881	185,613	(11,015)	-8%	7
School Generated Funds	3,079,358	2,735,075	2,780,415	(344,283)	-11%	8
Complementary Services	1,548,999	1,552,690	1,481,984	3,691	0%	
External Services	1,323,078	1,513,506	1,455,273	190,428	14%	9
Other Expenses	517,894	517,566	650,418	(328)	0%	
Total Expenses	115,260,192	114,338,105	113,332,307	(922,087)	-1%	
Surplus (Deficit) for the Year	(1,234,542)	(1,148,869)	(5,049,845)			

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

Note	Explanation
1	Lower than expected activity at the school level.
2	Additional grant received for Jordan's Principle and higher than budgeted enrolment in the Drivers Education program.
3	Interest revenue higher than budget due to prime rate increases. Insurance proceeds not in budget. Higher than budgeted reimbursements for Microsoft Class Action Settlement, teacher secondments and facility projects.
4	Expenses for School Community Councils are budgeted here however actual costs have been reallocated to Instruction.
5	Additional preventative maintenance and renewal projects completed.
6	Bus driver salaries lower than budget and contracted transportation higher than budget due to unfilled routes and lack of drivers. Lower than budget bus repairs and maintenance with higher than budget amortization expense reflecting the purchase of new buses over the past two years.
7	Enrolment in out-of-province and on-reserve schools lower than budget. Enrolment in Southeast Regional College higher than budget.
8	Lower than expected activity at the school level.
9	Addition of a Program Designer at the Estevan Early Years Family Resource Centre and higher than budgeted costs for cafeteria supplies.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other Expenses	Total
		In Province	Out of Province	In Province	Out of Province		
DeBruyne, Michelle	\$ 14,455	\$ 1,391	-	\$ 78	\$ 2,822	\$ 2,284	\$ 21,030
Henderson, Jim	18,741	4,901	-	522	21	2,658	26,843
Hewitt-Lendrum, Norma	13,736	313	-	383	2,382	2,312	19,126
Keating, Kevin	14,096	1,651	-	1,196	3,517	2,332	22,792
McCrimmon, Eric	11,760	1,058	-	29	21	1,710	14,578
Putland, Devona	15,086	4,241	-	543	2,920	2,462	25,252
Schick, Megan	14,405	-	-	549	21	2,311	17,286
Scott, Tami	14,020	2,128	-	1,125	21	2,249	19,543
¹ Trombley, Audrey	21,853	2,716	-	1,292	3,037	3,493	32,391
Vermeersch, Jim	13,841	2,428	-	667	-	2,322	19,258

¹ Board Chair

Personal Services

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

Name	Amount
ABEL, DARREN	\$ 91,881
ABEL, JODI	90,836
ABRAMSON, TANICE	90,758
ABTOSWAY, CHRISTOPHER	110,062
ALEMU, KIDUS Y	100,482
ALTWASSER, CHELSEA ANNE	69,582
ANDERSON, CHERYL	136,404
ANDERSON, JUSTINE	94,862
ANDREW, LOUISE	90,806
ANDREW, MEAGHAN	118,259
ANDRIST, ROB	87,484
ANNIS, CARLEE	92,796
ARNOLD, MARGOT	90,666

Name	Amount
ASPINALL, DEVIN L	111,955
ASPINALL, STACY D	91,115
BALL, ALISON	69,495
BARNARD, CONNIE	148,239
BARNES, ANNETTE MARIE	59,766
BARNSTABLE, KAILEY R	65,945
BARRANCO ESCOBAR, MARIA ANGELES	87,187
BARSI, MELISSA J	116,277
BASSENDOWSKI, COLIN	90,327
BAUMANN, JANET	90,682
BEAM, LEAH M	96,827
BECK, BLAIR	90,544
BELINSKY, BRIAN	148,239

Name	Amount
BELINSKY, LESIA	59,766
BELL, KATHRYN F	95,322
BELLEFLEUR, RAQUEL RENEE	94,970
BENNETT, MELANIE	68,810
BERNER, SHAYLA	78,098
BIECH, BLAIR	89,258
BIEZENSKI, ALEXANDER	93,653
BIGEAGLE-BAYLISS, MISTI	66,299
BIRCH, BRYCE	112,123
BIRNIE, LEAH	91,385
BLACK, PATRICK	60,915
BLACKBURN, NICOLE L	93,463
BLAIR, MAVIS	51,750
BLOOMFIELD, EVAN	90,553
BLOOMFIELD, NATALIE	51,811
BLOOR, JADE L	94,174
BLOSKIE, MARY C	91,132
BOCHEK, DEBBIE	90,666
BOCK, CHACE H	67,849
BOHNERT, JEFFERY K	100,800
BORRESON, MELISSA D	90,609
BOURASSA, CURTIS E	96,544
BOURBONNAIS, NANCY	95,580
BOUTIN, JODY	97,363
BOWERIN, REBECCA	75,323
BRADEN, JESSE C	62,563
BRADLEY, ASHLEY	69,609
BRADLEY, MARVEL	63,830
BRANDOW, MELANIE	86,063
BRATTON, SANDRA	94,635
BREHAUT, LORI-LYNN	90,985
BRENNER, BONITA	53,021
BRIGGS, LYNDA	96,582
BROCCOLO, THOMAS	91,641
BROCK, SHELBY	51,534
BROMM, NATHAN R	123,741
BROOKS, STACEY	91,944
BROWN, LINDSAY M	91,040

Name	Amount
BROWN, SHANNON	103,260
BUE, JOAN	69,187
BURANT, DEVYN	73,442
BURNETT, SHANNON	90,333
BURTON, AMY	92,781
BUTZ, HOLLY	90,992
BUTZ, KEVIN	94,685
BUYDENS, BRIAN	97,100
BYERS, MELISSA	63,273
CALLFAS, MICHAEL	73,132
CAMPBELL, DION J	69,735
CAMPBELL, JORDAN A	90,549
CAMPBELL, MONIQUE	77,628
CAMPBELL, SHELLY	121,433
CARLES, STACEY L	87,577
CARVER, KYLEE	115,374
CASEMORE, MEAGAN	93,792
CAUDILL, MATTHEW	83,675
CHAPMAN, AMY	71,389
CHAPMAN, JEFF	69,375
CHARLTON, ROBERT J	94,980
CHEPIL-KVAMME, BONITA M	90,946
CHESSALL, DONNA	62,519
CHEYNE, TORI S	70,873
CLAUSEN, ANDREA M	90,344
CLEMENT, KELLY	56,498
COLE, TAMMY	113,259
COLLINS, LINDSAY M	90,506
CONNELY, JILLIAN	69,081
COOPER, EMMA J	67,866
COOPER, KRISTY	76,126
COPELAND, JODY L	77,842
COTE, ASHLEY	94,830
COURTEAU, WENDY	62,309
COWAN, TERESA C	94,750
CROSS, BLAINE R	56,594
CROSSMAN, CAREY	91,103
CUGNET, NATHAN P	66,594
CUNDALL, MICHELLE D	92,141

Name	Amount
CURRIE, KELLY	101,342
CUTHBERT, RENEE	136,750
CZERWONKA, WHITNEY	74,365
DAER, SHAWNA	53,070
DANELUK, TRACEY	52,711
DAOUST, MAISY J	61,522
DASHNEY, TRISTAN K	65,992
DAVENPORT, SHANE B	91,776
DAVIDUK, JODI	59,766
DEPTUCK, RAELENE	94,662
DMYTRIW, PAMELA	83,693
DOBOS, JAMES	90,609
DOBSON, ANDREW	154,634
DOBSON, ARLENE	125,739
DODD, KRISTIN	94,587
DOUD, PAIGE N	61,370
DREW, JACINDA	93,779
DUCHARME, ROBIN	55,232
DUNCAN, HAYLEY	64,604
DUNCAN, MARGARET	103,712
DUPUIS, DOMINIQUE G	95,510
DURKSEN, APRIL	94,851
DURR, KYLA	90,813
DUTKA, STACY A	90,478
DYCK, CARROLL	68,510
DYCK, KEVIN	90,198
EBERTS, APRIL K	90,992
EDEN, TRACY	108,683
EDWARDS, ERIN	102,780
EHRMANTRAUT, MICHELLE D	92,838
ELLIOTT, MEGHAN	57,308
ELLIS, CINDY	94,891
ELTON, STEVEN	94,587
ENGER, BONNIE M	90,931
EPP, ASHLEY	66,657
ERBACH, BRYAN	65,344
ERICKSON, BROOKE	53,900
ERICKSON, CHANTELE	58,247
ERMEL, LINDSAY	88,622

Name	Amount
ESKRA, SHELAGH	96,937
ETHIER, JORDAN	96,483
EVANS, MARIE	95,273
EVANS-HOOPER, CATHY	90,825
FABER, ANTHONY	93,771
FAFARD, LOUISE A	90,198
FAHLMAN, ALANA	74,140
FARR, BROOKLYN J	61,607
FARRELL, TERESA	100,602
FEHRENBACH, KRYSTAL	92,029
FEHRENBACH, TYLER	115,554
FELLNER, JAMIE	65,743
FERGUSON, HOLLY D	60,002
FERGUSON, NAYME	56,204
FIEBER, ED	52,343
FIELD, KENTON L	97,036
FILTEAU, RYAN	91,182
FINLAY, JAIME	110,490
FIRKOLA, KEVIN D	67,099
FLAMAN, JODIE	72,725
FLAVEL, VANESSA M	90,758
FLECK, BRYAN S	92,632
FLEMING, KEN	69,629
FLETCHER, TASHA	95,205
FONSTAD, AMANDA	95,078
FOOTE, LAURA K	50,889
FORNWALD, LEAH	99,976
FORSETH, RAYLENE	97,695
FORSYTH, JESSE	97,088
FOWLER, CORINNE	50,324
FOX, JASON	98,445
FRANKLIN, TAMARA	98,017
FRAPE, CARMEL E	61,751
FRASER, DEBRA	96,239
FRAZER, LYDIA	61,229
FREDLUND, DYLAN W	61,503
FREDLUND, KAITLYN PAIGE	62,465
FREGIN-GILLIS, KARLY	90,198
FRIESEN, ROCHELLE	90,123

Name	Amount
FRIESEN, TAMMY	99,894
FROESE, STEPHEN	100,235
GALL, KRISTY L	92,534
GARNIER, BROOKLYN	90,350
GARNIER, CAROLYN D	62,206
GEIGER, TREVOR	100,476
GEISEL, JOHNATHON	91,182
GERVAIS, ANGELA	115,984
GIBBS, JACQUELENE	119,971
GIBSON, MARGIE	91,132
GIESBRECHT, CAITLIN E	90,665
GILLIES, CAROLINE M	99,976
GILLIES, JON F.	94,979
GILLIES, SARAH	92,724
GILMORE, WILL	99,976
GLASPEY, KELLY W	94,587
GORANSON, MELANIE L	65,348
GORDING, LANCE A	50,279
GORDON, TREVOR	91,438
GOWAN, MICHAEL	115,702
GOWAN, TERRI	81,188
GRAF, CAROL	86,984
GRAF, DAN	86,984
GRAFF, SHARON	96,597
GRAHAM, MELANIE	69,583
GRAHAM, MICHAEL	119,971
GRAHAM, SHENAZ MM	58,837
GREEN, WILMA M	54,982
GREENING, JEFFREY	98,517
GRIFFIN, TRUDI	94,634
GRIMES, ERICA	85,252
GROVER, MELISSA	94,919
GUENTHER, LARS	103,547
GULKA, KIM	63,737
GUSIKOSKI, MAVERICK	93,861
HABERSTOCK, CHERI L	123,191
HACK, CURTIS D	99,976
HAGEN, KRISTOPHER	87,900
HAGGERTY, DANIELLA J	90,976
HAMEL, SHERRY	70,614

Name	Amount
HAMILTON, JASMINE	82,080
HAMMERMEISTER, MARILYN R	95,947
HAPP, LACEY L.	68,547
HAPP, WALKER G	59,652
HARDERN, DAN	99,976
HARVEY, CATHY	114,866
HAUGLUM, ALLAN W	69,615
HAUGLUM, ARMOND	53,221
HAUPSTEIN, KIMBERLY	61,223
HAYES, BRIAN R	90,764
HAYHURST, JAYCE	61,410
HEEBNER, TANYA E	94,624
HENDERSON, PAUL F	52,778
HENGEN, KEVIN	184,670
HENGEN, SHALEEN A	66,319
HENRION, AMY	72,845
HENRY, CHANDA	93,802
HENRY, CHRISTY	104,375
HERMAN, GARTH A	82,216
HILLSTEAD, MEGAN	89,410
HILSTROM, LAKYN M	98,574
HILTZ, CATHERINE A	174,135
HILTZ, LORI A	71,832
HIND, SHAWNA	91,022
HISKE, AARON W	196,251
HOFFART, SUSAN	90,905
HOLIZKI, LINDSAY M	65,903
HOLLINGSHEAD, LONI L	110,486
HOLMAN, MELISSA	91,094
HOLMAN, MELISSA BETH	102,083
HOOD, ALLICIA M	64,790
HOUSTON, JANINE N	98,125
HOWE, DARCY	101,868
HRYNEWICH, DION	116,311
HUENISON, SHANNON	89,904
HUNT, DEBBIE	102,338
HURSH, RAYMOND	54,374
HUSBAND, SUSAN	105,483

Name	Amount
HUTT, ALYSHIA	73,635
HVAL, JOCELYN R	87,898
JAMES, GRAHAM J	91,038
JAVELONA, KRISTAN	65,267
JENSEN, BRAYDEN	92,018
JENSEN, STEPHANIE	109,295
JENSEN, WENDY	90,531
JOHNS, TARA L	90,665
JOHNSON, DARREN P	97,527
JOHNSON, KRISTY	112,862
JOHNSON, LATRICIA L	74,593
JOHNSON, LUCAS	87,955
JOHNSON, MARCIA R	98,955
JOHNSON, NATHAN I	168,639
JOHNSON, TRENT W	93,022
JONES, JAMES	131,960
JONES, KENDRA	90,642
JOORISITY-DICKIE, LESLIE	90,235
JOVE, CHERYL	52,916
JOZSA, MICHAEL	95,077
KAIP, CHANDY	60,888
KARLUNCHUCK, JENNIFER M	82,505
KARMAZINUK, KLAIR	63,467
KAY, TRACY	95,854
KAZIMER, KIMBERLY A	94,587
KEATING, KEITH K	215,250
KEITH, COLLIN J	91,182
KEOWN, SHANE M	60,659
KERR, ANDREA N	97,525
KERR, JODY J	97,037
KILIWNIK, TRACEY	120,593
KINES, ANDREA	94,587
KING-BACHMAN, FAITH	50,584
KINGDON, JENNIFER	91,526
KIRKNESS, SCOTT	93,850
KLASSEN, ALLEN J	94,587
KNAPP, AVERYL	91,413
KNIBBS, NANCY	94,248

Name	Amount
KNIBBS, STEPHANIE L	90,198
KOBITZ, KATELYN AMY	58,933
KOT, MICHELLE R	79,443
KOTELO, WADE A	102,976
KREKLEWICH, WESLEY P	94,587
KURUP, TINA	100,287
KWOCHKA, BRADY	68,790
KYLE, JUSTINE N	96,054
LA ROSE, RHIANNON	95,412
LABELLE, KEVIN	96,516
LARSON, CHRISTINE M	101,925
LATOSKI, ELIZABETH CHRISTINA	72,481
LAWLESS, KIMBERLY D	90,610
LAWRENCE, KORINN	89,963
LAWSON, KERRI-ANN	95,175
LEE, JANET	66,600
LEKO, PENNY	94,587
LENDRUM, WILFRID S	90,198
LEONARD-SCHMIDT, KARA	97,597
LESLIE, AMBER J	101,927
LEWIS, ANGELA D	59,471
LINDEMANN, JEFFREY D	94,795
LINGELBACH, DON	90,252
LLOYD, GLENDA E	53,564
LOCKEN, KIMBERLY D	103,646
LONSBERRY, NINA	105,588
LORENZ, KYLIE A	64,742
LOWE, NATALIE	97,484
LUND, COLTON J	80,365
MAAS, MARLIN	105,070
MACK, JOYCE G	68,855
MACLEAN, BRADEN D	65,930
MACPHERSON, ALEXANDRA H	57,044
MAINIL, ASHLEY	51,032
MAINSRUSK, JENNA	70,794
MAMELA, VELVETT	74,120
MANDERSCHIED, SARA	90,198
MANKO, MEG	59,686

Name	Amount
MANN, JANET	91,830
MANNING, DANIEL	116,380
MANNING, TAMMY LEE M	94,587
MANTEI, CRYSTAL	90,899
MARTIN, CLARISSA	92,018
MARTIN, DIANNE M	52,186
MARTIN, GREGORY	97,988
MARTINSON, MEGAN	92,067
MATIOWSKY, KYLIE S	62,732
MATIUSHEVA, OLHA	57,265
MATTHEWSON, CHARISSE	90,998
MCAULEY, JENNA R	59,704
MCCORMAC, LANA	94,587
MCCUTCHEON, MARILYN M	90,320
MCDOUGALD-COWAN, REGAN N	51,710
MCGONIGAL, ALEXIS	90,525
MCGONIGAL, LYNN	52,866
MCGONIGAL, NANCY	90,441
MCGOWAN, JODIE	102,415
MCGREGOR-MATICHUK, TEGAN	95,390
MCINTOSH, NATALIE	92,821
MCKEE, COREY D	78,627
MCKENZIE, SHELLY A.	92,955
MCKINNEY, TARA	95,299
MCKINNON, MARNIE	89,730
MCKNIGHT, ANGELA	83,099
MCLAREN, JANA D	97,131
MCLEOD FRASER, NANCY	118,394
MCLEOD, MEAGAN E	63,161
MCMULLEN, MEGAN A	94,832
MCNABB, JESSICA	89,087
MCNAUGHTON, MONTE D.	92,314
MCPHEE, TAYLOR L	58,818
MCTAVISH, HEATHER	91,208

Name	Amount
MEEK, SHAUNA	91,132
MERCER, DEREK	97,690
MERCER, SCOTT P	69,464
MERCER, TAMMY L	93,563
MEREDITH, SHERRIE	127,397
METHERAL, CAREY	94,587
MILBRANDT, JODI L	89,937
MILLIONS, LACEY J	93,794
MITCHELL, ASHLEY	80,005
MOFFAT, MELISSA	76,248
MOFFATT, KYLA	101,012
MOON, LISA	93,830
MOORE, CARRIE	50,219
MORLAND, JESSICA S	100,080
MORRISON, MAKENNA	61,300
MURRAY, BLAIR R	51,906
MYBURGH, BERNARD B	59,290
MYTOPHER, KIMBERLY	100,814
NAYLEN, JUDY	90,993
NAZAR, JELENA M	75,441
NEILMEYER, JACALYN	112,136
NEILMEYER, ZOE	74,715
NEITHERCUT, COLTON B	87,948
NICHOLLS, ALISON	88,603
NICHOLS, GREGG	92,998
NICHOLS, RYAN	122,377
NICHOLS, TENILLE	97,450
NICKEL, JON	78,292
NOBERT, KARYSE	91,358
NORDIN, JENNIFER	77,896
NORGAARD, GAIL	52,770
O'DELL, TYSON	113,663
OFFET, DEENA	115,984
O'HARA, HEATHER	90,684
OLSON, CORY C	90,431
OLSON, KENNEDY B	62,483
OLSON, MITCH	84,147
OLSON, REBECCA	92,114
OSTRANDER, CARMEN	111,948
PALMER, CRAIG E	112,740

Name	Amount
PALMER, DARCI	90,807
PAQUETTE, DREW A	68,055
PASKELL, TERRI	52,802
PASTACHAK, KELSEY B	61,767
PATERSON, CODY J	83,579
PATON, CATHY E	68,533
PAUL, SHELLEY	52,392
PAUL, WHITNEY D	100,932
PAULHUS, RANDI M	52,778
PAYNE, JERRY	54,619
PEARCE, ANDREA C	75,456
PEEACE, LISA I	90,501
PERKINS, HUNTER G	58,252
PERKINS, KAYLA	58,554
PERKINS, KEVIN	91,132
PERSSON, MILES E	75,251
PETERSON, CARLA D	54,063
PHILIP, KATIE	72,258
PHILLIPCHUK, KELLY	101,463
PIERCE, SARAH G	95,497
PILAPIL, KIRK E	95,191
PILLING, ANASTACIA L	52,066
PINYAK, LESYA	56,367
PIRIO, EMMA-LEIGH	52,942
PODJAN, PATRICIA	106,131
PODOVINNIKOFF, TAMMY L	91,226
POLLOCK, LISA M	51,475
POTAPINSKI, JOHNATHAN	72,862
POTOMA, KELSEY A	63,740
PROKOPETZ, DARREN R	57,266
PROUST, TREVOR	97,088
PRYCE, CHRISTA	115,984
PURVES, SARAH	109,019
QUINN, NICOLE	92,921
QUINTYN, TANISHA	52,280
RAWN, CHANTEL M	72,850
RAY, DAWN	91,762
REED, TRACY	101,405

Name	Amount
REEVES, JORDAN	67,723
REIN, TAYLOR A	86,314
RENAULD, TRACY	91,506
RETZLAFF, SHERRY	91,039
REJET, ELLEN M	74,534
RICHARDS, DYLAN	112,427
RICHARDS, EMILY	64,256
RICHTER, TAMALA C	81,903
RISLING, JOS	115,256
RISLING, MEGAN	111,548
ROGERS, AUDREY	73,423
ROHLOFF, COLLEEN T	94,636
ROSENGREN, MELISSA M	68,936
ROSNER, ANNMARIE	119,766
ROSS, TREASURE M	92,250
ROTHWELL, MEAGAN	77,140
ROWLEY, ELIZABETH	110,973
RUF, KELSEY	91,182
RUTTEN, AMY	93,092
RUTTEN, CARRIE	90,600
RUTZKI, TAYAH	73,913
SAARELA, HEATHER	84,952
SALTEL, MAURICE	115,273
SAMBROOK, KRISTY L	99,622
SAMSON, JACIE	53,719
SANBORN, HEATHER	90,530
SANBORN, JEFF	50,363
SANDERS, CARISSA L	59,766
SANDOMIRSKY, DAVID	129,668
SANDS, SHANNON	95,687
SARARAS, AYNLEE	77,381
SATRE, ERIC A	97,100
SHELL, TRINA	90,844
SCHMIDT, LOGAN	67,746
SCHOTT, MARK	96,057
SCHROEDER, KATHLEEN R	70,559
SCHULTZ, ROBERT	93,771
SCHWEAN, JORY L	62,693

Name	Amount
SCHWEAN, TANNIS	91,717
SEDOR, JENNIFER	54,411
SEDOR, TIM J	69,149
SEGUIN, STACEY L	59,766
SHAPLEY, TIANNA	74,045
SHIRLEY, MURIEL E	95,640
SHUPE, JACQUELINE	91,132
SILLJER, KELSEY D	90,385
SIMPART, COURTNEY	91,852
SINGLETON, AMY	90,782
SINGLETON, RILEY	93,012
SLATER, ANDY	94,637
SLATER, CELINE	90,493
SMART, MICHELLE	121,416
SMELTZER, ANGELA J	100,451
SMITH, BRANDEN R	62,988
SMITH, HALEY	59,766
SMOLIAK, JESSICA	95,567
SNELLING, LORI	94,795
SONNENBERG, ALISA	115,984
SOVDI, KACIE	60,423
SPURR, CRYSTAL	91,170
ST.ONGE, JEFF	159,203
STADNICK, DYON	92,029
STEFAN, KIMBERLEY	87,926
STEFFENSEN, ASHLEY	77,992
STEPHANSON, KATRINA	90,198
STEVENS, LEAH	95,060
STEWART, AMBER B	53,482
STEWART, SHERRY	90,970
STINSON, MADISON	59,118
STOBBS, KATHLEEN	50,069
STOCK, JEREMY	75,251
STRUTHERS, DANELLE	77,202
SUCH, BRYTON	68,306
SULLIVAN, ROBYN D	90,571
SULLY, SCOTT R	97,610
SUMMERS, GRAEME	91,810
SUMMERS, SHEENA B	92,534

Name	Amount
SVEDAHL, ASHLEY MORGAN	70,581
SVEINBJORNSON-LOWE, NADINE	95,375
SWEETING, CARLI	102,515
SWEETING, MICHELLE	78,391
SWIRSKI, SUSAN B	115,984
SWYRYDA, DIONE	68,863
SWYRYDA, JIM	105,070
SYDIAHA, JENNA	81,349
TAVANETZ, CLARKE	92,307
TAYLOR, GRANT	105,585
TAYLOR, KAITLYN G	70,576
TAYLOR, LISA L	95,217
TEALE, LAURA	91,616
TENEYCKE, EMMA P	67,176
THIESSEN, MELISSA	78,764
THOMPSON, CAROLYN R	81,262
THOMPSON, COLLINDA	92,909
THOMPSON, KEVIN	94,755
THOMPSON, SEAN A	62,751
THUE, JONI L	74,147
TOMS, MICHELLE R	97,201
TORGUNRUD, MARGUERITE	90,198
TOTH, ANDREA L	50,725
TOTH, SHELLEY A	184,665
TROMBLEY, JACQUELINE	91,292
TRONSON, JODI	94,930
TURTON, RHANDI	74,708
TWEED, JODI	86,984
UECKERT, WENDY	56,899
UHREN, DARA R	95,956
ULMER, DERRICK	91,144
URSU, CHRISTOPHER	91,004
UTMAN, VICTORIA L	78,386
VAN BETUW, MICHAEL	91,879
VANDESYPE, MICHELLE P	59,766
VEN DER BUHS, CHELSEA E	70,439

Name	Amount
VERHAEGHE, ANDRE J	105,070
VERTEFEUILLE, JENNA	65,526
VIBE, KYLE K	87,727
VOLLBRECHT, KRYSTAL D	96,790
WAECHLI, ROXANN A	68,028
WAGNER, LINDSEY A	86,984
WALBAUM, JACQUELINE R	73,006
WALTER, ERIN M	90,254
WALTER, LORNE	91,182
WARDROPE, RON	123,511
WARREN, KARLA M	88,889
WATSON, LEAH	74,355
WEBB, GRAHAM	91,182
WEBER, JIM F	94,795
WEIDENHAMER, JACOB	87,818
WEIDENHAMER, TAWNA	95,074
WEISS, MELLISSA	87,388
WELLS, MARIE A	53,142
WERESCHUK, LARRY	59,179
WHEELER, PAIGE A	79,329
WHIPPLER, TRENT	100,220
WHITEHEAD, KYLE	92,624
WHITROW, JENICA L	77,096
WHITROW, YVONNE	90,919
WIENS, KIMBERLEY	90,955

Name	Amount
WILBRAHAM, DANA M	71,749
WILLOCK, DAWN M	101,823
WILMOT STADNICK, RHONDA M	95,188
WILSON, ADAM	114,522
WILSON, COLIN	91,966
WILSON, JANESSA L	75,708
WILSON, SUSAN	124,000
WILSON, SYDNI B	63,260
WILVERS, AUSTIN M	58,252
WITZANEY, JORDAN	80,066
WOLF, MICHAEL	105,882
WOLF, MICHELLE L	104,713
WOLSTENHOLME, LORI	60,279
WOODARD, OLIVIA KATHERINE	65,613
WOODROW, EVAN	91,182
WRIGHT, BRIAN F	119,069
WRIGHT, SARAH	65,115
WYONCH, KARLA	90,198
YACKEL, STEVEN	63,532
YOUNG, MELANIE	110,973
YURCHUK, TAMMY	59,766
YURKIW, MARILYN	154,615
ZACKRISSON, ANGELA	91,132
ZELYCK, TREENA	87,289
ZULAK, BROOKE C	103,497

Transfers

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

Name	Amount
ESTEVAN FAMILY RESOURCE CENTRE	\$ 155,404

Name	Amount
SOUTHEAST REGIONAL COLLEGE	69,868

Supplier Payments

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

Name	Amount
3TWENTY SOLUTIONS INC	\$ 80,554
A & B CONCRETE LTD	56,551
AON CANADA INC - T57048C	929,434
AON REED STENHOUSE INC	117,993
APPLE CANADA INC.	184,394
ASSOCIATION FOR SUPERVISION	67,155
BARBER MOTORS (1963) LTD.	308,391
BOBCAT OF REGINA LTD.	66,300
BORDERLAND CO-OP	133,157
CENTAUR PRODUCTS INC.	141,895
CENTURY ROOFING & SHEET	249,465
CHARTER TELECOM INC	57,271
CITY OF ESTEVAN	67,088
COLLIERS PROJECT LEADERS INC	79,200
DELL CANADA INC.	691,000
DEMAND JANITORIAL EQUIPMENT	51,483

Name	Amount
DIAMOND IC TRUCK CENTERS	279,700
DON'S PLUMBING AND HEATING	266,259
DUNCAN ROOFING	384,087
ECO CONCRETE LEVELLING LTD	65,666
EECOL ELECTRIC (SASK) LTD.	91,759
ENERGY NETWORK SERVICE	76,336
ESTEVAN ELECTRIC	235,795
ESTI CONSULTING SERVICES	464,533
FEDERATED CO-OPERATIVES LTD.	1,777,414
FLAME TECH	70,681
GLOSSWORKS CONCRETE POLISHING	61,135
GOLIATH DISPOSAL LTD.	62,928
HBI BRENNAN BUSINESS	247,945
HOUSSEY, DONNA	173,185
IBM CANADA LIMITED	138,170
IMPERIAL DADE CANADA INC.	329,043
INDUSTRIAL ELECTRIC	53,501
I-ZAN TIRE	65,782

Name	Amount
JEANNOT ELECTRIC	166,934
JOHNSON CONTROLS #C3039	92,789
JOHNSON PLUMBING & HEATING LTD	148,670
KAYANI, MUHAMMAD ISRAR	75,605
KONICA MINOLTA BUSINESS	451,601
KPMG LLP	52,650
LAMPMAN SERVICE STATION LTD.	68,098
MARSHALL DRIVER TRAINING LTD	69,736
MAXIM INTERNATIONAL TRUCKS	50,882
MAZENC FUELS LTD	101,800
MCCALLUM ROOFING LTD	282,514
MCCOMB AUTOMOTIVE SUPPLY LTD.	58,922
MID CITY PLUMBING & HEATING	63,448
MINISTER OF FINANCE - CVA	80,576
MOTION	100,217
PEARSON CANADA ASSESSMENT INC.	68,311
PRAIRIE CONTROLS LTD.	81,182
RENAISSANCE LEARNING INC	68,743
ROOF MANAGEMENT & INSPECTION	322,821
SASKPOWER	1,820,678

Name	Amount
SASKTEL	187,585
SASKENERGY INCORPORATED	779,537
SCHOLASTIC BOOK FAIRS	58,309
SGI, MOTOR VEHICLE DIVISION	223,177
SOUTHERN INDUSTRIAL & TRUCK	122,765
SOUTHERN PLAINS CO- OP	74,044
SPORTFACTOR INC	112,158
SYNOVIA SOLUTIONS LLC	109,729
SYSCO SERCA FOODSERVICES INC.	336,405
THE FLOOR STORE	66,912
THERAPLAY PEDIATRIC SERVICES	59,433
TRADE WEST EQUIPMENT LTD	51,163
TRIMARK CONTROLS LTD.	72,300
VIPOND/ALSASK FIRE EQUIPMENT	240,332
VOLLBRECHT, BARBARA	183,165
WARNER BUS INDUSTRIES LTD.	68,647
WAYNE'S WHEELS DRIVER	63,314
WESTERN CANADA IC BUS INC.	3,915,180
WILHELM MASONRY INC	79,102

Other Expenditures

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

Name	Amount
CANADIAN UNION OF PUBLIC EMPLOYEES	\$111,108
MUNICIPAL EMPLOYEES PENSION PLAN	4,046,019
RECEIVER GENERAL FOR CANADA	20,447,313
SASK PROFESSIONAL TEACHERS REGULATORY BOARD	69,128
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,880,196

Name	Amount
SASKATCHEWAN TEACHERS FEDERATION	5,531,624
SASKATCHEWAN WORKERS COMPENSATION BOARD	342,409
SOUTH EAST CORNERSTONE TEACHERS ASSOCIATION	64,808
SERVICE EMPLOYEES INTERNATIONAL UNION WEST	145,549
TEACHERS SUPERANNUATION COMMISSION	85,226

Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

Of the The Board of Education of the South East Cornerstone School Division No. 209

School Division No. 2090500

For the Period Ending: August 31, 2024

Shelley Toth
Chief Financial Officer

Virtus Group LLP
Auditor

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

Saskatchewan 

Management's Responsibility for the Financial Statements

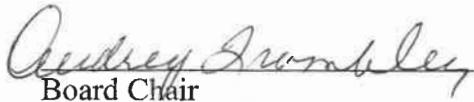
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily 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, Virtus Group, 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 South East Cornerstone School Division No. 209:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 20, 2024



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of South East Cornerstone School Division No.209

Opinion

We have audited the financial statements of **South East Cornerstone School Division No. 209**, which comprise the statement of financial position at August 31, 2024 and the statements of operations and accumulated surplus from operations, changes in financial net assets and cash flows for the year 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 school division as at August 31, 2024, and its financial performance and 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 school division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Saskatchewan, 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.

Information Other than the Financial Statements and Auditor's Report Thereon

Management is responsible for the other information. The other information comprises the information included in the annual report but does not include the financial statements and our auditor's report thereon. The annual report is expected to be made available to us after the date of this auditor's report.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above when it becomes available and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

When we read the annual report, if we conclude that there is a material misstatement therein, we are required to communicate the matter to those charged with governance.

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 school division's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the school division or to cease operations, or has no realistic alternative but to do so.

...continued

INDEPENDENT AUDITOR'S REPORT continued

Those charged with governance are responsible for overseeing the school division'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 school division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the school division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the school division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the 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.

November 20, 2024
Regina, Saskatchewan

VIRTUS GROUP LP
Chartered Professional Accountants


The Board of Education of the South East Cornerstone School Division No. 209
Statement of Financial Position
as at August 31, 2024

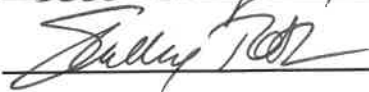
	2024	2023
	\$	\$
Financial Assets		
Cash and Cash Equivalents	26,603,711	28,407,869
Accounts Receivable (Note 7)	3,499,475	1,520,199
Portfolio Investments (Note 3)	155,113	152,156
Total Financial Assets	30,258,299	30,080,224
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	8,343,210	7,576,828
Long-Term Debt (Note 9)	13,750,159	14,812,261
Liability for Employee Future Benefits (Note 5)	1,485,900	1,480,600
Deferred Revenue (Note 10)	356,786	343,505
Total Liabilities	23,936,055	24,213,194
Net Financial Assets	6,322,244	5,867,030
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	140,873,771	142,090,595
Inventory of Supplies Held for Consumption	935,542	1,036,255
Prepaid Expenses	1,716,609	2,003,155
Total Non-Financial Assets	143,525,922	145,130,005
Accumulated Surplus (Note 13)	149,848,166	150,997,035

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

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

Approved by the Board:





Chairperson

Chief Financial Officer

The Board of Education of the South East Cornerstone School Division No. 209
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
REVENUES	(Note 14)		
Grants	105,777,658	103,711,278	99,506,615
Tuition and Related Fees	1,332,888	1,332,659	1,388,981
School Generated Funds	3,100,000	2,786,226	2,759,003
Complementary Services (Note 11)	1,599,284	1,659,650	1,529,841
External Services (Note 12)	1,276,880	1,396,961	1,447,100
Other	938,940	2,302,462	1,650,922
Total Revenues (Schedule A)	114,025,650	113,189,236	108,282,462
EXPENSES			
Governance	435,245	353,763	361,781
Administration	3,504,347	3,432,822	3,442,500
Instruction	74,204,681	73,199,513	72,826,681
Plant Operation & Maintenance	18,260,755	19,326,226	18,532,310
Student Transportation	12,245,939	11,578,063	11,615,332
Tuition and Related Fees	139,896	128,881	185,613
School Generated Funds	3,079,358	2,735,075	2,780,415
Complementary Services (Note 11)	1,548,999	1,552,690	1,481,984
External Services (Note 12)	1,323,078	1,513,506	1,455,273
Other	517,894	517,566	650,418
Total Expenses (Schedule B)	115,260,192	114,338,105	113,332,307
Operating Deficit for the Year	(1,234,542)	(1,148,869)	(5,049,845)
Accumulated Surplus from Operations, Beginning of Year	150,997,035	150,997,035	156,046,880
Accumulated Surplus from Operations, End of Year	149,762,493	149,848,166	150,997,035

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

The Board of Education of the South East Cornerstone School Division No. 209
Statement of Changes in Net Financial Assets
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
	(Note 14)		
Net Financial Assets, Beginning of Year	5,867,030	5,867,030	8,854,114
Changes During the Year			
Operating Deficit, for the Year	(1,234,542)	(1,148,869)	(5,049,845)
Acquisition of Tangible Capital Assets (Schedule C)	(7,588,534)	(6,040,668)	(4,742,755)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	15,000	77,802	245,400
Net (Gain) Loss on Disposal of Capital Assets (Schedule C)	(15,000)	(41,134)	35,274
Amortization of Tangible Capital Assets (Schedule C)	7,056,814	7,220,824	7,144,687
Net Acquisition of Inventory of Supplies Held for Consumption	-	100,713	84,774
Net Change in Other Non-Financial Assets	-	286,546	(704,619)
Change in Net Financial Assets	(1,766,262)	455,214	(2,987,084)
Net Financial Assets, End of Year	4,100,768	6,322,244	5,867,030

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

... page 4

The Board of Education of the South East Cornerstone School Division No. 209
Statement of Cash Flows
for the year ended August 31, 2024

	2024	2023
	\$	\$
OPERATING ACTIVITIES		
Operating Deficit for the Year	(1,148,869)	(5,049,845)
Add Non-Cash Items Included in Deficit (Schedule D)	7,179,690	7,179,961
Net Change in Non-Cash Operating Activities (Schedule E)	(807,054)	2,034,887
Cash Provided by Operating Activities	5,223,767	4,165,003
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(6,040,668)	(4,742,755)
Proceeds on Disposal of Tangible Capital Assets	77,802	245,400
Cash Used in Capital Activities	(5,962,866)	(4,497,355)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(2,957)	(3,682)
Cash Used in Investing Activities	(2,957)	(3,682)
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(1,062,102)	(1,026,159)
Cash Used in Financing Activities	(1,062,102)	(1,026,159)
DECREASE IN CASH AND CASH EQUIVALENTS	(1,804,158)	(1,362,193)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	28,407,869	29,770,062
CASH AND CASH EQUIVALENTS, END OF YEAR	26,603,711	28,407,869

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

The Board of Education of the South East Cornerstone School Division No. 209

**Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2024**

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Grants	(Note 14)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	98,297,100	98,563,670	97,101,042
Operating Grant PMR	2,744,796	2,740,398	2,744,796
Other Ministry Grants	335,226	171,380	546,451
Total Ministry Grants	101,377,122	101,475,448	100,392,289
Other Provincial Grants	225,536	229,817	208,906
Federal Grants	-	-	5,820
Grants from Others	8,000	31,728	600
Total Operating Grants	101,610,658	101,736,993	100,607,615
Capital Grants			
Ministry of Education Capital Grants	4,167,000	1,969,625	(1,101,000)
Other Capital Grants	-	4,660	-
Total Capital Grants	4,167,000	1,974,285	(1,101,000)
Total Grants	105,777,658	103,711,278	99,506,615
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	69,000	63,000	69,000
Federal Government and First Nations	1,263,888	1,269,659	1,314,481
Individuals and Other	-	-	5,500
Total Operating Tuition and Related Fees	1,332,888	1,332,659	1,388,981
Total Tuition and Related Fees Revenue	1,332,888	1,332,659	1,388,981
School Generated Funds Revenue			
Curricular			
Student Fees	80,000	54,140	21,701
Total Curricular Fees	80,000	54,140	21,701
Non-Curricular Fees			
Commercial Sales - Non-GST	620,000	663,415	636,680
Fundraising	1,300,000	1,045,228	1,035,327
Grants and Partnerships	150,000	330,356	320,186
Students Fees	400,000	371,725	437,173
Other	550,000	321,362	307,936
Total Non-Curricular Fees	3,020,000	2,732,086	2,737,302
Total School Generated Funds Revenue	3,100,000	2,786,226	2,759,003
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	627,807	627,807	625,748
Other Ministry Grants	803,975	839,848	707,507
Federal Grants	167,502	189,400	176,336
Other Grants	-	2,595	20,250
Total Operating Grants	1,599,284	1,659,650	1,529,841
Total Complementary Services Revenue	1,599,284	1,659,650	1,529,841

The Board of Education of the South East Cornerstone School Division No. 209
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
External Services	(Note 14)		
Operating Grants			
Ministry of Education Grants			
Other Ministry Grants	193,026	188,737	264,400
Federal Grants	120,000	163,204	207,670
Other Grants	543,500	626,111	538,818
Total Operating Grants	856,526	978,052	1,010,888
Fees and Other Revenue			
Other Revenue	420,354	418,909	436,212
Total Fees and Other Revenue	420,354	418,909	436,212
Total External Services Revenue	1,276,880	1,396,961	1,447,100
Other Revenue			
Miscellaneous Revenue*	337,476	746,392	381,708
Sales & Rentals	311,464	365,683	274,195
Investments	275,000	1,149,253	935,638
Gain on Disposal of Capital Assets	15,000	41,134	59,381
Total Other Revenue	938,940	2,302,462	1,650,922
TOTAL REVENUE FOR THE YEAR	114,025,650	113,189,236	108,282,462
Miscellaneous Revenue*	2024 Budget	2024 Actual	2023 Actual
Insurance Claim Proceeds	-	80,785	114,426
Insurance Rebates	-	-	6,784
Salary Reimbursements - Teacher Secondment	107,185	214,542	166,567
Salary Reimbursements - WCB	20,000	67,275	31,186
Microsoft Class Action Settlement	173,791	266,161	-
Facility Project Reimbursement	-	63,331	-
Other	36,500	54,298	62,745
	337,476	746,392	381,708

The Board of Education of the South East Cornerstone School Division No. 209
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Governance Expense	(Note 14)		
Board Members Expense	188,000	196,953	177,838
Professional Development - Board Members	24,000	21,146	29,259
Elections	-	530	2,538
Other Governance Expenses	223,245	135,134	152,146
Total Governance Expense	435,245	353,763	361,781
Administration Expense			
Salaries	2,510,215	2,516,440	2,419,021
Benefits	321,678	335,313	320,130
Supplies & Services	325,900	289,643	353,091
Non-Capital Furniture & Equipment	12,596	9,047	12,312
Building Operating Expenses	148,685	140,614	148,005
Communications	38,325	28,450	27,320
Travel	69,500	29,878	35,084
Professional Development	26,700	27,788	32,546
Amortization of Tangible Capital Assets	50,748	55,649	94,991
Total Administration Expense	3,504,347	3,432,822	3,442,500
Instruction Expense			
Instructional (Teacher Contract) Salaries	47,525,319	47,168,539	48,794,062
Instructional (Teacher Contract) Benefits	3,184,925	3,133,778	3,217,099
Program Support (Non-Teacher Contract) Salaries	11,977,046	11,300,410	10,734,844
Program Support (Non-Teacher Contract) Benefits	2,902,051	2,689,134	2,518,372
Instructional Aids	4,700,580	5,106,960	3,818,356
Supplies & Services	957,631	1,049,985	926,673
Non-Capital Furniture & Equipment	653,043	708,299	788,308
Communications	213,536	238,966	224,081
Travel	392,051	316,416	372,236
Professional Development	340,241	308,641	220,912
Student Related Expense	344,220	263,808	310,679
Amortization of Tangible Capital Assets	1,014,038	914,577	901,059
Total Instruction Expense	74,204,681	73,199,513	72,826,681

The Board of Education of the South East Cornerstone School Division No. 209
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 14)		
Salaries	4,896,291	4,923,514	4,818,218
Benefits	1,098,950	1,056,169	1,017,215
Supplies & Services	25,900	19,984	38,364
Non-Capital Furniture & Equipment	82,100	159,147	115,273
Building Operating Expenses	7,693,886	8,690,429	7,833,366
Communications	31,000	36,105	39,691
Travel	204,300	233,798	237,828
Professional Development	6,500	6,819	1,336
Amortization of Tangible Capital Assets	4,150,910	4,133,715	4,361,997
Amortization of Tangible Capital Assets ARO	70,918	66,546	69,022
Total Plant Operation & Maintenance Expense	18,260,755	19,326,226	18,532,310
Student Transportation Expense			
Salaries	5,102,875	4,768,525	4,120,833
Benefits	1,407,303	1,172,951	979,462
Supplies & Services	2,223,016	2,160,174	2,039,087
Non-Capital Furniture & Equipment	1,384,400	1,026,722	905,111
Building Operating Expenses	229,147	164,323	151,713
Communications	52,500	55,089	54,221
Travel	47,000	78,373	67,545
Professional Development	23,500	3,796	6,564
Contracted Transportation	138,509	254,120	1,740,324
Amortization of Tangible Capital Assets	1,637,689	1,893,990	1,550,472
Total Student Transportation Expense	12,245,939	11,578,063	11,615,332
Tuition and Related Fees Expense			
Tuition Fees	139,896	128,881	185,613
Total Tuition and Related Fees Expense	139,896	128,881	185,613
School Generated Funds Expense			
Academic Supplies & Services	50,000	10,446	8,738
Cost of Sales	600,000	500,985	590,808
Non-Capital Furniture & Equipment	100,000	93,002	93,844
School Fund Expenses	2,200,000	1,977,448	1,923,031
Amortization of Tangible Capital Assets	129,358	153,194	163,994
Total School Generated Funds Expense	3,079,358	2,735,075	2,780,415

The Board of Education of the South East Cornerstone School Division No. 209
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Complementary Services Expense	(Note 14)		
Instructional (Teacher Contract) Salaries & Benefits	952,357	997,372	958,991
Program Support (Non-Teacher Contract) Salaries & Benefits	468,568	465,756	397,340
Instructional Aids	13,700	7,444	20,803
Supplies & Services	42,198	24,890	52,604
Non-Capital Furniture & Equipment	-	370	4,785
Communications	5,476	5,253	5,287
Travel	47,500	32,887	32,573
Professional Development (Non-Salary Costs)	14,000	15,197	5,993
Student Related Expenses	5,200	3,521	3,608
Total Complementary Services Expense	1,548,999	1,552,690	1,481,984
External Service Expense			
Grant Transfers	313,026	338,992	489,876
Instructional (Teacher Contract) Salaries & Benefits	-	110,507	2,081
Program Support (Non-Teacher Contract) Salaries & Benefits	130,733	132,734	132,310
Supplies & Services	790,000	867,268	801,837
Non-Capital Furniture & Equipment	-	133	-
Building Operating Expenses	77,666	60,719	24,316
Travel	8,500	-	1,701
Amortization of Tangible Capital Assets	3,153	3,153	3,152
Total External Services Expense	1,323,078	1,513,506	1,455,273
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	3,000	1,690	3,882
Interest on Capital Loans	514,894	515,876	551,881
Total Interest and Bank Charges	517,894	517,566	555,763
Loss on Disposal of Tangible Capital Assets	-	-	94,655
Total Other Expense	517,894	517,566	650,418
TOTAL EXPENSES FOR THE YEAR	115,260,192	114,338,105	113,332,307

The Board of Education of the South East Cornerstone School Division No. 209
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2024

	Land		Buildings	Buildings	School	Other	Furniture and	Computer	Computer	Assets	2024	2023	
	Land	Improvements	Buildings	Short-Term	ARO	Buses	Vehicles	Equipment	Hardware and Audio Visual Equipment	Software			Under Construction
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Tangible Capital Assets - at Cost													
Opening Balance as of September 1	4,400,724	4,280,163	214,650,434	4,858,215	4,047,792	18,836,255	2,017,096	6,124,323	3,975,269	1,581,968	56,934	264,829,173	263,093,705
Additions/Purchases	-	-	-	-	-	3,977,823	366,728	349,619	719,471	-	627,027	6,040,668	4,742,755
Disposals	-	-	-	-	-	(717,957)	-	(625,436)	(627,116)	-	-	(1,970,509)	(3,007,287)
Transfers to (from)	-	-	47,092	-	-	-	-	-	-	-	(47,092)	-	-
Closing Balance as of August 31	4,400,724	4,280,163	214,697,526	4,858,215	4,047,792	22,096,121	2,383,824	5,848,506	4,067,624	1,581,968	636,869	268,899,332	264,829,173
Tangible Capital Assets - Amortization													
Opening Balance as of September 1	-	3,359,091	94,720,130	3,002,917	2,880,770	9,740,946	1,829,115	3,254,959	2,368,682	1,581,968	-	122,738,578	118,320,504
Amortization of the Period	-	68,072	3,754,974	200,558	66,545	1,538,058	194,241	584,851	813,525	-	-	7,220,824	7,144,687
Disposals	-	-	-	-	-	(681,289)	-	(625,436)	(627,116)	-	-	(1,933,841)	(2,726,613)
Closing Balance as of August 31	N/A	3,427,163	98,475,104	3,203,475	2,947,315	10,597,715	2,023,356	3,214,374	2,555,091	1,581,968	N/A	128,025,561	122,738,578
Net Book Value													
Opening Balance as of September 1	4,400,724	921,072	119,930,304	1,855,298	1,167,022	9,095,309	187,981	2,869,364	1,606,587	-	56,934	142,090,595	144,773,201
Closing Balance as of August 31	4,400,724	853,000	116,222,422	1,654,740	1,100,477	11,498,406	360,468	2,634,132	1,512,533	-	636,869	140,873,771	142,090,595
Change in Net Book Value	-	(68,072)	(3,707,882)	(200,558)	(66,545)	2,403,097	172,487	(235,232)	(94,054)	-	579,935	(1,216,824)	(2,682,606)
Disposals													
Historical Cost	-	-	-	-	-	717,957	-	625,436	627,116	-	-	1,970,509	3,007,287
Accumulated Amortization	-	-	-	-	-	681,289	-	625,436	627,116	-	-	1,933,841	2,726,613
Net Cost	-	-	-	-	-	36,668	-	-	-	-	-	36,668	280,674
Price of Sale	-	-	-	-	-	77,802	-	-	-	-	-	77,802	245,400
Gain (Loss) on Disposal	-	-	-	-	-	41,134	-	-	-	-	-	41,134	(35,274)

Sch C

Buildings with a net book value of \$15,715,959 (2023-\$16,607,458) include an asset retirement obligation for the removal and disposal of asbestos. (Note 8)

The Board of Education of the South East Cornerstone School Division No. 209

**Schedule D: Non-Cash Items Included in Deficit
for the year ended August 31, 2024**

	2024	2023
	\$	\$
Non-Cash Items Included in Deficit		
Amortization of Tangible Capital Assets (Schedule C)	7,220,824	7,144,687
Net (Gain) Loss on Disposal of Tangible Capital Assets (Schedule C)	(41,134)	35,274
Total Non-Cash Items Included in Deficit	7,179,690	7,179,961

The Board of Education of the South East Cornerstone School Division No. 209

**Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2024**

	2024	2023
	\$	\$
Net Change in Non-Cash Operating Activities		
(Increase) Decrease in Accounts Receivable	(1,979,276)	2,595,944
Decrease in Inventories for Sale	-	981
Increase in Accounts Payable and Accrued Liabilities	766,382	85,646
Increase in Liability for Employee Future Benefits	5,300	700
Increase (Decrease) in Deferred Revenue	13,281	(28,539)
Decrease in Inventory of Supplies Held for Consumption	100,713	84,774
Decrease (Increase) in Prepaid Expenses	286,546	(704,619)
Total Net Change in Non-Cash Operating Activities	(807,054)	2,034,887

The Board of Education of the South East Cornerstone School Division No. 209

**Schedule F: Detail of Designated Assets
for the year ended August 31, 2024**

	August 31 2023	Additions during the year	Reductions during the year	August 31 2024
	\$	\$	\$	\$
External Sources				(Note 13)
Contractual Agreements				
Weyburn Comprehensive Community Space	138,434	25,781	-	164,215
Weyburn Comprehensive Track	75,000	-	-	75,000
Total Contractual Agreements	213,434	25,781	-	239,215
Jointly Administered Funds				
School generated funds	1,952,540	2,732,086	2,623,469	2,061,157
Total Jointly Administered Funds	1,952,540	2,732,086	2,623,469	2,061,157
Ministry of Education				
PMR maintenance project allocations	4,116,558	2,740,398	3,590,053	3,266,903
Capital Reserve - Ministry Restricted	241,858	12,985	-	254,843
Federal Capital Tuition	475,178	-	-	475,178
Mental Health First Aid Training	7,199	10,000	17,199	-
Kids First Early Learning Program	26,160	159,426	114,276	71,310
Minority Language Ed Grant	-	66,305	55,664	10,641
Early Learning Intensive Needs Support Program	174,760	150,000	186,557	138,203
Estevan Early Years Family Resource Centre	120,582	188,737	263,071	46,248
Invitation Shared Services Initiative	165,144	-	137,276	27,868
Emergent Funding Estevan Comprehensive School	145,457	-	-	145,457
Major Capital - Carlyle School	-	1,300,000	-	1,300,000
Relocatable - Assiniboia Park Elem	-	650,000	-	650,000
Emergent Funding School Demolition	199,000	-	199,000	-
Total Ministry of Education	5,671,896	5,277,851	4,563,096	6,386,651
Total	7,837,870	8,035,718	7,186,565	8,687,023
Internal Sources				
Curriculum and student learning				
Curriculum Renewal	300,000	-	-	300,000
French Immersion Expansion & Recruitment	200,000	-	-	200,000
Truth and Reconciliation Calls to Action	250,000	-	-	250,000
Total curriculum and student learning	750,000	-	-	750,000
Facilities				
Non Funded Capital & Maintenance	5,000,000	-	-	5,000,000
Estevan Comprehensive Track Resurfacing	150,000	-	-	150,000
Fleet Vehicle Replacement	125,961	-	125,961	-
Total facilities	5,275,961	-	125,961	5,150,000
Furniture and equipment				
Phone System Upgrades	200,000	-	-	200,000
Practical Applied Arts and Lab Equipment Renewal and Expansior	2,000,000	-	-	2,000,000
Total furniture and equipment	2,200,000	-	-	2,200,000
Information technology				
Capital Infrastructure Equipment Renewal	2,100,000	-	-	2,100,000
Infrastructure Software Start-up and Renewal	1,000,000	-	-	1,000,000
Total information technology	3,100,000	-	-	3,100,000
Other				
Legal and Contracted Services	500,000	-	-	500,000
Total Other	500,000	-	-	500,000

The Board of Education of the South East Cornerstone School Division No. 209

**Schedule F: Detail of Designated Assets
for the year ended August 31, 2024**

	August 31 2023	Additions during the year	Reductions during the year	August 31 2024
	\$	\$	\$	\$
				(Note 13)
Transportation				
School Buses	4,339,475	-	1,759,866	2,579,609
Wheel Lift Hoist Weyburn Bus Garage	-	68,671	-	68,671
Capital Equipment Renewal	200,000	-	-	200,000
Total transportation	4,539,475	68,671	1,759,866	2,848,280
Total	16,365,436	68,671	1,885,827	14,548,280
Total Designated Assets	24,203,306	8,104,389	9,072,392	23,235,303

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

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 South East Cornerstone School Division No. 209” and operates as “the South East Cornerstone School Division No. 209”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

a) Basis of Accounting

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

b) Trust Funds

Trust funds are properties assigned to the school division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As a trustee, the school division merely administers the terms and conditions embodied in the agreement, and it has no unilateral authority to change the conditions set out in the trust indenture.

Trust funds are not included in the financial statements as they are not controlled by the school division. Trust fund activities administered by the school division are disclosed in Note 15 of the financial statements.

c) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$1,485,900 (2023 - \$1,480,600) because actual experience may differ significantly from actuarial estimations.

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

- useful lives of capital assets and related accumulated amortization of \$128,025,561 (2023 - \$122,738,578) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$4,047,792 (2023 - \$4,047,792) because actual expense may differ significantly from valuation estimates.
- estimated accrued salaries of \$1,409,371(2023 - \$0) related to anticipated future settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023, because actual expense may differ significantly from estimates.

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

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

d) Financial Instruments

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

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

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 financial instruments that give rise to material gains or losses.

e) Financial Assets

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

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

Accounts Receivable includes provincial grants receivable and other receivables. Provincial grants receivable represent capital grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met and there are no stipulations strong enough to create a liability.

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

Portfolio Investments consist of equity held at various Co-operative stores across the school division. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (d).

f) Non-Financial Assets

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

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

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

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

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

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

*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 2-50 years.

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

Inventory of Supplies Held 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. Inventories of supplies consists of bus parts, information technology parts, as well as caretaking, maintenance, and instructional supplies.

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance, membership fees, and various software licenses.

g) Liabilities

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

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

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Asset Retirement Obligation (ARO) consists of school buildings that contain asbestos. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and amortized on the same basis as the underlying asset. The school division does not utilize discounting in the measurement of its ARO. The uncertainty regarding the timing and ultimate amount to settle the ARO makes it unlikely that discounting would significantly improve the measurement of the ARO.

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

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

h) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

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

- i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP). The school division's obligation for this plan is limited to collecting and remitting contributions of the employees at rates determined by the plan.
- 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.

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

i) Revenue Recognition

Revenues are recorded on the accrual basis. Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues, provided the amount to be received can be reasonably estimated and collection is reasonably assured.

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

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations that meet the definition of a liability 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) Fees and Services

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Revenues from transactions with performance obligations, which are enforceable promises to provide specific goods or services to the specific payor in return for promised consideration, are recognized when (or as) the school division satisfies a performance obligation and control of the benefits associated with the goods and services have been passed to the payor. For each performance obligation, the school division determines whether the performance obligation is satisfied over a period of time or at a point in time. The school division will need to consider the effects of multiple performance obligations, variable consideration, the existence of significant concessionary terms and non-cash considerations when determining the consideration to be received.

Revenues from transactions with no performance obligations are recognized when the school division has the authority to claim or retain an inflow of economic resources and has identified a past transaction or event that gives rise to an asset. For each transaction with no performance obligation, the school division recognizes revenue at its realizable value.

iii) Interest Income

Interest is recognized as revenue when it is earned.

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

j) Accounting Changes

Effective September 1, 2023, the school division adopted the Public Sector Accounting Board's (PSAB) new standard for the recognition, measurement and disclosure of revenue under PS 3400 Revenue. The new standard establishes when to recognize and how to measure revenue and provides the related financial statement presentation and disclosure requirements. Pursuant to these recommendations, the change was applied prospectively, and prior periods have not been restated. Previously, the school division recognized revenue as performance obligations were met. Under the new standard, revenue is differentiated between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions". There was no impact on the financial statements from the application of the new accounting recommendation

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2024	2023
Portfolio investments in the cost or amortized cost category:	Cost	Cost
Co-op Equity	\$ 155,113	\$ 152,156
Total portfolio investments	\$ 155,113	\$ 152,156

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2024 Actual	2023 Actual
Governance	\$ 151,993	\$ 201,770	\$ -	\$ -	\$ 353,763	\$ 361,781
Administration	2,851,753	525,420	-	55,649	3,432,822	3,442,500
Instruction	64,291,861	7,993,075	-	914,577	73,199,513	72,826,681
Plant Operation & Maintenance	5,979,683	9,146,282	-	4,200,261	19,326,226	18,532,310
Student Transportation	5,941,476	3,742,597	-	1,893,990	11,578,063	11,615,332
Tuition and Related Fees	-	128,881	-	-	128,881	185,613
School Generated Funds	-	2,581,881	-	153,194	2,735,075	2,780,415
Complementary Services	1,463,128	89,562	-	-	1,552,690	1,481,984
External Services	243,241	1,267,112	-	3,153	1,513,506	1,455,273
Other	-	1,690	515,876	-	517,566	650,418
TOTAL	\$80,923,135	\$25,678,270	\$ 515,876	\$ 7,220,824	\$114,338,105	\$113,332,307

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

5. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave. 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. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at April 30, 2024 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2024.

Details of the employee future benefits are as follows:

	2024	2023
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.00%	4.40%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	2.70%	3.00%
Expected average remaining service life (years)	11	14

Liability for Employee Future Benefits	2024	2023
Accrued Benefit Obligation - beginning of year	\$ 876,100	\$ 866,500
Current period service cost	67,400	68,700
Interest cost	40,200	36,200
Benefit payments	(60,300)	(64,900)
Actuarial (gains) losses	273,600	(30,400)
Accrued Benefit Obligation - end of year	1,197,000	876,100
Unamortized net actuarial gains	288,900	604,500
Liability for Employee Future Benefits	\$ 1,485,900	\$ 1,480,600

Employee Future Benefits Expense	2024	2023
Current period service cost	\$ 67,400	\$ 68,700
Amortization of net actuarial gain	(42,000)	(39,300)
Benefit cost	25,400	29,400
Interest cost	40,200	36,200
Total Employee Future Benefits Expense	\$ 65,600	\$ 65,600

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

i) Saskatchewan Teachers' Retirement Plan (STRP)

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

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

Details of the contributions to this plan for the school division's employees are as follows:

	2024		2023
	STRP	TOTAL	TOTAL
Number of active School Division members	578	578	588
Member contribution rate (percentage of salary)	9.50%	9.50%	9.50%
Member contributions for the year	\$ 4,519,924	\$ 4,519,924	\$ 4,919,789

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

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

6. PENSION PLANS (Continued)

defined contribution plan whereby the school division's contributions are expensed when due.

Details of the MEPP are as follows:

	2024	2023
Number of active School Division members	982	841
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 2,012,317	\$ 1,836,932
School Division contributions for the year	\$ 2,012,317	\$ 1,836,932
Actuarial extrapolation date	Dec-31-2023	Dec-31-2022
Plan Assets (in thousands)	\$ 3,602,822	\$ 3,275,495
Plan Liabilities (in thousands)	\$ 2,441,485	\$ 2,254,194
Plan Surplus (in thousands)	\$ 1,161,337	\$ 1,021,301

7. ACCOUNTS RECEIVABLE

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

	2024			2023		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Provincial Grants Receivable	\$2,126,886	\$ -	\$2,126,886	\$ 368,513	\$ -	\$ 368,513
Other Receivables	1,372,589	-	1,372,589	1,151,686	-	1,151,686
Total Accounts Receivable	\$3,499,475	\$ -	\$3,499,475	\$ 1,520,199	\$ -	\$ 1,520,199

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2024	2023
Accrued Salaries and Benefits	\$ 2,625,056	\$ 1,783,398
Supplier Payments	1,653,608	1,727,444
Liability for Asset Retirement Obligation	4,047,792	4,047,792
Accrued Interest Payable	16,754	18,194
Total Accounts Payable and Accrued Liabilities	\$ 8,343,210	\$ 7,576,828

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES (Continued)

The school division recognized an estimated liability for asset retirement obligation of \$4,047,792 (2023 - \$4,047,792) for the removal and disposal of asbestos. This estimate recognizes the legal obligation to incur retirements costs related to asbestos in school division owned buildings. The assumptions were used in estimating the liability include future costs to remediate asbestos based on the material type and related risks associated with the removal of the asbestos. Additionally, assumptions were made around the remaining useful life of all school division buildings that contain asbestos materials to determine when the remediation costs may be incurred.

Liability of Asset Retirement Obligations	2024	2023
Asset Retirement Obligations, beginning of year	\$ 4,047,792	\$ 4,140,672
Liabilities Settled	-	(92,880)
Asset Retirement Obligations, end of year	\$ 4,047,792	\$ 4,047,792

9. LONG-TERM DEBT

Details of long-term debt are as follows:

	2024	2023
Capital Loans:		
RBC Insurance-Oxbow-Monthly pmts \$48,768 inc int(4.50%) Expires Oct 2033	\$ 4,389,094	\$ 4,767,517
Bank of Montreal-WCS-Monthly pmts \$56,910 inc int(3.06%) Expires April 2035	6,204,467	6,688,258
Bank of Montreal-WCS 2-Monthly pmts \$25,939 inc int(3.39%) Expires February 2037	3,156,598	3,356,486
Total Long-Term Debt	\$ 13,750,159	\$ 14,812,261

Future principal and interest repayments over the next 5 years are estimated as follows:	
	Capital Loans
2025	\$ 1,579,418
2026	1,579,418
2027	1,579,418
2028	1,579,418
2029	1,579,418
Thereafter	9,092,539
Total	16,989,629
Less: Interest and executory cost	3,239,470
Total future principal repayments	\$ 13,750,159

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

9. LONG-TERM DEBT (Continued)

Principal and interest payments on the long-term debt are as follows:			
Capital Loans	2024	2023	
Principal	\$ 1,062,102	\$ 1,026,159	
Interest	515,876	551,881	
Total	\$ 1,577,978	\$ 1,578,040	

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2023	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2024
Non-Capital deferred revenue:				
Iron Prairie Strength Lab	\$ 1,250	\$ -	\$ 1,250	\$ -
Jordan's Principle Grant	342,255	339,495	357,264	324,486
Sask Distance Learning Centre - Sept Lease	-	7,622	-	7,622
Tuition	-	24,678	-	24,678
Total Deferred Revenue	\$ 343,505	\$ 371,795	\$ 358,514	\$ 356,786

11. COMPLEMENTARY SERVICES

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

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

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

11. COMPLEMENTARY SERVICES (Continued)

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K & ELIS Programs	Early Learning Programs	First Nations	2024	2023
Revenues:					
Operating Grants	\$ 627,807	\$ -	\$ -	\$ 627,807	\$ 625,748
Other Ministry Grants	150,000	689,848	-	839,848	707,507
Federal Grants			189,400	189,400	176,336
Other Grants	-	2,595	-	2,595	20,250
Total Revenues	777,807	692,443	189,400	1,659,650	1,529,841
Expenses:					
Salaries & Benefits	776,479	533,558	153,091	1,463,128	1,356,331
Instructional Aids	2,431	4,494	519	7,444	20,803
Supplies and Services	250	23,210	1,430	24,890	52,604
Non-Capital Equipment	-	370	-	370	4,785
Communications	-	2,913	2,340	5,253	5,287
Travel	1,190	26,876	4,821	32,887	32,573
Professional Development (Non-Salary Costs)	472	12,428	2,297	15,197	5,993
Student Related Expenses	3,521	-	-	3,521	3,608
Total Expenses	784,343	603,849	164,498	1,552,690	1,481,984
Excess (Deficiency) of Revenues over Expenses	\$ (6,536)	\$ 88,594	\$ 24,902	\$ 106,960	\$ 47,857

12. EXTERNAL SERVICES

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

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

Summary of External Services Revenues and Expenses, by Program	Cafeteria	Teachergages	First Nations	Estevan Early Years Family Resource Centre	Driver's Ed	2024	2023
Revenues:							
Other Ministry Grants	\$ -	\$ -	\$ -	\$ 188,737	\$ -	\$ 188,737	\$ 264,400
Federal Grants	-	-	163,204	-	-	163,204	207,670
Other Grants	-	-	-	-	626,111	626,111	538,818
Sales & Rentals	391,259	27,650	-	-	-	418,909	436,212
Total Revenues	391,259	27,650	163,204	188,737	626,111	1,396,961	1,447,100
Expenses:							
Grant Transfers	-	-	183,588	155,404	-	338,992	489,876
Salaries & Benefits	132,734	-	-	110,507	-	243,241	134,391
Supplies and Services	263,093	-	-	-	604,175	867,268	801,837
Non-Capital Equipment	133	-	-	-	-	133	-
Building Operating Expenses	-	60,719	-	-	-	60,719	24,316
Travel	-	-	-	-	-	-	1,701
Amortization of Tangible Capital Assets	3,153	-	-	-	-	3,153	3,152
Total Expenses	399,113	60,719	183,588	265,911	604,175	1,513,506	1,455,273
Excess (Deficiency) of Revenues over Expenses	\$ (7,854)	\$ (33,069)	\$ (20,384)	\$ (77,174)	\$ 21,936	\$ (116,545)	\$ (8,173)

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

13. ACCUMULATED SURPLUS

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

Certain amounts of the accumulated surplus, as approved by the board of education, have been designated for specific future purposes 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, 2023	Additions during the year	Reductions during the year	August 31, 2024
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 142,090,595	\$ 6,040,668	\$ 7,257,492	\$ 140,873,771
Less: Liability for Asset Retirement Obligation	(4,047,792)	-	-	(4,047,792)
Less: Debt owing on Tangible Capital Assets	(14,812,261)	-	(1,062,102)	(13,750,159)
	123,230,542	6,040,668	6,195,390	123,075,820
Designated Assets (Schedule F)	24,203,306	8,104,389	9,072,392	23,235,303
Unrestricted Surplus	3,563,187	-	26,144	3,537,043
Total Accumulated Surplus	\$ 150,997,035	\$ 14,145,057	\$ 15,293,926	\$ 149,848,166

14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 21, 2023 and the Minister of Education on August 31, 2023.

15. TRUSTS

The school division, as the trustee, administers trust funds for student scholarships. The trust assets and transactions are not included in the financial statements.

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

15. TRUSTS (Continued)

Information about these trusts is as follows:

	Total	Total
	<u>2024</u>	<u>2023</u>
Cash and short-term investments	\$689,502	\$692,861
Portfolio investments	39,302	35,923
Total Assets	728,804	728,784
Revenues		
Contributions and donations	3,300	4,500
Interest on investments	43,618	32,013
	<u>46,918</u>	<u>36,513</u>
Expenses		
Materials and supplies	46,898	35,467
	<u>46,898</u>	<u>35,467</u>
Excess of Revenues over Expenses	20	1,046
Trust Fund Balance, Beginning of Year	728,784	727,738
Trust Fund Balance, End of Year	\$728,804	\$728,784

16. CONTRACTUAL RIGHTS

Significant contractual rights of the school division are as follows:

On January 28, 2023, the school division was awarded \$651,891 in education vouchers from the Canadian Microsoft Software Class Action Settlement due to having been a volume licensee between 1998 and 2010. As of August 31, 2024, \$266,161 in vouchers were redeemed leaving a remaining balance of \$385,730. All the education vouchers will expire by June 30, 2028.

17. CONTINGENT LIABILITIES

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

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

18. CONTRACTUAL OBLIGATIONS

Significant contractual obligations of the school division are as follows:

Weyburn Comprehensive School Capital Lease Agreement

The school division signed a 50-year lease agreement on August 29, 2016 with South East College (College) for a portion of the Weyburn Comprehensive School. The College paid the capital costs of an addition to the property for its exclusive use. The property is legally owned by the school division, with the addition being treated as a capital lease between the school division and the College. The capital costs paid by the College during construction represent lease payments paid for the entire 50-year agreement and as a result the school division has no capital lease receivable.

Project Management Services Agreement

In accordance with the Ministry of Education's capital funding requirements, the school division has signed an agreement for project management services to oversee the design, construction and commissioning of a new pre-kindergarten to grade 12 school in Carlyle for \$617,266. Services commenced in May 2024 and will end upon project completion. The school and daycare are expected to open September 2027. Costs for the current year were \$80,467.

Operating lease obligations of the school division are as follows:

	Operating Leases	
	Copier Leases	Total Operating
Future minimum lease payments:		
2025	\$ 130,966	\$ 130,966
2026	130,966	130,966
2027	130,966	130,966
2028	21,827	21,827
Total Lease Obligations	\$ 414,725	\$ 414,725

18. 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).

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

19. RISK MANAGEMENT (Continued)

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 regularly reviews its overdue accounts.

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

The aging of grants and other accounts receivable as at August 31, 2024, was:

August 31, 2024					
	Total	0-30 days	31-60 days	61-90 days	Over 90 days
Grants Receivable	\$ 2,126,886	\$ 2,126,886	\$ -	\$ -	\$ -
Other Receivables	298,272	237,839	14,322	-	46,111
Gross Receivables	2,425,158	2,364,725	14,322	-	46,111
Allowance for Doubtful Accounts	-	-	-	-	-
Net Receivables	\$ 2,425,158	\$ 2,364,725	\$ 14,322	\$ -	\$ 46,111

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

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by performing quarterly forecasts and reports.

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

August 31, 2024					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 8,343,210	\$ 4,295,418	\$ -	\$ -	\$ 4,047,792
Long-term debt	13,750,159	544,803	553,867	4,825,168	7,826,321
Total	\$ 22,093,369	\$ 4,840,221	\$ 553,867	\$ 4,825,168	\$ 11,874,113

THE BOARD OF EDUCATION OF SOUTH EAST CORNERSTONE SCHOOL
DIVISION NO. 209
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

19. RISK MANAGEMENT (Continued)

iii) Market Risk

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

Interest Rate Risk

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

The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency.
- 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.