



GOOD SPIRIT SCHOOL DIVISION NO. 204

2018-19 ANNUAL REPORT



Mission & Purpose
Building Strong Foundations to Create Bright Futures

Table of Contents

| | |
|--|----|
| School Division Contact Information | 2 |
| Letter of Transmittal | 3 |
| Introduction | 4 |
| Governance | 5 |
| School Division Profile..... | 11 |
| Strategic Direction and Reporting | 20 |
| Demographics | 50 |
| Infrastructure and Transportation..... | 53 |
| Financial Overview | 55 |
| Appendix A – Payee List..... | 57 |
| Appendix B – Management Report and Audited Financial Statements..... | 65 |

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<https://www.gssd.ca/About/MediaRoom/Pages/default.aspx>.

Letter of Transmittal

Honourable Gordon S. Wyant, Q.C.
Minister of Education

Dear Minister Wyant:

The Board of Education of Good Spirit School Division No. 204 is pleased to provide you and the residents of the school division with the 2018-19 annual report. This report presents an overview of the Good Spirit School Division's goals, activities and results for the fiscal year September 1, 2018 to August 31, 2019. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Lois Smandych
Board Chairperson



Photo:
Mrs. Lois Smandych
GSSD Board of Education Chairperson

Introduction

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

Governance

The Board of Education

Good Spirit School Division is governed by an eleven-person elected Board of Education. *The Education Act, 1995* gives the Board of Education authority to govern the school division.

The school division is organized into nine subdivisions for purpose of elections, but once elected, the members of the Board of Education represent all students in the division and are committed to providing the very best education possible for every GSSD student. As reflected in Good Spirit’s vision statement, Learning Without Limits....Achievement for All, the Board of Education believes that all students should experience equitable opportunities to learn and grow.

In 2018-19, the Board hosted middle years and high school student senate advocacy sessions. The purpose of the senates was to engage the voice of students and to celebrate the diversity of GSSD students and schools. The student senate enables youth within the Good Spirit School Division to be empowered as “change agents”. The Board uses feedback from the senates to improve the “student experience” in GSSD schools.

As of August 31, 2019, the Board of Education members are:

| | |
|------------------------|--------------------------------------|
| Subdivision 1 | Jaime Johnson |
| Subdivision 2 | Christopher Balyski |
| Subdivision 3 | Shannon Leson |
| Subdivision 4 | Florence Stachura |
| Subdivision 5 | Lois Smandych (Board Chair) |
| Subdivision 6 | Robert A. Simpson (Board Vice-Chair) |
| Subdivision 7 | Jade Anderson |
| Yorkton-At-Large | Gordon Gendur |
| Yorkton-At-Large | Jan Morrison |
| Yorkton-At-Large | Steve Variyan |
| Subdivision 8 | Gilda Dokuchie |

School Community Councils

The Board of Education has established 25 School Community Councils (SCCs) for the 27 schools in Good Spirit School Division (GSSD). The Bear Stream School and Silver Stream School have not established a School Community Council as they are Hutterian Schools. SCCs enable the community to participate in educational planning and decision making and promote shared responsibility for learning among community members, students and educators.

Twenty-five SCCs in Good Spirit School Division are made up of the required number of elected and appointed members. Five of the 11 high school SCCs had student representatives on the council. The actual number of members varies from one SCC to another. Students from the First Nations within or adjacent to the division's boundaries attend various division schools. Representatives of the First Nations communities are invited to become members of the School Community Councils.

The Education Regulations, 2015 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members.

The Board of Education and Senior Administration worked collaboratively with focus and purpose to set out GSSD's strategic directions. In December of 2018, the Board of Education hosted a centralized SCC Symposium. During the evening, Senior Administration reviewed Board Policy 1 Foundational Statement, the strategic focus and long-term goals. SCCs also received in-depth professional development on establishing SCCs, operating principles for SCCs and building capacity within SCCs.

In February of 2019, Senior Administration invited SCC members to actively engage in conversations regarding parent engagement and budget for the 2019-20 school year. Participants were given the opportunity to co-construct the local and division wide 2019-20 priorities.

School divisions were tasked with reaching out to communities to seek feedback regarding the future of education beyond 2020. To answer this call, SCC and community members across the division were invited to a Provincial Education Engagement session, in April of 2019, where the Director collected valuable feedback for the provincial Ministry of Education. The topics which were discussed during the session included:

- the knowledge, skills and abilities students need to be prepared for their future;
- barriers to student success;
- what is currently working in the school system; and,
- what needs to change in order to improve the school system.

Senior Administration conducted Spring Symposiums in June 2019 to review and receive feedback on the 2019-20 draft budget. SCC members were informed of how the division, under the leadership of the Board, had aligned the budget with the division's strategic plan, division priorities, and the provincial Education Sector Strategic Plan.

To promote further professional development opportunities, the Board of Education sponsors five bursaries of \$900 each for SCCs throughout the division. SCC members may apply for and be awarded the bursaries to attend the second annual SCC Conference in North Battleford.

SCCs are also provided with an annual grant of \$1,000 plus \$1.50 per student to assist School Community Councils with their operations and to support the professional development of its members. The Board provided all SCCs with an operating grant of \$33,919 in November of 2018 which included an allotment for service awards. Schools and SCCs fundraised a total of \$167,865 in 2018-19 to supplement and enhance educational programs and learning opportunities for students.

The regulations require School Community Councils to work with school staff to develop an annual school level plan that is aligned with the school division's strategic plan and to recommend that plan to the Board of Education. In 2018-19, 100% of the division's 25 SCCs participated in the development of these plans.

School Community Councils are expected to facilitate parent and community participation in planning and provide advice to the Board of Education, the school's staff, and other agencies involved in the learning and development of students. The advice the SCC gave to the Board of Education influenced policies, programs, and educational service delivery; the advice the SCC gave to the school staff was related to the school's programs.

Recruitment and retention of SCC members remains a challenge. Sometimes prospective members are approached by the principal or SCC chair to garner interest in becoming a member.

Some of the SCCs are providing financial supports for resources that align with the school's Learning Improvement Plans. They also fund nutrition programs, fundraise for playgrounds, and provide other items deemed essential to student learning and well-being at a local level.

Further information can be found on the GSSD website on the SCC webpage located in the Parent/Public section.

Understanding the Role of the School Community Council

Thirty School Community Council (SCC) members and 26 in-school Administrators joined GSSD's Board of Education and Senior Leadership at the SCC Symposium held on December 6, 2018 at the Gallagher Centre in Yorkton. The purpose of the symposium was to increase the SCCs understanding of their role and responsibilities.

Quintin Robertson, Director of Education, presented to the group on the following topics:

- Establishing SCCs;
- Operating Principles for SCCs; and,
- Building Capacity.



Photo:
Director Robertson addressing the SCC
Symposium attendees

Director Robertson described the role of the SCC to the group,

“A School Community Council is an advisory body whose primary purpose is to support student learning and well-being; and encourage parent and community involvement in the school. The SCC works closely with the school administration to provide advice for educational planning and decision-making at the school level.”

SCCs play a vital role in assisting the Administrator with creating a school culture that is welcoming of parents and community and has a positive impact on student learning and well-being. The SCC Symposium PowerPoint, additional resources and information relevant to SCC operations are housed in the School Community Councils section on the GSSD website.



Photo:
Board members who attended the symposium

Budget Focus School Community Council Symposium

On February 26, 27 & 28, 2019 members of the GSSD Senior Administrative Team traveled to three different communities in the division to engage in conversations regarding the 2019-20 budget.

School Community Council (SCC) members were informed of how the Division, under the leadership of the Board, aligns the budget with the Division's strategic plan, Division priorities, and the Provincial Education Sector Strategic Plan (ESSP).

SCC members participated in a dotify activity. During this activity, each school SCC was asked to place a red dot under the budget priority that they believed deserved the strongest consideration. They were then asked to place blue, green, and yellow dots under the priority areas that they considered to be the top three considerations going into the 2019-20 school year.

Director Robertson reviewed the draft 2019-20 School Calendar and encouraged those in attendance to complete the calendar survey prior to the end of the day on February 28.

The SCC were provided with detailed examples of how the Board of Education, through the budgeting process, actualized GSSD's aspirational statements of Student Learning & Well-being, Equitable and Balanced Opportunities, Accountability for All, People Engagement, and Sustainable Infrastructure.

Provincial Education Engagement Sessions

Saskatchewan school divisions were asked by the Ministry of Education to conduct provincial education engagement sessions within their communities. Good Spirit held sessions at the Yorkton Regional High School on Tuesday, April 16, 2019 and Melville Comprehensive School on Monday, April 29, 2019. Twenty-five people consisting of parents, School Community Council members, Staff, Trustees and Senior Administration had the opportunity to share their vision.

Director Robertson began each evening by explaining the purpose of the session; the Deputy

Premier and Education Minister requested that stakeholders begin planning for the future of education beyond 2020.

Attendees were asked to reflect on and then share their thoughts on the following four questions:

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

During the second activity, the group were asked to share their views on the following eight themes:

- Graduation requirements are current and flexible, preparing students for their futures;
- The education system is equitable and sustainable;
- Early learning and literacy are foundational to future learning and success;
- Indigenous languages, cultures and identities are affirmed and reconciliation is advanced through education;
- Inclusive and safe school environments support diversity;
- Strength-based approaches support mental health and well-being;
- Curriculum, instruction and assessment are relevant, engaging and culturally affirming; and,
- Student, parents, teachers and communities are engaged in respectful relationships.

The information that was gathered on these two evenings were compiled with the feedback that was collected from Administrators, Professional Service Providers and Central Office staff and submitted to the Ministry prior to May 10, 2019.

Public stakeholders were encouraged to have their say in the future of education in Saskatchewan by completing the online survey.

Service Recognition and Sea Star Award Events

The Board of Education believes that staff recognition continues to be a priority. Beginning in October of 2017, each SCC was asked to host a recognition event locally to acknowledge staff and the work they do for students and communities. The purpose of the event is to also recognize employees who have achieved service milestones within the Good Spirit School Division as well as recognize employees who



Photo:
Service Recognition Recipients at Columbia School



Photo:
Sea Star Recipient at MC Knoll School

will be receiving an honorable Sea Star Award. The Sea Star Award is given to employees who have made a marked difference in the life of a student, portrayed an exemplary record of integrity and commitment to the school environment, or was recognized by an outside organization for their hard work, commitment and dedication to education.

Calder School 1912-2019

Calder Public School, located 58 km east of Yorkton, began in the heart of the community, and there it stayed for 107 very eventful years. Many amazing students attended that little school and went on to lead great lives. Many teachers, staff, and volunteers shaped those students and helped them to achieve what they most wanted and as always, the community supported them all.

The school was a place for many, many memories, and when it came time to say good-bye, the community once again stepped up by throwing a huge party! More than 300 people came with those many memories and celebrated them, thereby creating so many more in the process!

The Calder School Community Council wish the staff and students all the very best in their futures and hope the memories and experiences they made in this little school in the little town of Calder shine bright!



Photo:
Calder School 2018-19 Staff & Students



School Division Profile

About Us

Good Spirit School Division is a combined rural and city school division with 27 schools located in 17 communities and two Hutterite colonies. The division is located in east central Saskatchewan and encompasses approximately 14,000 square kilometres. It spans a geographic area from Esterhazy in the south, Preeceville in the north, Calder in the east, and Springside in the west. The map to the right shows the geographic location of Good Spirit School Division.

The division is divided into nine subdivisions for purposes of board representation. A more detailed map showing the subdivisions and the major towns and highways is available on the GSSD website.

Much of Good Spirit School Division is rural, encompassing several large towns and two cities, Melville and Yorkton. GSSD's Administration Office is located on Highway 9 North Schrader Drive in Yorkton.

Six First Nations are located within the boundaries of Good Spirit School Division: Cote, Cowessess, Key, Kahkewistahaw, Keeseekoose, and Ochapowace.

The economy of the Good Spirit area is mixed. Mining is important and so is agriculture with thriving multi-cultural communities. Two large potash mines are located near Esterhazy and two canola crushing plants are located north of Yorkton.

Good Spirit School Division Consolidation Project

Good Spirit School Division (GSSD) began the preparations for renovations and amalgamation of the Sturgis, Yorkton, and Kamsack bus garage facilities to a new location in the RM of Orkney.

"This new venture was an exciting opportunity in the history of Good Spirit School Division," Board Chair Lois Smandych said. "This project was about ensuring we are using facilities in the most efficient way."

Since 2006, GSSD continued to operate with multiple buildings acquired through the amalgamation of legacy school divisions. GSSD has continued to operate its entire original infrastructure such as garages and maintenance shops. While many divisions built new central



administration offices, GSSD made the decision to renovate a pre-existing building to service its needs. While these choices were seen as cost saving measures, they had limited the division's ability to address inequities in workload, inefficiencies within departments, and failing infrastructure in various locations across the division. As a result, the division had incurred increased operating costs through the continued operation of multiple facilities.

"This exciting new project meant significant cost savings for our division," Director of Education Quintin Robertson said. "Our division remains committed to ensuring our students come first."

For more information regarding the initial stages of the project, you may access the 2018 09 04 GSSD Consolidation Project media release on the website: gssd.ca > Media Room > Media Release 2018-2019 > 2018 09 04 GSSD Consolidation Project.

During the December 2018 Regular Board Meeting, the Board of Education passed three separate motions to name the:

- newly acquired GSSD facility the "Good Spirit Education Complex (GSEC)".
- Board Room within the new complex the "Saskota Room" recognizing that Highway 9, where the facility is located, is known as the Saskota Flyway. The word "Saskota" also means, friend or ally, which appropriately describes the relationship the Good Spirit wishes to maintain with the various stakeholders within the borders of the school division.
- future professional development/meeting room within the complex, the "Anna Ingham Room" in honour of the work done in the area of literacy by the late Anna Ingham.

The move from the Fairview Education Centre, St. Magnus Facilities Shop, and the Yorkton Bus Garage into GSEC was finalized in August of 2019. The section of the complex where the Anna Ingham Room will eventually be constructed, is under a two-year term lease with CrossFit Function.



Photo:
Thursday, August 22, 2019, was the last day that the Fairview Education Centre was open to the public.



Photo:
The front entrance of the newly consolidated Good Spirit Education Complex.

Division Philosophical Foundation

Motto: Students Come First

Mission: Building Strong Foundations to Create Bright Futures

Vision: Learning Without Limits ... Achievement For All

Values: Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance

We belong. A sense of belonging is a team effort where, as we continue to grow and change, the traditions of individuals and families who live, work and play in our communities are celebrated. A safe learning atmosphere where we connect and learn from one another will be shaped by those who work and study in our school division. Diversity is celebrated and welcomed in a caring environment.

We respect. There is a mutual respect among staff, students, families and communities for the individual contributions each of us makes towards a vibrant education experience. A team effort is important to maintain a healthy, culturally responsive environment that celebrates diversity, fairness, respect, responsibility and enhanced learning. We welcome, understand and value individuals.

We are responsible. All aspects of education are important to the entire school experience. Each of us is responsible to one another in terms of achieving the best education possible and reaching our potential. We are accountable citizens within our schools and our communities.

We learn. We are a community that learns from one another. Learning leaders provide students and families with innovative, relevant education experiences. We are all learners and teachers; all of our daily interactions are opportunities to develop rich life experiences.

We nurture. Students, staff, families and communities play a vital role in the foundation of the Good Spirit School Division. We promote intellectual, physical, emotional and spiritual well-being within the learning environment as well as the community at large. The leaders of tomorrow are in our schools today.

We persevere. Continued effort in the face of adversity enhances our likelihood of future and continued success. Helping our students and staff understand the growth mindset and the need for grit will serve them well and will allow GSSD to achieve its' vision of Learning Without Limits ... Achievement for All.

Aspirational Statements: Student Learning and Well-Being, Equitable and Balanced Opportunities, Accountability For All, People Engagement, and Sustainable Infrastructure

Student Learning and Well-Being

We exist to provide the highest level of student learning. All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional, spiritual and physical well-being. Students will be provided with

differentiated supports to assist them as they commit to develop their personal potential. They will be empowered to achieve success and positively impact the lives of others.

Students will have access to relevant, engaging curriculum and instruction supported by effective assessment strategies and tools. A definitive focus on student growth requires the measurement of individual progress toward a clear set of identifiable and measurable outcomes. Data will be used to inform decision-making processes with the ultimate goal of promoting future personal growth and providing students the ability to achieve to their potential.

Equitable and Balanced Opportunities

We are committed to provide equitable, balanced opportunities among schools, students and staff. To achieve this goal, baselines are essential to organizational effectiveness. A baseline, or basic standard guideline, is a pre-determined level that must be established in order to achieve our strategic objectives. Confirmed baselines provide us with the knowledge of the important components of our instructional and operational programs. The implementation of the strategic plan will include the development of baselines to guide future decisions with attention to high-level growth and achievement. In some instances, special circumstances will dictate that we go beyond established baselines to address specific needs.

When that is the case, the division will implement equity processes. Equity is a system of fair and inclusive rules, processes or practices that must be consistently implemented to ensure transparency and student success. For example, in some instances a school might have a higher than average occurrence of students with intensive learning needs. In such a case, the school could appeal to the intensive supports equity process to request additional teacher and/or paraprofessional staff beyond the established baseline. Another example might see a school being allotted additional caretaking staff beyond the established baseline due to the existence of a Prekindergarten program within the facility.

When baselines and equity processes are in place and adhered to, students, staff and school needs will be met in a fair and transparent manner. It is fundamentally important that board members, students, staff, families and communities are able to express a shared understanding of the established processes and baselines. The division will determine the “current state” and compare that to the “desired state.” The difference between the current and desired state will be classified as the “gap.” Schools will be provided with the tools to be given the optimum opportunity for success.

Accountability For All

We are all accountable. Board members, students, staff, families and community members have a responsibility, both individually and as part of the learning team, to participate and to contribute positively to public schools. We will provide high level learning opportunities allowing students to reach their potential both in school, in family life and as part of their community. Knowledgeable, skilled staff will provide guidance and support in the development of capable, open-minded, educated citizens. Families and communities,

working together with the school and school division, play an essential role in the creation of thriving, challenging learning environments to nurture the leaders of tomorrow.

Innovative approaches to the responsible management of division operations and activities will ensure efficiencies and improvements are achieved at all levels. Transparency and accountability in every area of operations is of paramount importance. Each person is held to a high professional standard and maintains a mutual respect for individual contributions to ensure success for our students and continuous school division progress.

Individuals contribute to the team effort allowing all to reach their potential. Our success is a direct result of what we can accomplish together to achieve our best.

People Engagement

We are all a community of learners. Collaborative partnerships with students, staff, families and community members will enhance educational opportunities. The collective efforts of highly motivated, passionate, dedicated staff will result in successful students and promote continual progress towards ensuring every student is provided with the ability to succeed both within the school environment and after graduation.

Internal and external communications focus on fostering and growing positive relations with students, staff, families and our communities to create a sense of confidence, optimism and pride in Good Spirit School Division. Innovative and inspiring board members, students, staff, families and community members in all areas of education will be positive ambassadors of their school experience.

A thriving school community is built on a team effort within a healthy, culturally responsive environment. As we continue to grow and change, our focus remains that of a safe, welcoming learning atmosphere that celebrates diversity, fairness, respect, responsibility and the deepening of knowledge.

Sustainable Infrastructure

We are committed to providing modern, responsible infrastructure to maintain and promote the highest levels of support for students, staff, families and the community. It is a core responsibility of the school division to ensure buildings, grounds, transportation and technology are built and maintained not only to current standards, but that practices and procedures are in place to plan for a strong, vibrant future.

We will develop proactive, innovative approaches to sustain, support and grow our facilities and systems. The Good Spirit School Division will continually look for efficiencies both internally and externally to ensure appropriate resources are targeted to our key areas including facilities, transportation and technology.

Students, staff, families and communities will have access to infrastructure that is safe and consistently responsive to a changing learning environment. Strong infrastructure will ultimately result in improved student achievement levels.

Community Partnerships

Teen Boost Mental Health Program

Students across the Good Spirit School Division between the ages of 13 and 17 had the opportunity to participate in the Teen Boost Mental Health Program. The program is delivered by the Primary Health Care Counsellor for the Saskatchewan Health Authority.

Sessions were offered every two weeks, which included topics such as self-esteem, stress management, mental wellness and coping skills. The presentation is based out of the Yorkton Regional High School (YRHS) where several students are actively participating. In addition, web conferencing tools are utilized to broadcast the presentation to other locations around the division.

On of the presentations involved seven (7) remote locations which included M.C. Knoll School, Yorkdale Central School, Columbia School, Invermay School, Churchbridge Public School, Macdonald School and Kamsack Comprehensive Institute. In total, 61 students were involved.

Students at YRHS and in the remote locations had the opportunity to provide feedback and input throughout the two-hour session. The presenter did a wonderful job utilizing the web conferencing technology and involving the students in the remote locations.

Eighth Annual Career Explorations

The eighth annual Career Explorations education and job fair took place Tuesday, November 4, 2018, at the Gallagher Center in Yorkton. The largest education and career fair encompassing East-Central Saskatchewan is a collaborative effort by Good Spirit School Division, Parkland College and Christ the Teacher Catholic Schools.

Over 2,000 students attended the day to discover post-secondary options and meet potential employers all under one roof.

Back by popular demand this year was the opportunity for attendees to attend presentations throughout the day. Some of the presentations included:

- the Royal Canadian Mounted Police (RCMP);
- thinkAG—Careers in Agriculture; and,
- Saskatchewan Polytechnic.



Photo:
Students are visiting the variety of booths at Career Fair

Community Threat Assessment and Support Protocol

The Good Spirit School Division strives to ensure that each student and staff member is provided with a safe environment. The Board is committed to creating and maintaining an environment in schools where students, staff, parents and others feel safe. Administrative Procedure 165 outlines procedures for responding to immediate risks within a building, student threatening behaviours and traumatic events. Administrative Procedure 165 Appendix provides an overview of how specific incidences are to be handled if they should occur in any of the schools.

As part of a community approach, the division is proud to play a part in the Community Threat Assessment and Support Protocol. The Community Threat Assessment and Support Protocol (CTASP) reflects the work of J. Kevin Cameron, Executive Director of the North American Centre for Threat Assessment and Trauma Response (NACTATR), the Yukon Threat Assessment Program (Y - TAP) and, the Alberta Children and Youth Initiative. This important document was re-signed on November 22, 2018, along with many other community partners including:

- Christ the Teacher Catholic Schools;
- Crestvue Ambulance Services;
- East Central Newcomer Welcome Centre Inc;
- Good Spirit School Division;
- Melville Fire and Rescue;
- Ministry of Corrections and Policing;
- Ministry of Social Services;
- Parkland College;
- RCMP;
- SaskAbilities;
- Saskatchewan Health Authority;
- Society for the Involvement of Good Neighbors; and,
- Yorkton Tribal Council.



Photo:
Community partners who were in attendance during the Community Threat Assessment and Support Protocol signing

Having all the agencies sign the protocol creates a collaboration between agencies and a balanced understanding of the important role each one plays in creating a safe environment for families and students within the communities.

Children’s Literacy Expos: Eat Play Learn

During the month of March 2019, Regional KidsFirst in partnership with the Good Spirit School Division hosted a series of Children’s Literacy Expos across the region. The Ministry of Education provided Regional KidsFirst with a \$25,000 grant to offer literacy and language opportunities for families with children under the age of six. The Eat Play Learn Children’s Literacy Expos were planned and implemented in partnership with the following organizations:

- Big Brothers Big Sisters;
- Christ The Teacher Catholic Schools;
- KidsFirst;
- Parkland Early Childhood Intervention;
- Parkland Valley Sport Culture and Recreation;
- Saskatchewan Health Authority;
- Triple P Parenting; and,
- Yorkton and Kamsack Family Resource Centres.

Following the Regional KidsFirst mantra, *‘It takes a village to raise a child’*, they brought the village together and connected families with young children to service providers in the community. Families rotated through interactive stations where they had the opportunity to learn about child development through play and connect with resource people in the

community. Children enjoyed learning about healthy practices, making their own nutritious snack, listening to Indigenous storytelling, engaging in puppetry, building structures with blocks, practicing self regulation, singing songs and rhymes, creating with recycled parts, and participating in physical literacy activities.



Photos:

Eat Play Learn visited eight different communities making stops in Canora, Preeceville, Melville, Churchbridge, Norquay, Kamsack, Cote and Keeseekoose. A total of 560 children and family members participated in the literacy events.

Melville Comprehensive School Student Chapel

A partnership agreement between Christ the Teacher Catholic Schools and Good Spirit School Division has existed since the establishment of the Melville Comprehensive School (MCS) over 40 years ago. In recognition of the special role spirituality and religious education have played in the lives of students who have received their elementary education through the St. Henry's Catholic Schools in Melville, Good Spirit School Division and Christ the Teacher Catholic School Division agree to create and maintain a chapel in MCS.

A committee of interested students, staff, and clergy (of the various faiths represented in the school population), reviewed MCS policies and procedures to ensure that the chapel is an inviting place of prayer and reflection. On December 18, 2018, the renewed chapel was officially opened to the students of MCS.



Photo:
MCS Chapel

Learn Ag Career Fair

On February 5, 2019, Churchbridge Public School (CPS) held their second annual Learn Ag Career Fair. The event was organized and run by the schools Learn Ag committee which consists of two staff members, local farmers, parents, and a growing number of students. This year, the student committee members took on the tasks of choosing the presenters, identifying themes, and facilitating the day. The eight businesses/organizations that they chose were Bridgeview Manufacturing/Hruska Farms, Saskatchewan Crop Insurance, Sharpe's Crop Services, Saskatchewan Youth and Apprenticeship Trade Certification Commission, Mosaic, Wendell Estates Honey Farm, The Wellness Pharmacy, and Ag in the Classroom.

The day was kicked off by a student representative on the Learn Ag committee who explained the importance of agriculture and her own personal ties to the industry. Next, a short video message from MLA Warren Kaeding was played to underline the different connections we all

have to this growing industry. This year students from Macdonald, Yorkdale, and Langenburg Central schools attended alongside the CPS students. In total, 150 students rotated through each of the eight sessions before capping the day off by giving each of the presenters a personalized bird house as a thank you for sharing their insight and experiences in AG.

Photo:
Presentation from Mosaic



Program Overview

As the division motto states “Students Come First” in Good Spirit School Division. They represent GSSD’s future. We celebrate and embrace differences in the student population and believe that every child is entitled to receive a positive learning experience. It is the division’s ultimate priority to ensure that they are given every opportunity to do so. In order to provide the best opportunities possible for every student to achieve at their highest level, Good Spirit School Division offers a wide range of programs in its 27 schools to achieve the vision of “Learning Without Limits... Achievement For All”.

Central to the program in every school is the provincially mandated core curricula, broad areas of learning and cross-curricular competencies. Classroom instruction is designed to incorporate differentiated instruction, First Nations, Métis and Inuit (FNMI) content, perspectives and ways of knowing. In 2018-19, the division continued to focus on improved student learning in the areas of literacy, credit attainment, graduation rates and responsive teaching.

In addition, each school in the division offers specialized programming that responds to the needs of its students. The following list identifies programs in operation at one or more of the division’s schools:

- Alternative programming for students with intensive needs
- Comprehensive School Community Health
- English as an Additional Language supports
- National Archery in the Schools Program
- Indigenous Student Centers
- Music/band programming
- Early Learning Intervention Support (ELIS)
- Preschool Parent Education Program (PPEP)
- Locally-developed course offerings such as millwright program, robotics & hockey academy
- Transitioning Youth to Employment program and partnership
- Land Based Learning

Additional services and supports are offered to students and teachers by specialized school division staff including:

- Literacy, Behaviour Support, Leveled Literacy Intervention (LLI), Library, Digital Learning, Curriculum Coordinator and Distributed Learning Coaches
- Student Services Coordinators
- Educational Psychologists
- Speech and Language Pathologists
- School Counsellors
- Student Support Teachers
- Occupational Therapist
- Cultural Advocate
- Career Counsellors
- Music Therapy services

- English as an Additional Language coordinator
- Physiotherapy/contracted services
- Grad Coaches
- Aboriginal Community Workers
- Indigenous Achievement Coaches
- PAA Consultant
- Program Benefit Coordinator

Home Based Education Information Night

The Good Spirit School Division had approximately 120 students from around the division enrolled in Home Based Education. In October 2018, GSSD hosted two Parent Information evenings for home based educators and their children in the communities of Yorkton and Preeceville. The intent of the evening was to:

- build connections with home based families;
- to raise awareness regarding extra-curricular and co-curricular opportunities; and,
- discuss programming options which exist for high school aged students.

The Deputy Director of Education was available throughout the school year to answer any questions that parents had regarding programming grants, education plans, portfolio submissions, and high school programming during the school year.

Distributed Learning

Distributed Learning has proven to be successful in providing an alternate form of course delivery for high school students within the Good Spirit School Division. Teachers from across the division developed online course content which served as a “blended learning support” to both students and teachers. The courses provided support for differentiation, response to intervention, scaffolding of content, flexible grouping opportunities, as well as alternate performance tasks.

In addition to the blended learning support, distributed learning courses proved to be successful for students requiring credit recovery options and credit rescue which is the on-going process of assisting those students who fall behind due to illness, extended absences, family travel, etc. Distributed Learning allowed for the expansion of elective opportunities in high schools across the school division. Personal Finance 30L is an example of one such course which has been tremendously popular with GSSD students. As well, Home Based Education students within Good Spirit utilized this means of course delivery to complete Adult 12 and regular 24 credit graduation requirements.

For students within Good Spirit, Distributed Learning has not only allowed opportunities to obtain high school credits online, but the blending of online opportunities together with curriculum taught within a traditional classroom setting are proving to increase student engagement and motivation.

Writer in Residence, Sigmund Brouwer



Photo:
Sigmund engaging students
at MC Knoll School

Best-selling author Sigmund Brouwer was contracted to act as GSSD's writer in residence. He kicked off the partnership in September bringing his Rock 'n' Roll Literacy tour to every school in the division.

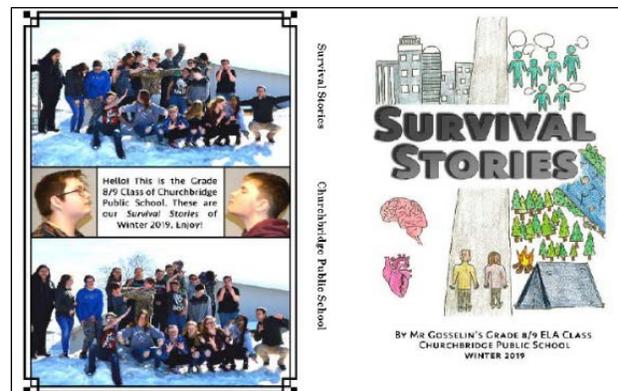
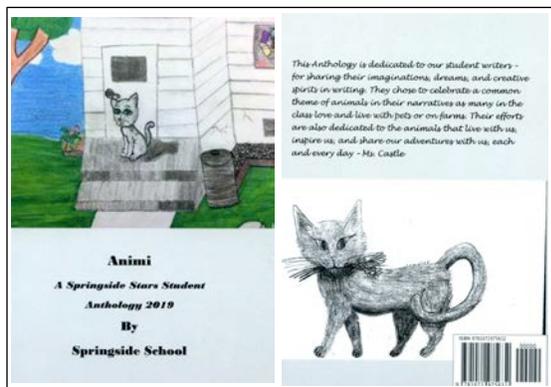
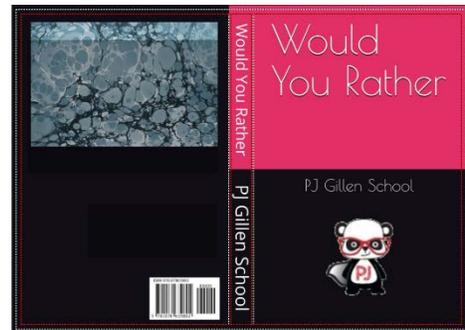
Brouwer delivered a high-energy presentation where he emphasized the importance of delivering a message through story. He encouraged students to use writing to convey their messages. Backed by some motivational rock 'n' roll music coupled with samples from his own work Brouwer invited classrooms to engage with him over the course of the year on a creative writing journey. Brouwer connected with classrooms via live video link where he

reviewed student work and gave writing tips. Students had the option of reviewing and giving Brouwer feedback on his latest novel set 13,000 years ago at the end of the last North American ice age. In addition,

Brouwer supplied open access to over 50 of his eBooks. He joined book clubs as students discussed his books.

GSSD school libraries have 500 copies of his books in their collections including his popular sports fiction series as well as titles for beginning readers.

Brouwer offered an exciting opportunity to showcase student writing by facilitating the publishing of anthologies of student work. Churchbridge Public School, PJ Gillen School and Springside School completed the process of producing professional quality books filled with over 250 student stories. Students reviewed their writing portfolios from the school year and selected pieces to submit to the anthology. Author biographies and photos were also submitted. Student artwork was chosen for the front and back covers in colour and the inside pages in black and white. Every part of the process from revising drafts to proofing the final copy of the book was handled by the young writers. The price for the book was determined by the number of pages it contained. Schools were then free to sell the book to their communities. The anthologies were well-received with a second printing in the works for one school after the first edition sold out!



Sigmund returned to the school division June 24 – 26 to launch the “Readers are Leaders” summer reading program. Brouwer toured to 14 schools spreading the message of the importance and benefits of reading over the summer.

GSSD was pleased to present every Grade 4–8 student with a copy of Sigmund Brouwer’s book, *Absolute Pressure* to kick-start their summer reading. A special edition copy of the book was printed thanks to the sponsorship of the following businesses and organizations:

- Calder School;
- Esterhazy School Community Council;
- Invermay School Community Council;
- Kamsack Comprehensive School Community Council;
- Langenburg Central School Student Representative Council;
- Macdonald School Community Council;
- MC Knoll School Community Council;
- Preeceville School Community Council;
- Saltcoats School Community Council; and,
- Sturgis School Community Council.



Photo:
Sigmund presenting his *Absolute Pressure* book

Indigenous Achievement Coaches

Good Spirit School Division is committed to increasing graduation rates for First Nations, Métis and Inuit (FNMI) students within the division. During the 2018-19 school year, an innovative FNMI High School Graduation Coach Program that provides comprehensive, individual, in-school support and a cultural room for FNMI students was introduced at both the Yorkton Regional High School (YRHS) and the Kamsack Comprehensive Institute (KCI).

The Indigenous Student Achievement Coach works to restore the social and cultural systems that once guided youth, including mentoring. Together the coach and the cultural room promote positive outcomes rather than simply preventing negative ones. In the work of the graduation coach, significant connection to school and learning is accompanied by significant relationships. With the support of the school administration, school graduation coach, and the Indigenous Student Achievement Coach, FNMI students are making stronger connections to school and are receiving the support necessary to stay in school and to achieve academically.



Photo:
Indigenous Achievement Coach at
KCI



Photo:
Indigenous Achievement Coach at
YRHS

The program offered students a home place in which they were able to feel a sense of belonging. The freedom to come and go as students please also enabled them to take personal and social responsibility for their own learning. While the program offered a variety of

supports, it has six specific areas of focus:

- Relationships and Mentoring;
- Transitions;
- Culture;
- Career Counselling;
- Academics; and,
- Parental Engagement.



Photo:
Student working in the
Indigenous Student Center at KCI



Photo:
Students gathering in the
Indigenous Student Center at YRHS

Grand Opening of the Yorkton Regional High School Indigenous Student Center

The introduction of the Indigenous Student Center into the Yorkton Regional High School has been an overwhelming success and survey data would suggest it has resulted in an improved sense of belonging among Indigenous students who attend the YRHS. The space has provided opportunity for Indigenous students to participate in cultural activities, Salteaux lessons, receive academic support, participate in sports activities together and to enhance relationships between students and staff alike.

In March of 2019, the YRHS held the Grand Opening of the Indigenous Student Center with numerous students, family members, friends and honored guests in attendance. Highlights from the opening were a bannock and stew supper with student presentations celebrating the excellent work of the Indigenous Student Achievement Coach, Graduation Coach, and Aboriginal Community Worker. The Chief of Cowessess First Nation delivered a keynote address highlighting the importance of reconciliation. He encouraged those in attendance to continue along the journey of Reconciliation and commended the YRHS for their work in this area. A round dance involving those in attendance concluded the evening.



The grand opening of the Kamsack Comprehensive Institute Indigenous Student Centre will take place during the 2019-20 school year.

Music Monday

The largest school concert in Canada was held on Monday, May 6, 2019, in Yorkton. Approximately 1,200 band students from GSSD came together at the Gallagher Centre Flexi Hall to perform a mass band concert to celebrate Music Monday.

Music Monday is an event orchestrated by the Coalition for Music Education in Canada which works to raise the awareness and to promote the benefits that music education brings to youth. This year was the 15th edition of Music Monday and students across Canada performed Canadian Jazz legend Oscar Peterson's "Hymn to Freedom."



Strategic Direction and Reporting

The Education Sector Strategic Plan

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

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

Enduring Strategies

The Enduring Strategies in the ESSP are:

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

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

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

The goals of *Inspiring Success* are:

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

Reading, Writing, Math at Grade Level

ESSP Outcome:

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

ESSP Improvement Targets:

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

| | |
|--|---|
| <p>School division goals aligned with Reading, Writing and Math at Grade Level outcome</p> | <p>By June 30, 2020, at least 85% of GSSD students in grades 1 to 6 will be at or above grade level in reading.</p> <p>By June 30, 2020, at least 80% of GSSD students in grades 4,7 & 9 will be at or above grade level in writing.</p> <p>By June 30, 2020, at least 80% of GSSD students in grades 2,5 & 8 will be at or above grade level in math.</p> <p>As of June 2019:</p> <ul style="list-style-type: none"> • 79% of GSSD students in Grades 1-6 are reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment System (F&P - BAS). • 64% of GSSD students in Grades 4, 7 & 9 are writing at or above grade level according to the ESSP holistic rubric. • 61% of GSSD students in Grades 2, 5 & 8 are at or above grade level in Math according to the GSSD Number Strand Analytical Rubrics. |
| <p>School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome</p> | <p>GSSD had a number of robust action plans aimed at actualizing division targets in the reading, writing, and math outcome. The following represents a sample of what was undertaken during the year:</p> <ul style="list-style-type: none"> • All Grade 1 teachers assessed students with the GSSD Early Literacy Assessment in fall and the F&P—BAS in the winter and spring assessment intervals. • All Grade 1-6 students were assessed using the F&P—BAS in the fall, winter (optional), and spring assessment intervals. • All Grade 1-6 teachers were provided F&P refresher training using the Fountas & Pinnell-BAS 3rd Edition. All grade 1, 3 & 5 teachers were provided the opportunity to co-assess with a literacy coach. • GSSD entered into a partnership with award-winning author, Sigmund Brouwer as the Writer in Residence to support teachers and students with the reading-writing connection. • Writing Professional Development (PD) was provided to teachers on supporting writers in the classroom. • Math screeners for Grades 2-9 were administered and professional development provided to SSTs on how to respond to the screener data. • A math intervention flowchart was developed to support levelled math intervention. • All grade 2, 5 & 8 teachers were provided a day of Professional Development on triangulation of data and using the provincial holistic math rubric. |

- Grade 1 & 2 Pearson Mathology resource was implemented in all Grade 1 & 2 math classrooms.
- A math catalyst teacher was identified in every school.
- 0.25 Math coach time was added to 2018-19 staffing.

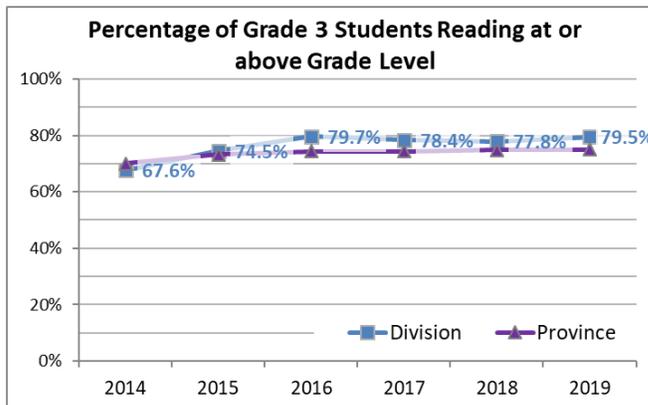
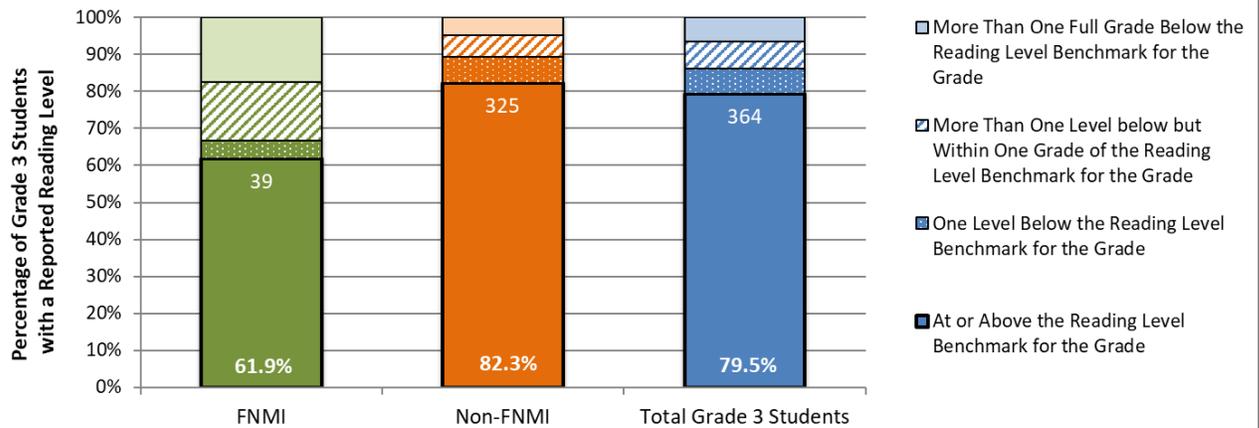
Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

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

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

Reading Results Data, Good Spirit SD 204, Grade 3, 2018-19



Proportion of Grade 3 Students with Reported Reading Levels, 2018-19

| | 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) | 63 | 95.5% | 3.0% | 1.5% | 66 |
| Division (Total) | 458 | 92.5% | 7.3% | 0.2% | 495 |
| Province (FNMI) | 2,295 | 92.6% | 4.8% | 2.5% | 2,478 |
| Province (Total) | 12,782 | 87.9% | 11.2% | 0.9% | 14,537 |

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

Source: Ministry of Education, 2019

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

The 2018-19 data indicates that 79.5% of GSSD Grade 3 students are reading at or above grade level which is slightly above the provincial results of 75.0%.

The Good Spirit School Division continues to report reading data which demonstrates that division results are above provincial results in both the percentage of Grade 3 students reading at or above grade level as well as the percentage of students with a reported reading level.

The Good Spirit School Division is pleased with the steady growth the division has seen in the literacy data over the past few years. Overall in Grades 1-6, Good Spirit School Division has seen, on average, a 2-3 percentage point growth from one year to the next in the reading data since June 2015. If GSSD continues this trend, the division is poised to have 81% of Grade 1-6 students reading at or above grade level by June 2020.

A cause for celebration is that the GSSD Grade 1 data (not displayed above) indicates that 82.0% of students are reading at or above grade level. This is significantly above the provincial results of 66.8%. Grade 2 data indicates that 79.3% of GSSD students are reading at or above grade level which is 7% higher than the provincial results for Grade 2.

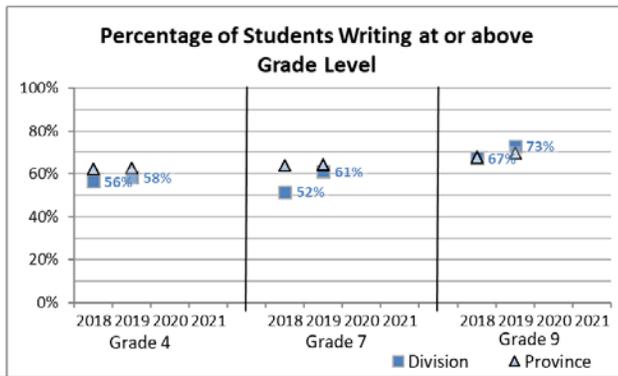
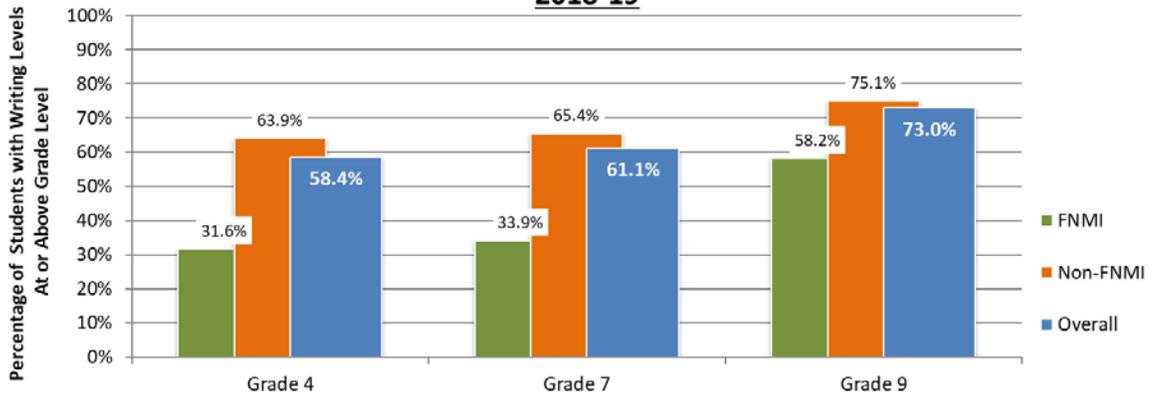
As of June 2019 59.2% of self-identified FNMI students in Grades 1-3 (with 61.9% at Grade 3) are reading at or above grade level which is a decrease from June 2018 where 63.4% of self-identified FNMI students in Grade 1-3 were reading at or above grade level.

Proportion of Students Writing At or Above Grade Level

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

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

Percentage Writing At or Above Grade Level, Good Spirit SD 204, Grades 4, 7, and 9, 2018-19



Proportion of Students with Reported Writing Levels, 2018-19

| | Students with a Reported Writing Level | | Students with no Reported Writing Level (Percentage) | | Total Number of Students |
|--------------------|--|------------|--|------------------------|--------------------------|
| | Number | Percentage | Pre-Established Exclusions | 'Unexcused' Exclusions | |
| Division (Grade 4) | 450 | 92.4% | 7.6% | 0.0% | 487 |
| Division (Grade 7) | 409 | 93.0% | 6.8% | 0.2% | 440 |
| Division (Grade 9) | 440 | 89.2% | 7.5% | 3.2% | 493 |
| Province (Grade 4) | 18,150 | 88.5% | 10.4% | 1.1% | 14,860 |
| Province (Grade 7) | 12,332 | 90.8% | 8.2% | 1.5% | 13,656 |
| Province (Grade 9) | 11,578 | 88.8% | 7.6% | 4.1% | 12,883 |

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

Source: Ministry of Education, 2019

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

The 2018-19 data indicates that overall 64.1% of GSSD Grades 4, 7 & 9 students are at or above grade level in writing (levels 3 or 4) which is slightly below the provincial results of 65.5%. If GSSD includes those students who scored a level 2 or above on the provincial holistic rubric this number increases to 95%.

As of June 2019 41.2% of self-identified FNMI students in Grade 4, 7 & 9 are at or above grade level which is slightly lower than the provincial result of 43.0%.

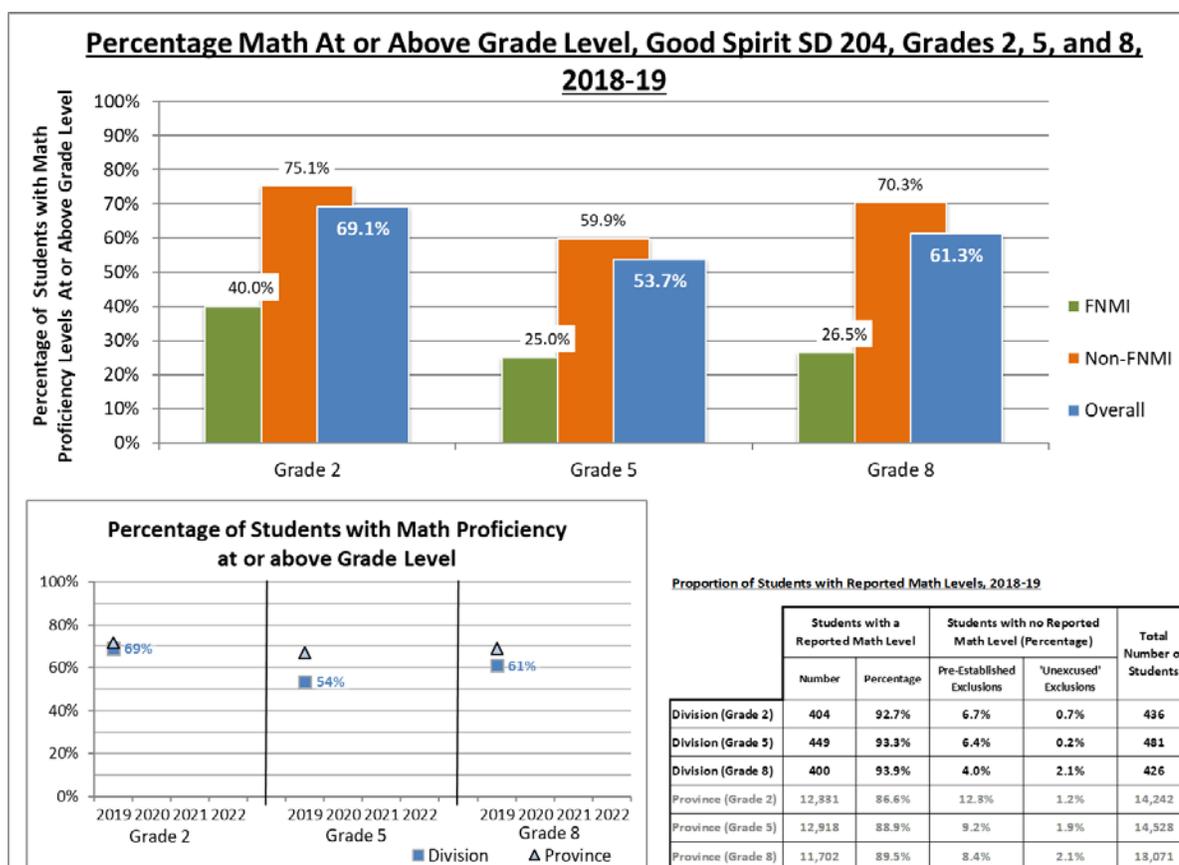
The Good Spirit School Division prides itself in the number of students with a reported writing level. Ninety-two percent of Grade 4 students, 93.0% of Grade 7 students and 89.2% of Grade 9 students were reported. This is higher than the provincial participation rates in all grade levels reported.

While the division is encouraged by the 6% growth in writing from June 2018 to June 2019, writing will continue to be a focus area for the Good Spirit School Division. Continued support from Writer in Residence, Sigmund Brouwer as well as coaching support will be provided to grades 4, 7 & 9 teachers during the 2019-20 school year.

Proportion of Students At or Above Grade Level in Mathematics

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

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



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

Source: Ministry of Education, 2019

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

The 2018-2019 baseline math data indicates that 61% of GSSD Grade 2, 5 & 8 students are at or above grade level in math which is quite a bit lower than the provincial results of 71%. If GSSD includes those students who scored a level 2 or above on the provincial holistic rubric this number increases to 92%.

As of June 2019 30.5% of self-identified FNMI students in Grade 2, 5 & 8 are at or above grade level which is significantly lower than the provincial result of 44.9%.

Math is an area of concern for the Good Spirit School Division especially when it is noted that the Grade 5 results are 12% lower than the provincial results at that same grade level. Significant coaching support will be provided to all Grade 5 math teachers, as well as schools below 50% of students at or above grade level during the 2019-2020 school year.

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

ESSP Outcome:

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

ESSP Improvement Targets:

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

ESSP Priority:

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

School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome

Truth and Reconciliation

By June 30, 2020, GSSD will promote empathy, respect and understanding in teaching related to residential schools and aboriginal history as outlined in the Truth and Reconciliation Calls to Action (Section 63).

High School Completion

First Nations, Métis and Inuit (FNMI) students will achieve a 65% three-year graduation rate.

Result: Good Spirit achieved a First Nations, Métis and Inuit graduation rate of 49%, which increased 11% from the previous year.

Intellectual Engagement

First Nations and Métis and Inuit (FNMI) students will see a 5% improvement in engagement measures on the OurSCHOOL/Tell Them From Me survey.

| | |
|--|---|
| | <p>Result: 59% of FNMI students within Good Spirit, reported high levels of intellectual engagement, which is up 9% from the previous year. Overall, the engagement measures indicate that a greater number of students are finding their schools to be friendly, welcoming and intellectually engaging environments.</p> |
| <p>School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p> | <p>Strategies:</p> <ul style="list-style-type: none"> • Good Spirit continued to support Kamsack Comprehensive Institute which was a Phase 3 <i>Following Their Voices</i> school in 2017-18 with additional in-school facilitator time to continue supporting students through improved relationships with their teachers. • The in-school facilitator worked with teachers in classrooms to: <ul style="list-style-type: none"> ○ support the development of positive relationships with First Nations and Métis students; ○ to set goals to support teacher growth; ○ to assist classroom teachers with responsive instruction; and ○ to develop structures to support First Nations and Métis student achievement. • Good Spirit has continued its partnership with the Yorkton Tribal Council through the Invitational Shared Services Initiative (ISSI). Most recently this partnership has seen shared opportunities for Professional Development as well as having Elders in schools. • Indigenous Student Centers have been opened in both the Yorkton Regional High School and Kamsack Comprehensive Institute to increase First Nations and Métis students “sense of belonging”. • Professional and support staff have received training in “Truth and Reconciliation” which has assisted staff in indigenizing curriculum, deepening understanding regarding residential schools, assisting with reconciliation and breaking down barriers and stereotypes. • The Kairos Blanket Exercise was provided to GSSD staff to develop understanding and to increase cultural competencies towards Truth and Reconciliation. • Through ISSI funding, a Community Liaison Worker was shared between Good Spirit and both Cote and Keeseekoose First Nations to build connections with First Nations and Métis families while assisting them with day to day challenges and needs. • Tipis were erected at both the Yorkton Regional High School and Kamsack Comprehensive Institute in recognition of First Nations and Métis culture. • Smudging, drumming, beading, language lessons and other cultural activities were incorporated into school and division-wide events, to honour the First Nations and Métis cultures. • Land-based learning was introduced into several GSSD schools. • Alternate opportunities to receive credits outside the traditional school day were created through a partnership with Kamsack Comprehensive Institute and the Cote and Keeseekoose First Nations. • The expansion of the Elder Program saw an increase in the number of Elder visits to GSSD schools. As a response to the OurSCHOOL data, female Elders were introduced to assist with building self-esteem and supporting young First Nations Métis girls who were experiencing anxiety. • Credit recovery and credit rescue opportunities reduced the negative impact of transiency and absenteeism among FNMI students. |

- Alternate course delivery and blended learning through Distributed Learning (GSSD online learning) reduced the negative impact of student absenteeism.
- Members of the Kamsack Comprehensive Institute (a former Following Their Voices school) provided in-servicing on the use of discursive strategies in classrooms to improve student engagement.
- The Good Spirit School Division Cultural Advocate visited schools to share First Nations and Métis cultures and teachings.
- Student Senates were held at various schools within the division to provide opportunity for student voice.
- The Learning Improvement Plan for all schools incorporated a goal targeting Truth and reconciliation to foster relationships with First Nations Métis families and to create school environments which were culturally affirming.
- The development of culturally affirming outdoor learning spaces was encouraged within GSSD schools.
- Schools within GSSD hosted events to recognize Orange Shirt Day, Indigenous Storytelling Month and National Indigenous People’s Day to celebrate and recognize GSSD Indigenous children, families and their history.

Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation

Average Final Marks

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

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

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

| Subject | All Students | | Non-FNMI | | FNMI | |
|--|--------------|-------------|----------|-------------|----------|-------------|
| | Province | Good Spirit | Province | Good Spirit | Province | Good Spirit |
| English Language Arts A 10 (Eng & Fr equiv) | 73.9 | 74.8 | 77.0 | 76.5 | 62.0 | 63.1 |
| English Language Arts B 10 (Eng & Fr equiv) | 73.2 | 74.7 | 76.5 | 76.1 | 60.8 | 64.6 |
| Science 10 (Eng & Fr equiv) | 72.6 | 76.3 | 76.0 | 77.9 | 59.8 | 63.6 |
| Math: Workplace and Apprenticeship 10 (Eng & Fr equiv) | 73.3 | 79.1 | 77.2 | 80.9 | 60.7 | 67.4 |
| Math: Foundations and Pre-calculus 10 (Eng & Fr equiv) | 73.3 | 75.7 | 75.6 | 76.5 | 61.1 | 67.0 |
| English Language Arts 20 (Eng & Fr equiv) | 75.6 | 78.0 | 77.7 | 79.1 | 65.2 | 66.6 |
| Math: Workplace and Apprenticeship 20 (Eng & Fr equiv) | 67.7 | 74.2 | 70.2 | 74.6 | 63.1 | 71.3 |
| Math: Foundations 20 (Eng & Fr equiv) | 74.7 | 78.6 | 76.3 | 78.6 | 65.3 | 77.8 |

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

Source: Ministry of Education, 2019

Analysis of Results – Average Final Marks

The average final marks for all students in Good Spirit were higher than the provincial average in all subject areas. The overall Good Spirit final marks average was over 3% higher than the provincial average.

The average final marks for FNMI students in Good Spirit were higher than the provincial FNMI average marks in all subject areas. The overall Good Spirit final marks average was over 5% higher than the provincial average.

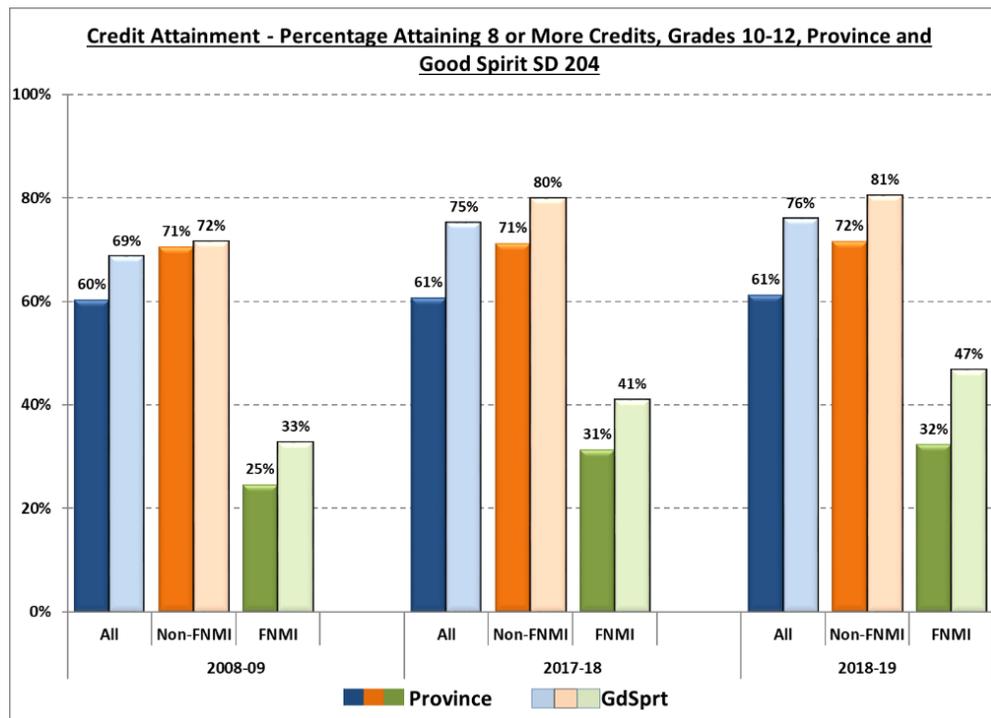
The average final marks for Non-FNMI students in Good Spirit were higher than the provincial Non-FNMI students, in all subject areas except ELA 10 and ELA B10. The overall Good Spirit final marks average was slightly under 2% higher than the provincial average.

There is still an identified gap between the achievement of Non-FNMI students and FNMI students. Good Spirit is committed to closing the gap in academic achievement between its Non-FNMI and FNMI students. In general, Good Spirit is proud to celebrate the academic achievement of its students. The strong results reflect responsive teaching strategies and improved assessment practices by Good Spirit teachers.

Credit Attainment

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

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



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

Source: Ministry of Education, 2019

Analysis of Results – Credit Attainment

Overall, credit attainment rates are similar to those from the year before, with 76% of students receiving eight or more credits per year in 2018-19, up from 75% in 2017-18. The rate for FNMI students in 2018-19 is 47%, up from 41% receiving eight or more credits in 2017-18. For non-FNMI students, rates are slightly higher at 81% in 2018-19, up 1% from 80% the previous year.

When comparing provincial results to Good Spirit results, the Division is significantly higher in all three groups: for all students at 76% compared to the provincial rate of 61%, for non-FNMI students at 81% compared to the provincial rate of 72% and for FNMI students at 47% compared to the provincial rate of 32%.

While division FNMI rates exceed the provincial averages, GSSD recognized the need to continue focusing on the FNMI subpopulation. Good Spirit will continue to provide engaging and flexible programming options, credit recovery processes, and instructional supports for schools with vulnerable populations. In addition to programming, Good Spirit is committed to exploring and actualizing being more culturally responsive and finding authentic ways to move along the journey of Truth and Reconciliation with GSSD aboriginal students and their families.

Graduation Rates

ESSP Outcome:

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

ESSP Improvement Targets:

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

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| <p>School Division goals aligned with the Graduation Rates outcome</p> | <p>By June 30, 2020, GSSD will achieve an 85% three-year graduation rate.</p> <p>By June 30, 2020, GSSD will achieve a 90% five-year graduation rate.</p> <p>By June 30, 2019, every GSSD High School will increase its graduation rate from the previous school year by 2%.</p> |
| <p>School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Graduation Rates outcome</p> | <ul style="list-style-type: none"> • Good Spirit designated a teacher through Distributed Learning to coordinate and support Special Project Credits and Apprenticeship Credits for rural schools. • Distributed Learning developed additional elective courses for Good Spirit students to enrol in online. • Good Spirit focused on Credit Recovery, student-teacher relationships and providing structured interventions which impact attendance and improve graduation rates. • Graduation Coaches were implemented in all Good Spirit high schools to track credits and support “at risk” students. • An Indigenous Student Center was established at Kamsack Comprehensive Institute and Yorkton Regional High School. • Indigenous Student Achievement Coaches were hired at Kamsack Comprehensive Institute and Yorkton Regional High School. • Good Spirit continued to support schools in offering a variety of pathways to graduation (ie. Practical and Applied Arts credits, dual credits, fine arts credits). • Good Spirit had division level and school level representation at the annual Graduation Symposium. • All GSSD high school students were given the opportunity to obtain additional credits through division developed credit courses in Moodle which assisted in: <ul style="list-style-type: none"> ○ providing elective choices not offered locally; ○ accelerating a graduation plan; ○ providing opportunity for Credit Recovery; ○ allowing students to catch up in a graduation plan; and, ○ assisting students who required an alternate learning opportunity or environment. • Schools monitored graduation eligibility regularly throughout the school year, providing interventions where necessary. • Superintendents monitored student progress toward graduation with in-school administrators. |

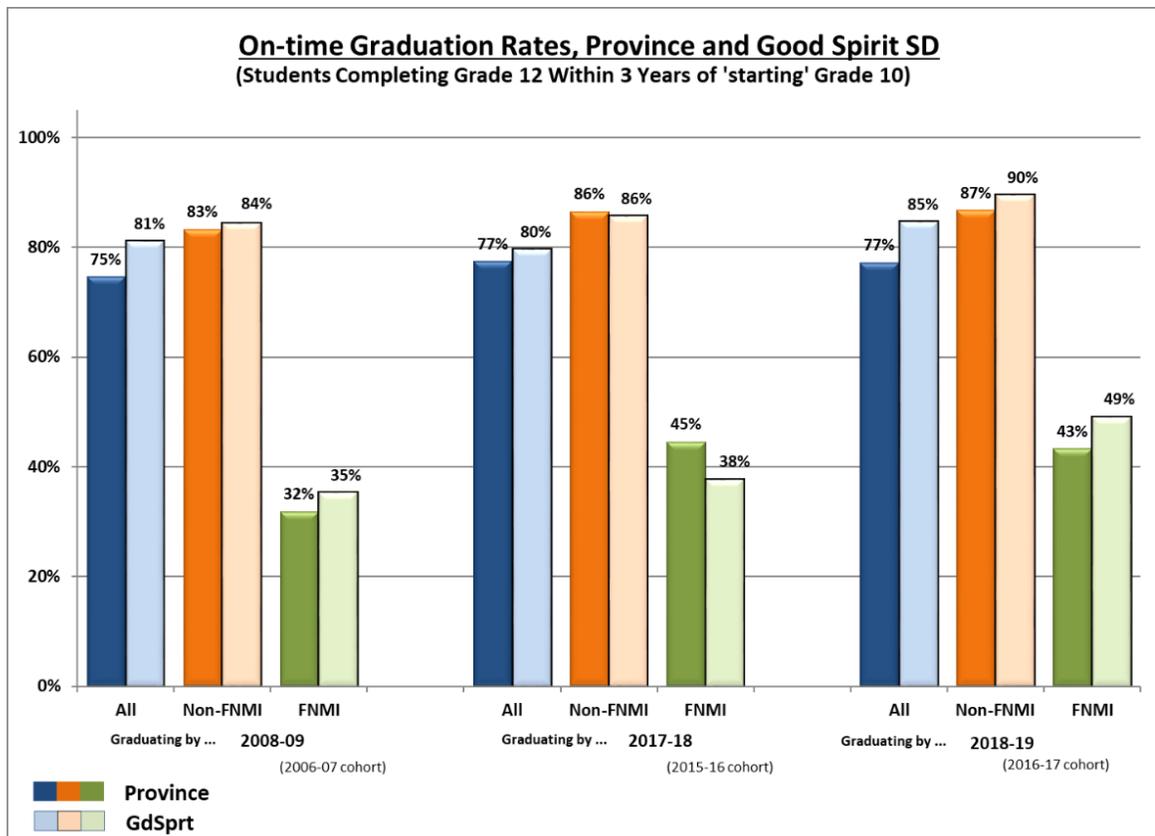
- MyBlueprint (an online education and career planning tool) was adopted as a credit tracking system as well as an electronic portfolio for the collection of authentic artifacts of learning.
- Good Spirit focused on building student-teacher relationships and providing strong learning environments which impact attendance and graduation rates.
- Mental health remained a division focus with Mental Health First Aid PD offered to staff, several times throughout the 2018-19 school year.
- GSSD implemented the SOS-Q (Student Orientation Survey Questionnaire) as a tool (developed in Alberta) to identify those students who demonstrated attitudes and behaviours which made them more likely to drop out of school, allowing schools to intervene in a timely manner.

Measures for Graduation Rates

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

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

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



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

Source: Ministry of Education, 2019

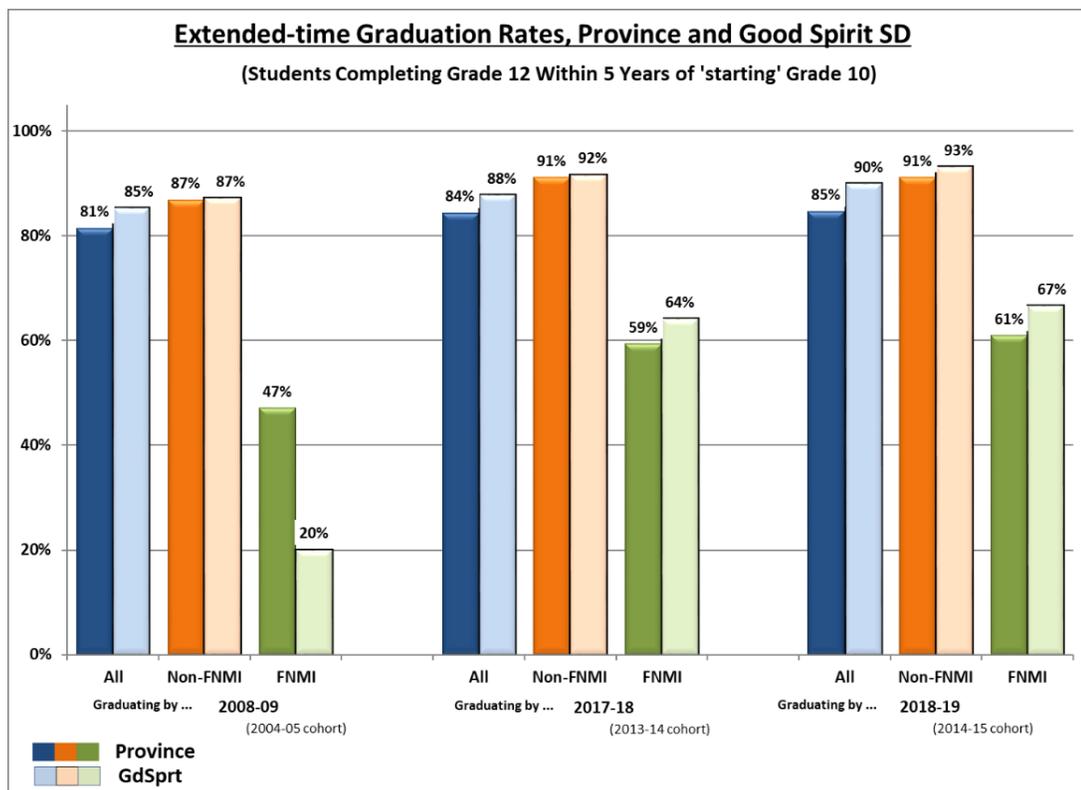
Analysis of Results – On-time Graduation Rates (within 3 years)

At 85%, Good Spirit’s three-year graduation rate for 2018-19 is 8% higher than the provincial result. Good Spirit’s three-year graduation rate for Non-FNMI students is 90% which is 3% higher than the provincial average. The Good Spirit FNMI graduation rate at 49% is 6% higher than the provincial average at 43%. Good Spirit’s three-year graduation rate has risen by 5% for all Students and by 4% for Non-FNMI students, while the rate for FNMI students has grown significantly from 38% to 49%, an increase of 11% from 2017-18 to 2018-19.

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

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

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



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

Source: Ministry of Education, 2019

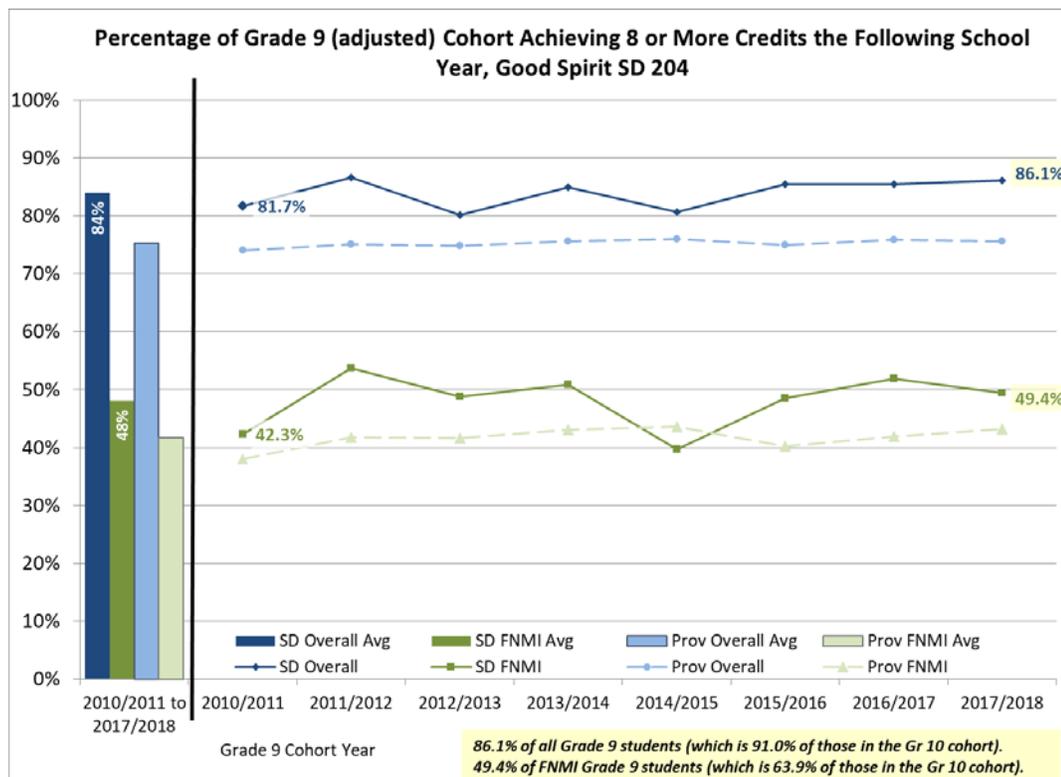
Analysis of Results – Extended-time Graduation Rates (within 5 years)

Good Spirit’s 2018-19 extended time graduation rates were higher than the provincial rates in every category. At 90%, Good Spirit’s extended-time graduation rate for all Students is 5% higher than the provincial results. The Division’s Non-FNMI extended-time graduation is 3% higher than the provincial rate. At 67%, the extended-time graduation rate for FNMI students in Good Spirit is 6% higher than the provincial FNMI rate of 61%. The FNMI extended-time graduation rate has increased 47% over the decade.

Grade 9 to 10 Transition

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

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



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

Source: Ministry of Education, 2019

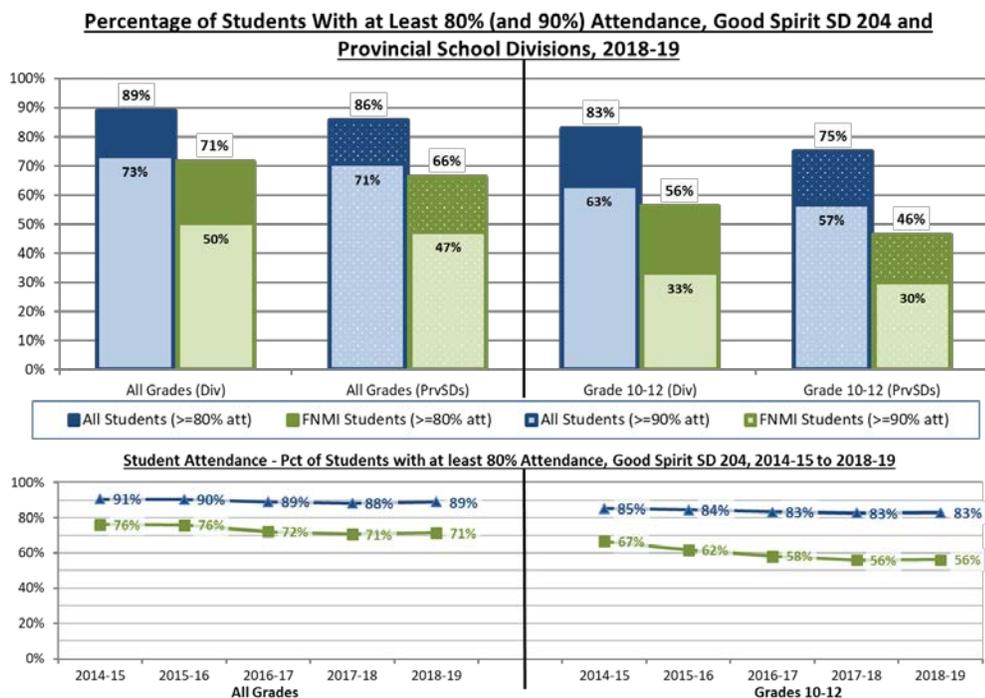
Analysis of Results – Grade 9 to 10 Transition

Overall, 86.1% of all Good Spirit students enrolled in Grade 10 for the first time in 2018-19 achieved eight or more credits; of those students who are FNMI, 49.4% achieved eight or more credits. Good Spirit School Division results for 2018-19 are significantly higher than the provincial results of 75% for all students and 42% for FNMI students. The 8-year average results displayed above show that GSSD results for all students (84%) exceeds the provincial results (75%), and for FNMI students (48% compared to 42%).

Attendance

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

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



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

Source: Ministry of Education, 2019

Analysis of Results – Attendance

Overall, GSSD attendance rate for all students attending a minimum of 80% of the time is 89% which is 3% higher than the provincial rate of 86%. The GSSD attendance rate for all students attending 90% of the time or more is 73% compared to the provincial rate of 71%. The attendance rate among FNMI students who attend a minimum of 80% of the time within Good Spirit is 71% compared to the provincial rate of 66%, while FNMI students who attend 90% of the time or more within Good Spirit is 50%, which is 3% better than the provincial average of 47%. The percentage of Grade 10-12 students in GSSD attending at least 80% (and 90%) of the time is slightly lower than the averages for all students; the results significantly exceed the provincial results for these grades. Attendance rates overall (minimum of 80% of the time) have remained relatively stable over the five years as displayed on the lower part of the graphic, with FNMI students showing a decline in attendance.

Early Years

ESSP Outcome:

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

ESSP Improvement Targets:

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

School division goals aligned with the Early Years outcome

By June 30, 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning in the primary grades.

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

- All Kindergarten teachers implemented the EYE-Teacher Assessment (TA) within the fall assessment window.
- All Kindergarten teachers implemented the EYE-TA with students who scored red or yellow in the fall during the spring assessment window.
- All new Kindergarten teachers participated in online EYE-TA training.
- Administration of an Early Literacy Assessment for Kindergarten that includes a phonemic awareness screen and an early literacy behaviours checklist followed by a targeted intervention plan.

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| | <ul style="list-style-type: none"> • Kindergarten teachers met with members of the Early Learning Intervention team to target areas of concern and set goals as identified from the EYE-TA fall assessment. • The Early Learning Intervention Team consisting of Superintendent responsible for Early Years, Early Years Coach, Literacy Coaches, Student Services Coordinator, Speech Pathologist and Educational Psychologist continued to meet and implement plans to support Prekindergarten and Kindergarten. • Early Years coaching time increased to 1.0 FTE. • Prekindergarten and Kindergarten teachers attended SPDU <i>Family Engagement</i> and SPDU <i>Responding to Children’s Interests</i> workshops. • Tracking of professional learning options for Prekindergarten and Kindergarten educators to ensure specialized knowledge in early childhood education. • Family Engagement support which included Family Engagement “Look Fors” and Family Engagement Days built into the division calendar. • The Early Childhood Environment Rating Scale (ECERS) was completed in four Prekindergarten and Kindergarten classrooms. • A plan was implemented to reach children and their parents before they enter kindergarten and provide support to develop school readiness skills. • The GSSD Early Learning Intervention Team partnered with the (Regional Kids First) RKF Community Developer to host Eat, Play, Learn in 8 communities as a part of the ministry early literacy grant. • Every GSSD Elementary School hosted a RKF IMPACT event. • The RKF Community Developer offered Pop-Up Preschools to communities identified in EYE-TA results. |
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Measures for Early Years

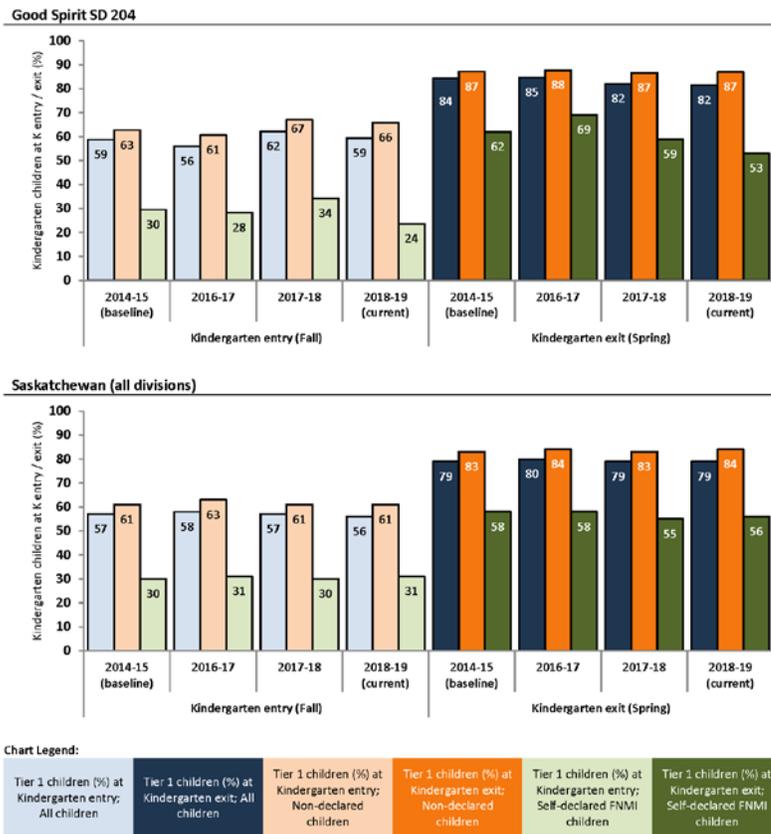
Early Years Evaluation

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

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

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



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

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

Source: Ministry of Education, Early Years Branch, 2019

Analysis of Results – Early Years Evaluation

In the fall of 2018, 59% of GSSD Kindergarten students entered Kindergarten ready to learn according to the EYE-TA. By Spring of 2019, 82% of GSSD Kindergarten students exited Kindergarten ready to learn in the primary grades. This is an increase of 23% from Fall to Spring. GSSD’s EYE-TA results remain slightly above the provincial result of 79% of students exiting Kindergarten ready to learn.

GSSD continues to be encouraged by spring post-assessment results which suggest that GSSD Kindergarten students exceed 90% in all developmental domains except for Cognitive Skills at 85%.

Fifty-three percent of GSSD self-declared FNMI students are ready to learn which is down slightly from Spring 2018; however, it is also noted that only 24% of FNMI students entering Kindergarten in the Fall were ready to learn. This is significantly lower than the previous years.

While the division continues to set targets on increasing the percentage of students at appropriate development in the cognitive domain and aim to exceed 90% in this domain in the 2019-20 school year, we also recognize the significant growth GSSD Kindergarten students experience in this domain from Fall to Spring. Since 2014, the Good Spirit School Division has seen approximately 40% of students entering Kindergarten not yet at appropriate development. This suggests the need for stronger partnerships with community agencies and families in order to target and support children 0-5 years old. GSSD will continue to work closely with the Regional Kids First Community Developer in order to target this cohort.

School Division Local Priority Area

The Good Spirit School Division Strategic Plan is divided into four focus areas. Within the Student and Family area, GSSD would have identified ten key long-term goals directly connected to the Education Sector Strategic Plan. Within the remaining three focus areas, Internal Process, People Capacity, and Financial Stewardship, GSSD identified local priorities and were determined to be of importance and relevance within the local context.

School division goals aligned with local priority area

Internal Process

- GSSD is committed to providing equitable, balanced opportunities among schools, students and staff.
 - By June 30, 2020, each functional area within GSSD will demonstrate improvement in services through the development and revision of processes and administrative procedures.

People Capacity

- GSSD is a community of learners and believes collaborative partnerships with students, staff, families and community members will enhance educational opportunities.
 - By June 30, 2020, GSSD will demonstrate a commitment to provide professional development and training to its staff.
 - By June 30, 2020, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.

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| | <p>Financial Stewardship</p> <ul style="list-style-type: none"> • GSSD believes that we are all accountable. Board members, students, staff, families and community members have a responsibility, both individually and as part of the learning team, to participate and to contribute positively to public education. <ul style="list-style-type: none"> ○ By June 30, 2020, GSSD will implement systemic approaches to find efficiencies and increase value for money allowing the division to respond to the challenges of students and staff needs. |
| <p>School division actions taken during the 2018-19 school year to support local priority area</p> | <p>Internal Processes Short-term Goals & Work Plans</p> <ul style="list-style-type: none"> • By June 30, 2019, the division will have revised the student suspension process to align with provisions of the Education Act. • By June 30, 2019, the Student Services Department will have developed student suspension flowcharts for 1, 3, 5, and 10 day suspensions. • By June 30, 2019, processes and procedures regarding library technician qualifications, hiring practices, and substitute library technicians were refined and articulated. • By June 30, 2019, the Literacy Coordinator worked with Human Resources (HR) to develop a written protocol to outline the procedures for onboarding library technician substitutes. • By June 30, 2019, the Literacy Coordinator worked with HR to revise the document outlining the GSSD requirements for certification as a library technician. • By June 30, 2019, the Literacy Coordinator worked with HR to review and revise the interview questions and interview tasks for candidates applying for a library technician position. • By June 30, 2019, a Library Operations Guidebook was made available on the portal. • By June 30, 2019, the Literacy Coordinator worked with Library Technicians to develop the sections of a Library Operations Handbook. • By April 30, 2019, a Transitions document was compiled to support student transitions into and throughout Prekindergarten to Grade 12. • By June 30, 2019, Kindergarten orientation procedures and processes were reviewed and updated. • By June 30, 2019, the Psychologist Professional Learning Community developed and refined the referral, tracking, and progress monitoring processes for all reading and math tier III interventions utilized in GSSD (i.e. FastForward, Seeing Stars, Key Math, etc.). • By June 30, 2019, all new Professional Service Providers (PSPs) to the division participated in a formal 360 review process. • By June 30, 2019, all PSPs utilized a MySite page to house their professional evidence portfolio. • By June 30, 2019, the HR Department developed a comprehensive staff discipline process and support document. • By June 30, 2019, the Superintendent responsible for Early Learning and the Early Learning coach reviewed and updated Early Learning procedures and processes. |

- By June 30, 2019, a review of Preschool and Parent Education Program (PPEP) processes and procedures was reviewed and refined to include: Year-At-A-Glance, calendar, selection criteria, Administrative Procedures, job descriptions.
- By June 30, 2019, 100% of Prekindergarten and Kindergarten teachers will have entered their specialized Early Years training into the GSSD PD Tracking Grid.
- By June 30, 2019, AP 212 Prekindergarten and Kindergarten selection criteria and process will was reviewed and updated. A Year-At-A-Glance was also developed.
- By May 31, 2019, the Kindergarten orientation package and Prekindergarten brochure was updated.
- By September 30, 2018, a Prekindergarten and Kindergarten calendar was posted to the portal.
- By June 30, 2019, the Early Years Coach job description was updated.
- By June 30, 2019, the Payroll Department found efficiencies to reduce paper and save time for the Payroll Assistants.
- By June 30, 2019, the Payroll Department implemented the support staff absence recap sheet to all schools to include Educational Assistants, Administrative Assistants, Library Technicians and Caretakers.
- By June 30, 2019, GSSD engaged in discussions with employee groups.
- By June 30, 2019, GSSD reviewed, refined, and mapped processes.
- By June 30, 2019, the Facilities Department focused on the use of Asset Planner Software to find efficiencies in processes.
- By June 30, 2019, all necessary updates to the registration of non-Canadian students were communicated and published to the English as an Additional Language (EAL) portal page.
- By January 31, 2019, the EAL handbook, portal page and AP 301 was updated to reflect changes to the registration of non-Canadian students process.
- By August 31, 2019, the Technology Services Department implemented Aspen, the new Provincial Student Information System.
- By June 30, 2019, the Technology Services Department imaged all staff and student desktops with the new Windows 10 image.
- By June 30, 2019, the Technology Services Department implemented OneDrive storage for all staff and students.
- By June 30, 2019, the Technology Services Department updated the following AP's: AP 140 Acceptable Use, AP 141 Software Licenses, AP 142 Cell Phone Access and Usage, AP 143 Social Media.
- By June 30, 2019, the Technology Services Department increased the usage of SysAid in the following areas – deployment of the SysAid app to desktops and enabled email tickets for end-users.
- By June 30, 2019, the Technology Services Department implemented two full team sites: one for MySchoolSask and one for the Department.
- By June 30, 2019, the Psychologist Professional Learning Community (PLC) finalized the look of the reports used for Education Psychologist assessment reporting.
- By June 30, 2019 the Student Services Coordinators (SSC) PLC, created renewed resources, information and process information on the Student Services portal pages.

- By June 30, 2019, the SSC PLC created an updated flowchart for Inclusion and Intervention Plans and Record Of Adaptation processes.
- By June 30, 2019, the SSC PLC provided training and information for SSTs and Administrators on the use of the RTI template.
- By June 30, 2019, the SSC PLC developed and shared process and procedures for transition of Intensive Support students with Administrative Assistants.

People Capacity Short-term Goals & Work Plans

- By June 30, 2019, 75% of grades 1 to 9 English Language Arts teachers and Administrators received professional development in reading and writing.
- By September 30, 2019, the LLI Coach provided a professional development session to all GSSD Administrators regarding LLI and the Levelled Literacy “Look Fors”.
- By June 30, 2019, 80% of Prekindergarten & Kindergarten teachers participated in a minimum of five specialized early years training opportunities as outlined by the Ministry of Education.
- By September 30, 2018, Prekindergarten and Kindergarten Teachers and Educational Assistants participated in the SPDU Family Engagement Workshop.
- By June 30, 2019, GSSD provided Board of Education development sessions in areas of relevance to the division strategic plan.
- By October 30, 2018, GSSD provided training and development to Board Trustees on understanding the Writing Implementation Plan.
- By December 30, 2018, GSSD provided training and development to Board Trustees on understanding the SOSQ Survey.
- By June 30, 2019, all grade 2, 5 and 8 math teachers received professional development and support to implement the Holistic Math rubric in order to submit data to the ministry.
- By June 30, 2019, members of the Counsellor PLC conducted a common presentation at a school staff meeting on the topic of student anxiety.
- By June 30, 2019, members of the Psychologist PLC conducted a common presentation at a school staff meeting on the topic of Executive Functioning.
- By June 30, 2019 100% of teachers new to GSSD reported they were supported during their orientation year.
- By June 2019, GSSD actualized recommendations of the 2016 Suncorp PAA Industrial Shop audit.
- By June 30, 2019 100% of Intern Teachers were provided with two opportunities to support the transition to the workforce.
- By June 30, 2019 GSSD provided Violent Threat Risk Assessment Level 1 and 2 training to school administrators and counsellors.
- By June 30, 2019, GSSD entered into a partnership with Sigmund Brouwer as Writer in Residence.
- By June 30, 2019 the Literacy Coordinator coordinated school visits by the writer in residence during his on-site residency in September, February and June.
- By June 30, 2019, GSSD built on the existing partnership with Parkland Regional Libraries to support the summer reading initiative.

- By June 30, 2019, the Student Services Department established a partnership with Outcome Therapies in order to provide occupational therapy supports and services.
- By June 30, 2019, the Student Services Department worked collaboratively with the Saskatchewan Health Authority to develop a sustainable mental health support framework.
- By June 30, 2019, the Student Services Department collaborated with the Saskatchewan Health Authority to implement the Teen Boost Program.
- By June 30, 2019, GSSD worked collaboratively with Sask Abilities to develop a sustainable respite process.
- By June 30, 2019, GSSD re-signed the Canadian Center for Threat Assessment and Trauma Response Community Protocol.
- Through the Invitational Shared Services Initiative (ISSI), credit attainment and attendance was monitored in order to increase the overall graduation of GSSDs FNMI students.
- By June 30, 2019, GSSD built on the existing partnership with Big Brothers Big Sisters to provide mentoring opportunities for students.
- By June 30, 2019, GSSD built on the existing partnership with East Central District Athletics Association to provide safe and inclusive athletic opportunities for GSSD students.
- By June 30, 2019, GSSD developed a partnership with Cote First Nation to enhance opportunities in raising cultural awareness.

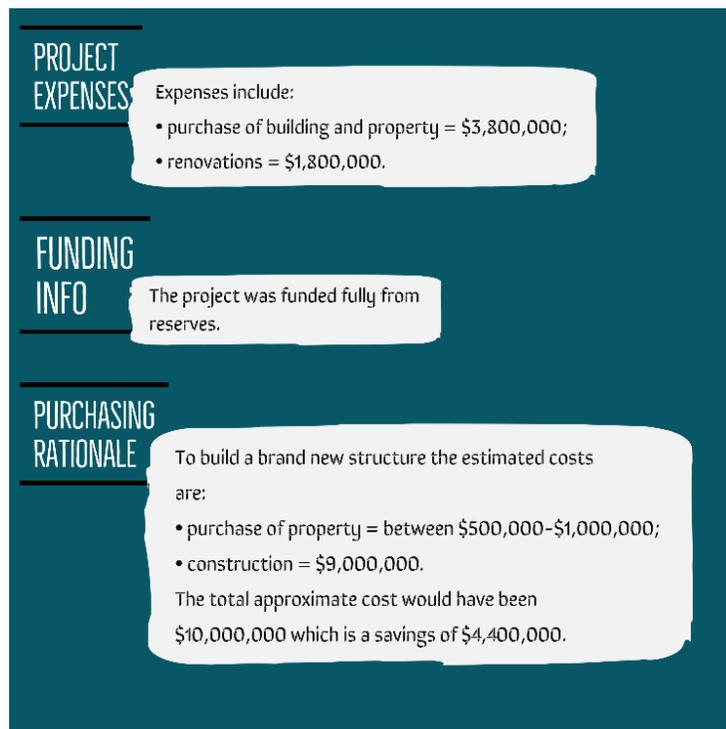
Financial Stewardship Short-term Goals & Work Plans

- By August 30, 2019, GSSD will have consolidated the non-school transportation, maintenance and central office facilities into one centralized location.
- By June 30, 2019, GSSD notified the RM of Orkney of the consolidation and notice that St. Magnus will no longer be maintained by GSSD.
- By June 30, 2019, GSSD completed the school review process to determine if grade discontinuance or school closure was required in the division.
- By June 30, 2019, GSSD conducted an organizational review project with Central Office to determine how to best utilize the human capital.
- By June 30, 2019, GSSD actualized the use of existing systems to enhance the functioning and effectiveness of the organization.
- By June 30, 2019, GSSD reviewed the budget on a monthly basis to identify efficiencies and develop division-wide priorities for reallocation of resources.
- By June 30, 2019, GSSD developed an internal audit program for school generated funds.
- By June 30, 2019, the Facilities Department concentrated infrastructure spending on improving classroom environments.

Local Measures for Financial Stewardship Priority

GSSD believes that we are all accountable. Board members, students, staff, families and community members have a responsibility, both individually and as part of the learning team, to participate and to contribute positively to public education. To accomplish this, GSSD must always look for new and innovative ways of doing division work. GSSD is also committed to providing modern, responsible infrastructure to maintain and promote the highest levels of support for students, staff, families and the community. It is a core responsibility of the school division to ensure buildings, grounds, transportation, and technology are built to meet current standards and that practices and procedures are in place to plan for a strong, vibrant future.

The graphic on the right was created to provide the public with a clear understanding regarding the financial implications associated with the consolidation project.



Analysis of Results

In 2018, Good Spirit School Division began preparations for renovations and amalgamation of the Sturgis, Yorkton and Kamsack bus garage facilities to a new location to be called Good Spirit Education Complex located on highway 9 north of Yorkton. The division identified areas where operational efficiencies could be realized and undertook a non-school facilities audit to identify key deficiencies found within the bus garages, maintenance shops, and the Fairview Education Centre. The estimated cost of the necessary upgrades was determined to be more than \$2 million. The estimated cost did not include any costs associated with some of the division's current operational needs such as additional storage for facilities material, supplies and equipment, a bus wash bay, or a training space for professional development.

Demographics

Students

GSSD uses a combination of straight-line projections, local knowledge, and Baragar Demographic Dynamics to determine projected enrolments.

As of September 30, 2018, 6,079 students were enrolled in Good Spirit School Division which was a decrease from 2017-18 (6,105 students).

The population of PreK students has increased from 149 students in 2014-15 to 164 students in 2018-19. Since 2014-15, Good Spirit has seen an increase of 49 Self-Identified FNMI students and 70 English as an Additional Language students.

| Grade | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------------------|--------------|--------------|--------------|--------------|--------------|
| Kindergarten | 481 | 474 | 428 | 440 | 396 |
| 1 | 472 | 484 | 488 | 439 | 470 |
| 2 | 464 | 468 | 498 | 501 | 442 |
| 3 | 450 | 465 | 486 | 504 | 493 |
| 4 | 438 | 440 | 472 | 485 | 494 |
| 5 | 479 | 438 | 465 | 476 | 481 |
| 6 | 447 | 467 | 434 | 455 | 468 |
| 7 | 460 | 455 | 471 | 432 | 442 |
| 8 | 475 | 464 | 459 | 483 | 430 |
| 9 | 461 | 488 | 476 | 478 | 505 |
| 10 | 521 | 477 | 500 | 498 | 505 |
| 11 | 507 | 499 | 425 | 480 | 455 |
| 12 | 491 | 498 | 502 | 434 | 498 |
| Total | 6,146 | 6,117 | 6,104 | 6,105 | 6,079 |

| | | | | | |
|-------------|-----|-----|-----|-----|-----|
| PreK | 149 | 146 | 146 | 156 | 164 |
|-------------|-----|-----|-----|-----|-----|

| Subpopulation Enrolments | Grades | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|-----------------|------------|------------|------------|------------|------------|
| Self-Identified FNMI | K to 3 | 273 | 278 | 288 | 293 | 274 |
| | 4 to 6 | 210 | 212 | 248 | 243 | 249 |
| | 7 to 9 | 208 | 209 | 211 | 231 | 235 |
| | 10 to 12 | 214 | 190 | 169 | 170 | 196 |
| | Total | 905 | 889 | 916 | 937 | 954 |
| English as an Additional Language | K to 3 | 44 | 54 | 72 | 59 | 76 |
| | 4 to 6 | 33 | 41 | 52 | 65 | 53 |
| | 7 to 9 | 31 | 32 | 41 | 31 | 37 |
| | 10 to 12 | 27 | 30 | 35 | 41 | 39 |
| | Total | 135 | 157 | 200 | 196 | 205 |

Notes:

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

Source: Ministry of Education, 2018

Staff

| Job Category | FTEs |
|--|--------------|
| Classroom teachers | 362.3 |
| Principals, vice-principals | 41.4 |
| Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees | 239.5 |
| Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees | 15.6 |
| Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers | 62.9 |
| Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers | 115.3 |
| League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education and superintendents | 5.0 |
| Total Full-Time Equivalent (FTE) Staff | 842.0 |

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: Good Spirit School Division Human Resources Department, 2019

Senior Management Team

The Director of Education/Chief Executive Officer, Quintin Robertson, reported directly to the Board of Education. As Director/CEO, Quintin was responsible for the administration of the division and had responsibility in the areas of Communications, Program Development, 5-Year Professional Development Continuum, Strategic Planning, and Student Services.

Deputy Director of Education Services, Donna Kriger, Chief Financial Officer, Keith Gervais, and Assistant to the Director, Heather Morris, directly reported to the Director of Education.

Three Superintendents of Education reported directly to the Deputy Director of Education. The Deputy Director of Education and each of the Superintendents of Education worked with school-based administrators as well as learning coaches throughout the division with specific responsibility in areas such as First Nations Métis Education, Early Learning, Graduation Rates, Home Based Education, English as an Additional Language, Human Resources, Student Services, Comprehensive School Community Health, Programming, Locally Developed Courses, Distributed Learning, Outcome-Based Report Cards and Technology Services. In August of 2019, a Superintendent of Human Resources joined the team under the direct supervision of the Deputy Director.

The Chief Financial Officer was responsible for budget, accounting, payroll, human resources, facilities, transportation, records management, insurance and the Local Authority Freedom of Information and Protection (LA FOIP). The Accounting Manager, Operations Manager, Payroll Supervisor, and Technology Coordinator reportedly directly to the Chief Financial Officer.

The Assistant to the Director was responsible for data mining, data disaggregation, communications, Board meeting preparation, and provided support to both Education and Corporate Services. The Receptionist and Learning Support Assistant directly reported to the Assistant to the Director. In May of 2019, a co-operative student joined the division in the role of Data Reporting Assistant under the supervision of the Assistant to the Director.

Infrastructure and Transportation

| School | Grades | Location |
|---------------------------------|---------|--------------|
| Bear Stream School | Colony | Kamsack |
| Calder School | K-8 | Calder |
| Canora Composite School | 5-12 | Canora |
| Canora Junior Elementary School | PreK-4 | Canora |
| Churchbridge Public School | K-12 | Churchbridge |
| Columbia School | PreK-8 | Yorkton |
| Davison School | PreK-6 | Melville |
| Dr. Brass School | PreK-8 | Yorkton |
| Esterhazy High School | 6-12 | Esterhazy |
| Grayson School | K-8 | Grayson |
| Invermay School | K-12 | Invermay |
| Kamsack Comprehensive Institute | 5-12 | Kamsack |
| Langenburg Central School | PreK-12 | Langenburg |
| Macdonald School | K-9 | Stockholm |
| M.C. Knoll School | K-8 | Yorkton |
| Melville Comprehensive School | 7-12 | Melville |
| Miller School | K-4 | Melville |
| Norquay School | K-12 | Norquay |
| PJ Gillen School | K-5 | Esterhazy |
| Preeceville School | K-12 | Preeceville |
| Saltcoats School | K-8 | Saltcoats |
| Silver Stream School | Colony | Melville |
| Springside School | K-8 | Springside |
| Sturgis Composite School | K-12 | Sturgis |
| Victoria School | PreK-4 | Kamsack |
| Yorkdale Central School | K-8 | Yorkton |
| Yorkton Regional High School | 9-12 | Yorkton |

Infrastructure Projects

| Infrastructure Projects | | | |
|-------------------------------|-------------------------------|--|--------------------|
| School | Project | Details | 2018-19 Cost |
| Yorkton Regional High School | Anne Portnuff Theatre | Replacement of seating, sound system, lighting, and curtains. | \$350,000 |
| Yorkton Regional High School | Roof Replacement | C-Wing roof section replaced | \$600,000 |
| Yorkton Regional High School | Change Room | Change Room upgrades including showers, lockers, and flooring. | \$140,000 |
| Dr. Brass School | Gym | Upgrades to gym ceiling, lighting, and mezzanine. | \$200,000 |
| Melville Comprehensive School | Air Handling Units | Replacement of Air Handling Units | \$140,000 |
| Norquay School | Roof Replacement | Replacement of Roof | \$120,000 |
| Division Office | Good Spirit Education Complex | Consolidation of Administration, Transportation and Facilities Departments | \$5,450,000 |
| Total | | | \$7,000,000 |

Transportation

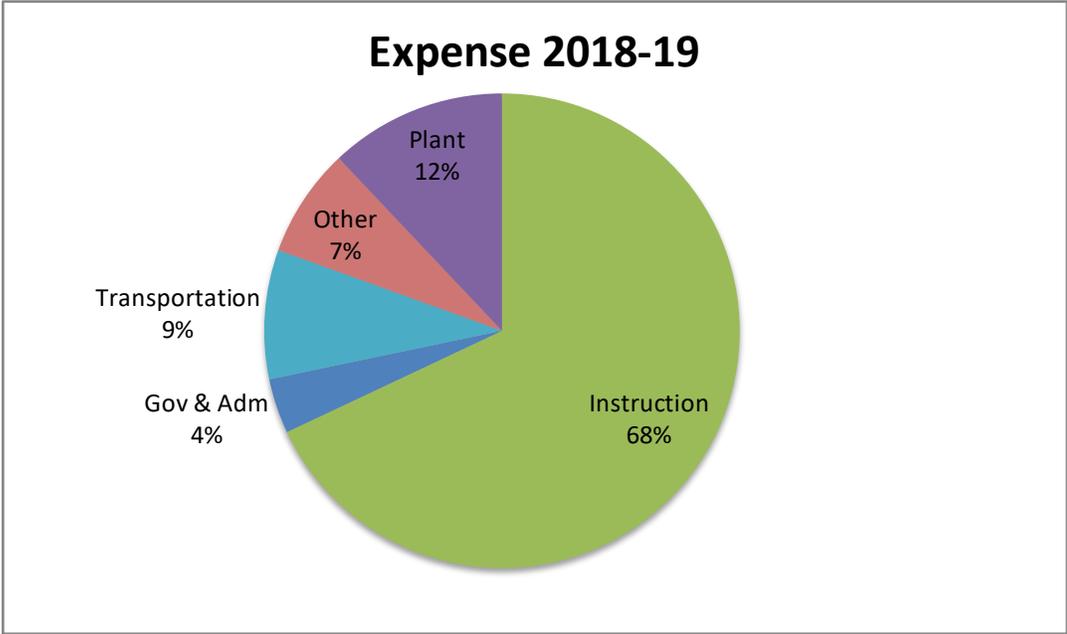
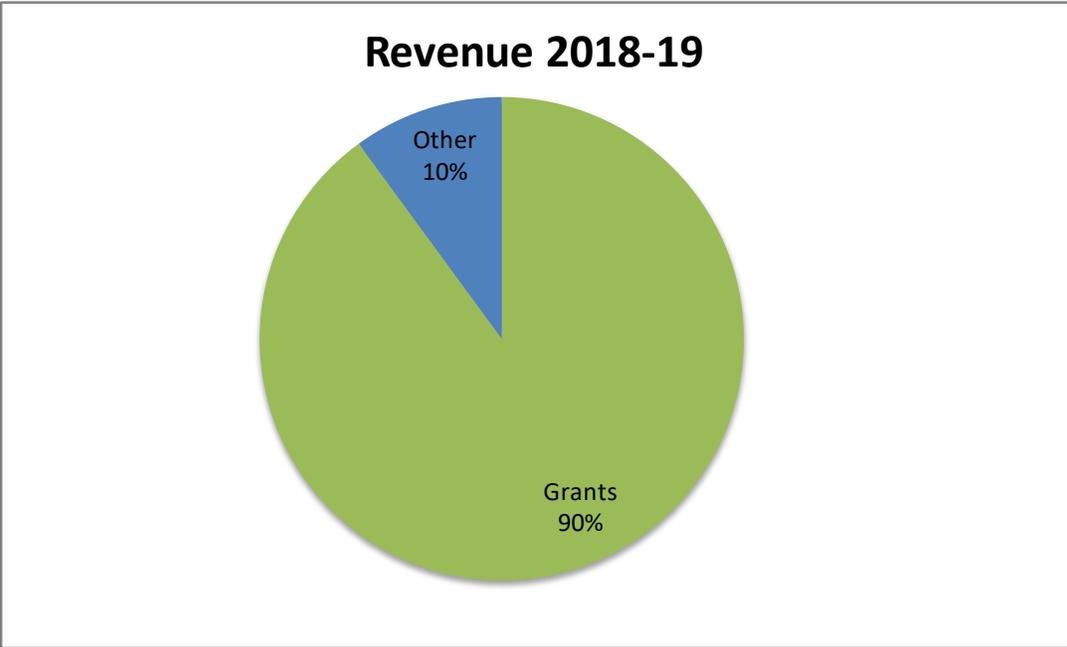
Good Spirit School Division is primarily a rural school division and a significant number of students are transported on school buses including urban students in the cities of Melville and Yorkton.

The Good Spirit School Division operates its own transportation fleet consisting of 104 regular route buses and 34 spare buses. The division owned bus fleet includes eight buses equipped with wheelchair lifts.

The division has some boundaries that are coterminous with those of Christ the Teacher Catholic Schools (CTTCS). GSSD transports CTTCS rural students to its schools in the communities of Melville and Yorkton. The student breakdown was 2,245 GSSD and 223 CTTCS students on GSSD buses.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

| | 2019 | 2019 | 2018 | Budget to Actual Variance | Budget to Actual % Variance | Note |
|---------------------------------------|--------------------|-------------------|--------------------|---------------------------------|-----------------------------------|------|
| | Budget | Actual | Actual | Over / (Under) | | |
| REVENUES | | | | | | |
| Property Taxation | - | 2,810 | 7,227,419 | 2,810 | 100% | 1 |
| Grants | 70,646,729 | 70,388,955 | 62,463,890 | (257,774) | 0% | |
| Tuition and Related Fees | 1,934,496 | 2,441,803 | 2,091,494 | 507,307 | 26% | 2 |
| School Generated Funds | 2,500,000 | 2,834,520 | 2,692,557 | 334,520 | 13% | 3 |
| Complementary Services | 857,564 | 849,127 | 843,196 | (8,437) | -1% | |
| External Services | 286,896 | 463,788 | 424,857 | 176,892 | 62% | 4 |
| Other | 438,000 | 1,276,192 | 761,658 | 838,192 | 191% | 5 |
| Total Revenues | 76,663,685 | 78,257,195 | 76,505,071 | 1,593,510 | 2% | |
| EXPENSES | | | | | | |
| Governance | 352,183 | 335,836 | 319,182 | (16,347) | -5% | |
| Administration | 2,689,319 | 2,582,126 | 2,552,814 | (107,193) | -4% | |
| Instruction | 54,616,701 | 53,232,829 | 53,160,207 | (1,383,872) | -3% | |
| Plant | 9,960,804 | 9,426,652 | 10,233,909 | (534,152) | -5% | 6 |
| Transportation | 7,366,967 | 6,897,393 | 7,299,620 | (469,574) | -6% | 7 |
| Tuition and Related Fees | 972,907 | 750,900 | 795,407 | (222,007) | -23% | 8 |
| School Generated Funds | 2,500,000 | 2,698,859 | 2,286,616 | 198,859 | 8% | 9 |
| Complementary Services | 839,913 | 839,672 | 844,491 | (241) | 0% | |
| External Services | 290,597 | 467,969 | 415,959 | 177,372 | 61% | 10 |
| Other Expenses | 87,920 | 1,069,362 | 2,479,042 | 981,442 | 1116% | 11 |
| Total Expenses | 79,677,311 | 78,301,598 | 80,387,247 | (1,375,713) | -2% | |
| Surplus (Deficit) for the Year | (3,013,626) | (44,403) | (3,882,176) | | | |

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

| Note | Explanation |
|------|---|
| 1 | Treaty Land Entitlement received. |
| 2 | Greater number of tuition paying students than budgeted. |
| 3 | Increased activity within schools. |
| 4 | Received Invitational Shared Services grant of \$150,000 |
| 5 | Insurance claim reimbursements, Community donors for Anne Portnuff Project, and deferred revenue from Fairview Education Land sale. |
| 6 | Savings in salaries and benefits from reduction of 2 positions. Savings in insurance, utilities, materials and supply costs. |
| 7 | Salary costs under budget, savings in repairs and maintenance, and lower amortization costs. |
| 8 | Fewer adult basic education students enrolled. |
| 9 | Increased activity at the school levels. |
| 10 | Expenses from invitational shared services were higher than estimated as a result of grants received. |
| 11 | Loss on disposal of buildings and buses. |

Appendix A – Payee List

Board Remuneration

| Name | Remuneration | Travel | | Professional Development | | Other | Total |
|---------------------------------|--------------|-------------|-----------------|--------------------------|-----------------|-------|--------|
| | | In Province | Out of Province | In Province | Out of Province | | |
| Anderson, Jade | 7,960 | 1,079 | - | 2,064 | - | - | 11,102 |
| Balyski, Christopher | 5,470 | 841 | - | 133 | - | - | 6,444 |
| Dokuchie, Gilda | 5,378 | 878 | - | 1,234 | - | - | 7,490 |
| Gendur, Gord | 6,485 | - | - | 1,291 | - | - | 7,776 |
| Johnson, Jaime | 8,838 | 2,262 | - | 918 | - | - | 12,018 |
| Leson, Shannon | 8,165 | 852 | - | 3,568 | - | - | 12,585 |
| Morrison, Jan | 8,403 | - | - | 1,178 | - | - | 9,581 |
| Simpson, Robert (Vice-Chair) | 13,538 | 1,416 | - | 3,145 | - | - | 18,099 |
| Smandych, Lois (Chair) | 16,780 | 1,397 | - | 4,571 | - | - | 22,748 |
| Stachura, Florence | 11,815 | 1,698 | - | 1,922 | - | - | 15,436 |
| Variyan, Steven | 6,058 | - | - | - | - | - | 6,058 |

Personal Services

| Name | Amount |
|--------------------|--------|
| ADAMS, PHIL R | 95,475 |
| ALMASI, DARCY D | 72,372 |
| ALSPACH, DANIEL | 89,079 |
| ANDRUSKO, MICHAEL | 87,410 |
| ANGELONI, BRIAN S | 91,047 |
| ANTONICHUK, LAURIE | 86,684 |
| BADOWICH, EDRALIN | 73,583 |
| BAILLIE, CURTIS D | 89,775 |
| BAILLIE, KOREN | 71,330 |
| BALBAR, NICOLE | 67,270 |
| BALL, MELISSA | 87,696 |

| Name | Amount |
|------------------|---------|
| BALL, TREVOR | 86,893 |
| BARON, CANDICE | 90,449 |
| BARSBY, KAYLYN N | 58,550 |
| BAYER, KIPP | 98,922 |
| BEATTY, SHAUNE M | 120,228 |
| BECKER, KELLY | 64,734 |
| BELLAMY, ERIC T | 91,983 |
| BERES, BREANNE L | 92,576 |
| BETGE, LORI L | 92,960 |
| BETKER, KIRK | 50,557 |
| BETTS, CASSANDRA | 74,512 |

| Name | Amount |
|-----------------------------|---------|
| BEWCYK, AMBER | 72,016 |
| BISHOP, AMY A | 86,204 |
| BISHOP, CLAIRE M | 95,809 |
| BJORNERUD, R. GRANT | 86,630 |
| BLAIR, JOEL D | 91,156 |
| BLATTER, ALEXANDRIA J | 66,312 |
| BLENDER, LAURA M | 51,227 |
| BLIGHT, MAUREEN | 103,342 |
| BOAKE, DONNA R | 85,165 |
| BOMBOIR, TIMOTHY R | 111,416 |
| BOYDA, JASON | 89,212 |
| BOYLE, DANIEL C | 82,962 |
| BREITKREUZ, TANYA L | 86,876 |
| BRENNER, SUSAN A | 91,419 |
| BUDZ, DIAN | 86,838 |
| BUDZ, NOEL | 108,336 |
| BUHLER, ROBERT H | 86,486 |
| BULITZ, DEBORAH L | 82,445 |
| BURYM, DALLAS M | 68,238 |
| CAMERON, BRADLEY | 113,881 |
| CAMPBELL, SARA | 76,523 |
| CARBNO, BRENDA M | 76,966 |
| CAREY, TARA | 77,621 |
| CASTLE, EMMA J | 57,296 |
| CASTLE, PENNY S | 106,788 |
| CHANIN, SHEA S | 59,353 |
| CHAPMAN, LORAN E | 87,004 |
| CHAPMAN, MICHAEL P | 81,291 |
| CHEWKA, ALICIA L | 81,752 |
| CHRISTIE-PETROVICH, SARAH E | 76,657 |
| CHUTSKOFF, KIMBERLY | 86,812 |
| CLARKE, NICOLE R | 70,791 |
| COBB, REGAN | 70,922 |
| COLEMAN, DONALD R | 87,837 |
| COOMBER-BENDTSEN, DANIEL J | 82,894 |
| CORSON, LEE ANN | 86,507 |
| COUNCIL, TREVOR | 65,048 |
| COURVILLE, HEATHER D | 86,630 |
| CRAIG, JILL | 76,472 |
| CROSS, DANIEL T | 86,054 |

| Name | Amount |
|------------------------|---------|
| CROW, EMILY | 66,391 |
| CYHLA, HOLLY A | 90,286 |
| CYMBALISTY, SHARON A | 70,239 |
| DANIEL, KENT R | 88,759 |
| DANYLKO, TAMMY A | 87,496 |
| DANYLUK, CHRISTINE | 102,874 |
| DAVIS, KIM D | 55,240 |
| DAVIS, LAURA M | 70,311 |
| DAVIS, SHAWNA M | 87,025 |
| DELONG, STEVEN J | 73,184 |
| DERKATCH, JHONNETTE M | 73,048 |
| DESHAIES, KARA | 85,340 |
| DEWARLE, CARLA R | 87,429 |
| DIDUCK, SANDRA | 87,601 |
| DIERKER, KELLY E | 56,573 |
| DODGE, WILLIAM | 86,423 |
| DONOVAN, PATTI-JO | 86,306 |
| DRADER, BLAIR T | 97,736 |
| DRADER, SUSAN E | 100,630 |
| DUCZEK, KEIGAN | 57,387 |
| DYCK, LISA M | 87,152 |
| EBERT, JEANNETTE A | 87,837 |
| EDGAR, GRANT A | 86,528 |
| EFFA, ROBYN R | 88,140 |
| EITENEIER, KIM E | 101,362 |
| ELMY, KERI D | 87,446 |
| ELPHINSTONE, MADISON | 54,547 |
| ENGE, DIANA | 88,146 |
| ERHARDT, GORDON T | 120,567 |
| ERHARDT, JO-ANN | 88,094 |
| ERHARDT, LAUREL D | 91,386 |
| ERICKSON, CALLA | 90,971 |
| ERICKSON, ERIN E | 90,994 |
| EXNER, RHONDA L | 86,408 |
| FARQUHARSON, CRYSTAL | 88,946 |
| FARQUHARSON, MICHAEL J | 91,801 |
| FAST, LISA | 86,108 |
| FEDORAK, ZACHARY C | 51,256 |
| FEDORCHUK, TRACEY | 87,920 |
| FLEURY, RANDY | 64,526 |

| Name | Amount |
|---------------------------|---------|
| FLEURY, TAMMY | 87,177 |
| FLICK, TENILLE J | 88,044 |
| FOLK, CRAIG | 86,705 |
| FORSYTHE, MARK R | 162,745 |
| FORSYTHE, TRACY L | 119,586 |
| FRANKLIN, CARY | 93,092 |
| FREDERICKSON, NICOLE | 53,689 |
| GALE, CANDICE | 86,054 |
| GAREAU, RYAN K | 108,859 |
| GEERDTS, PAUL S | 82,754 |
| GEISTLINGER, JENNIFER | 86,407 |
| GERHARDT, CATHY | 99,747 |
| GERVAIS, KEITH | 145,292 |
| GILLIS, RONALD E | 106,066 |
| GITTA-MORGAN, ANGELA C | 66,986 |
| GORDON, JASON | 112,473 |
| GOSSELIN, ROBERT J | 63,035 |
| GOULDEN, MICHELLE D | 79,196 |
| GRAAS, ERIN | 67,842 |
| GRAFF, ROBERT E | 72,038 |
| GREENSIDES, SARAH M | 91,058 |
| GRILL TULLOCH, KATHLEEN I | 86,785 |
| GROCHOLSKI, GEOFF | 76,764 |
| GRONA, MELISSA D | 104,225 |
| GUILLET, MICHELLE L | 87,284 |
| GULKA, KIMBERLY C | 73,641 |
| HACK, KENDAL | 74,406 |
| HACZKEWICZ, MICHELE J | 106,527 |
| HACZKEWICZ, MIKE J | 122,909 |
| HAMILTON, DONNA L | 93,300 |
| HANSON, KENDRA R | 53,644 |
| HANSON, LESLEA | 89,941 |
| HARASEN, SHAELYNN L | 60,182 |
| HARDY, JANINE A | 70,558 |
| HARRICK, CHRISTY D | 96,014 |
| HAUGEN, TARA M | 95,366 |
| HAWLEY, CHRISTINE S | 58,582 |
| HAWLEY, LIBERTY V | 64,145 |
| HEARN, LAUREN L | 86,976 |
| HEGEDUS, MEGAN | 82,121 |

| Name | Amount |
|---------------------|---------|
| HEIN, BRADLEY A | 52,425 |
| HEISE, RICK A | 96,228 |
| HELFRICH, KENDRA M | 95,502 |
| HELMECZI, DAWN M | 86,622 |
| HERMISTON, LISA | 92,178 |
| HICKS, CHAD | 76,271 |
| HICKS, JILLIAN L | 88,163 |
| HOFFMAN, ANDREW | 85,827 |
| HOLM, SHARON | 80,471 |
| HOLOVACH, KRISTIE A | 83,857 |
| HOMENIUK, SIMONE N | 89,897 |
| HOVIND, KAREN | 66,498 |
| HOZJAN, DONNA M | 87,032 |
| HRUSKA, BAILEY D | 63,869 |
| HRYNCHYSHYN, NATHAN | 70,929 |
| HRYWKIW, ERNEST A | 50,352 |
| HUANG, LORRAINE M | 90,833 |
| HUCKELL, TRACY R | 104,141 |
| HULL, ALLYSON | 62,794 |
| HURLBURT, MEGHAN J | 68,147 |
| HURLEY, SHANNON R | 88,436 |
| INGHAM, JENNIFER | 94,506 |
| JAMES, DARRYL | 114,193 |
| JARVIS, LEANN M | 87,375 |
| JOHANSON, MELISSA M | 106,682 |
| JOHNSON, BARBARA | 68,557 |
| JOHNSON, CORY E | 69,708 |
| JORDAN, RYAN | 91,386 |
| KACHUR, JESSICA | 69,636 |
| KAMINSKI, LYNETTE M | 90,039 |
| KAMINSKI, SHELDON G | 93,518 |
| KAPITOLER, ROBIN | 86,638 |
| KASHMERE, PAIGE | 53,220 |
| KATCHIN, LISA J | 91,023 |
| KATZBERG, WESLEY | 81,506 |
| KAWA, ALISON M | 61,915 |
| KEMPTON, TIMOTHY J | 91,775 |
| KENTEL, LAUREL J | 88,073 |
| KINDIAK, RENEE C | 90,963 |
| KINDRATSKY, JANEL | 90,326 |

| Name | Amount |
|--------------------------|---------|
| KING, DOUG | 110,431 |
| KIRK, CELENE M | 71,009 |
| KIRK, MYRON L | 102,137 |
| KIRSCHMAN, CHELSEY K | 84,868 |
| KIRSCHMAN, CORREEN | 68,953 |
| KIRSCHMAN-LUTZ, CARMELLA | 65,892 |
| KITCHEN, CHANTEL L | 93,898 |
| KITCHEN, KEVIN C | 92,038 |
| KITCHEN, LEONA L | 88,853 |
| KITSCH, DARREN | 89,323 |
| KITTELSON, MURRAY D | 91,315 |
| KITTLER, CARMAL | 56,161 |
| KNIGHT, ANITA L | 87,360 |
| KNIGHT, COLIN M | 83,907 |
| KOBERINSKI, CHAD | 86,899 |
| KORNAGA, AMANDA M | 110,861 |
| KOROL, TERESA | 133,108 |
| KOSKIE, KATHERINE | 67,176 |
| KOSTELNYK, DANA A | 91,491 |
| KOSTIUK, SHAWN M | 109,003 |
| KOVAL, LAURIE E | 87,422 |
| KRASOWSKI, DARCIE D | 91,180 |
| KRAWETZ, BRYCE | 115,243 |
| KREKLEWICH, DOUG | 86,587 |
| KREKLEWICH, MELANIE | 86,159 |
| KRESAK, DAVID | 70,920 |
| KRIENKE, LUKE | 88,581 |
| KRIGER, DONNA | 174,791 |
| KULCSAR, SHARALEE | 73,681 |
| KUSCHAK, ALYSSA K | 66,823 |
| KUZ, KELSEY M | 62,565 |
| KYLE, ALAN T | 77,829 |
| KYLE, JESSICA J | 76,374 |
| LAKE, ELORA R | 74,153 |
| LAMBERT, KELLY A | 92,258 |
| LAMBERT, RYAN | 97,333 |
| LANDSTAD, CYNTHIA | 85,232 |
| LANGILLE, ASHTEN L | 62,740 |
| LANGLEY, DAVID T | 69,537 |
| LARIO, TONILEE | 87,794 |

| Name | Amount |
|-----------------------|---------|
| LAVIOLETTE, AMANDA K | 84,529 |
| LECHNER, BRANDY | 86,343 |
| LECHNER, CHAD | 100,763 |
| LEIDL, ALISA D | 153,040 |
| LENOUAIL, KENT A | 56,675 |
| LESANN, JEANNINE M | 79,316 |
| LESSER, SHERRY | 89,496 |
| LEWIS, CARLA | 88,666 |
| LINDSAY, KERI L | 82,160 |
| LINSLEY, KERRY | 90,428 |
| LIPPAI, WANITA L | 98,277 |
| LIVINGSTON, ASHLEY | 72,451 |
| LONGMAN, ALICIA L | 70,369 |
| LORENZO, DESIREE L | 70,958 |
| LORENZO, TYLER M | 72,375 |
| LOVAS, DENISE E | 87,299 |
| LOWES, L. THOMAS | 92,951 |
| LUTZ, RON | 92,113 |
| MAIN, NANCY C | 58,043 |
| MALKOSKE, AMIE | 70,726 |
| MARCHAND, GLENN A | 86,976 |
| MARKHAM, KACEY | 78,965 |
| MATTE, REBECCA J | 52,096 |
| MATTHEWS, NOLAN | 56,075 |
| MATTHEWS, RICHELLE L | 72,080 |
| MCBRIDE, JOHNNA | 111,135 |
| MCDOWELL, BENSON | 89,279 |
| MCDOWELL, CHAD M | 92,078 |
| MCGONIGAL, ALEXIS N | 80,411 |
| MCINTYRE, SHANNON L | 77,358 |
| MERRIAM, KIMBERLY | 90,272 |
| MICHALCHUK, KAREN L | 87,022 |
| MICHALISHEN, SHARON L | 97,865 |
| MILES, LESLEY | 92,044 |
| MILLER, DUANE J | 90,787 |
| MITSCHKE, CHRISTINE M | 86,607 |
| MOLARO, JOCELYN N | 83,848 |
| MOLNAR, MARLEE | 78,542 |
| MOORE, AMBER K | 89,776 |
| MORIN, HEATH | 92,406 |

| Name | Amount |
|------------------------|---------|
| MORLEY, MELISSA | 61,557 |
| MORLEY, MICHELLE | 103,490 |
| MORRIS, HEATHER | 80,965 |
| MUIR, SUSAN D | 90,234 |
| MULHERN, DEREK G | 65,993 |
| MUND, HEATHER | 94,746 |
| MURPHY, LEAH M | 71,199 |
| MUZYKA, DENNIS | 55,054 |
| NAGY, CAROL R | 86,945 |
| NASHIEM, DARLA | 106,773 |
| NEEDHAM, BRANDON | 122,035 |
| NEIBRANDT, EVAN D | 68,619 |
| NEIBRANDT, KAELYN N | 61,828 |
| NELSON, DALICE | 88,559 |
| NESSETH, DENNIS J | 107,676 |
| NEUSTAETER, KRISTINE F | 78,189 |
| NEWMAN, KELSEY M | 89,969 |
| NICHOL, JULIANA M | 72,394 |
| NIELSEN, DUSTIN C | 89,808 |
| OLAFSON, PENNY I | 86,238 |
| OLSON, CARLA | 88,724 |
| OLSON, TRACEY L | 87,374 |
| OLSON, TREVOR | 109,205 |
| ONDA, SUSAN D | 81,251 |
| ONslow, SARAH | 64,734 |
| OSTAFIE, LINDSEY | 87,470 |
| OSTAPOWICH, PERRY A | 93,000 |
| ODIE, GERMAINE L | 91,187 |
| PANDIT, PRIYA | 90,234 |
| PARISLOFF, JULIE C | 100,846 |
| PARMAR, VIJAY S | 120,723 |
| PARSONS, TERRI L | 93,015 |
| PARSONS, TRICIA A | 86,184 |
| PATERSON, HEIDI | 95,642 |
| PATZWALD, ALANA | 86,063 |
| PAWLIW, EUGENE N | 90,234 |
| PAYNE, JASON W | 91,709 |
| PEARCE, ANDREW | 77,591 |
| PELLETIER, BARBARA E | 65,606 |
| PENNELL, COLLEEN A | 93,399 |

| Name | Amount |
|-----------------------------|---------|
| PEREPELUK-NIECKAR, KELLY | 92,478 |
| PETERS, LINDSAY J | 92,623 |
| PETERSON, KRISTEN S | 87,809 |
| PFEIFER, DION C | 87,596 |
| PHILLIPPI, DONNA M | 92,029 |
| PIERCEY, NICOLE R | 101,319 |
| PITSULA, LAUREL | 56,161 |
| PLACATKA, DAVID | 86,130 |
| PLOSZ, SHEAN | 52,703 |
| PONCELET, LEE D | 86,423 |
| PRESTIE, ARLENE | 88,947 |
| PRINCE, FALLON L | 68,739 |
| PRYCHAK, JENNIFER | 87,089 |
| PSUTKA, CAROLYNE | 82,917 |
| RAINE, CHARLOTTE E | 104,012 |
| REDMOND, SHAWN C | 90,234 |
| REEVE, RHETT I | 70,873 |
| REILKOFF-LEIS, MIRANDA L | 68,849 |
| REMINEK, MEGAN | 81,435 |
| RICE, ALLISON J | 87,129 |
| RIECKEN, BETHANY | 71,444 |
| RINK, JOSEY A | 65,630 |
| ROACH, SHARON M | 97,053 |
| ROBERTSON, QUINTIN M | 204,908 |
| ROBERTSON, SUSAN M | 74,484 |
| ROCK, ALLYSON K | 72,103 |
| ROMANCHUK, TARA L | 90,666 |
| RONDEAU, ANDREW P | 92,974 |
| ROSOWSKY, SHAWNA | 88,438 |
| ROSTOTSKI, EVAN K | 82,057 |
| RUBLETZ, STACY | 94,512 |
| RUF, SARAH | 66,769 |
| RUF, VALERIE | 109,816 |
| RUSNAK, JENNA-LEE | 58,556 |
| RUSNAK, LAURA-ANNE | 62,790 |
| RUTTEN, DARLENE | 50,017 |
| SAPARA, DEVIN J | 71,028 |
| SAPIEHA, NOELLE E | 81,956 |
| SAUSER, TAMARA | 88,476 |
| SCHARNATTA-KERR, CHARLENE L | 86,421 |

| Name | Amount |
|--------------------------|---------|
| SCHEFFLER, GARY R | 103,322 |
| SCHENDEL, MARK E | 88,096 |
| SCHERLOSKI, DORANDA L | 85,520 |
| SCHICK, MEGAN D | 53,701 |
| SCHLAMP, TOM M | 90,535 |
| SCHLECHTER, CARRIE J | 70,347 |
| SCHMELINSKY, CHRISTA | 75,814 |
| SCHMIDT, DANIELLE | 53,291 |
| SCHWARTZ, JOANNE | 87,111 |
| SEELEY, TWILA D | 66,413 |
| SEEREY, KENT | 97,714 |
| SEGHERS, NATHAN | 72,436 |
| SERDACHNY, DEREK | 82,801 |
| SERDACHNY, LISA B | 88,082 |
| SEVERSON, DOUG | 93,129 |
| SHABATOSKI, WENDY | 92,789 |
| SHARPE, ROBY J | 87,482 |
| SHIELDS, KELSEY D | 112,466 |
| SHIVAK, BECKY | 87,318 |
| SHIVAK-LANGFORD, MADISON | 82,481 |
| SIDORYK, DALE | 91,162 |
| SIMMONS, BRITTANY | 85,284 |
| SIMON, KENDRA | 101,567 |
| SIMONSEN, RANDEEN | 86,451 |
| SIPPLE, AIMEE | 88,656 |
| SLEEVA, JENNIFER | 89,415 |
| SLIVA, DAVID | 92,116 |
| SMIDT, JULIANNE | 80,962 |
| SMITH, CINDY E | 112,407 |
| SMITH, JESSICA M | 80,108 |
| SOMOGYI, RAE-LYNN | 74,478 |
| SPELAY, CURTIS M | 92,608 |
| SPENCER, JACKELYN G | 100,941 |
| SPIECHUK, RAQUEL C | 92,815 |
| STANEK-SEBASTIAN, LANA L | 91,894 |
| STANKO, RYAN A | 78,271 |
| STANKUSZ, ALEKSANDRA A | 83,024 |
| STEBELESKI, CATHERINE M | 62,939 |
| STECIUK, KERRIE | 60,720 |
| STECIUK, RODNEY | 111,524 |

| Name | Amount |
|--------------------------|---------|
| STEFFENSON, CANDICE | 86,777 |
| STEINER, LANA | 68,573 |
| STEWART, JODI MAY | 91,689 |
| STRIMBOLD, ERIKA | 54,060 |
| STUPAK, CORY J | 64,526 |
| SVEINBJORNSON, LAURA | 68,156 |
| SVENSON, JOHN E | 93,825 |
| SWEEZEY, TERREN S | 64,526 |
| SWIDZINSKI, CRYSTAL M | 86,715 |
| SWIDZINSKI, THAD M | 103,428 |
| SZABO, JANA L | 86,054 |
| SZNERCH, CINDY-JANE | 88,112 |
| TAYPOTAT, TAMMY | 91,567 |
| TEH, SEOK CHENG | 96,575 |
| TENEYCKE, ALISON | 51,952 |
| TETHER, KRISTINE A | 76,274 |
| THERRIEN, NICOLE | 76,590 |
| THOMAS, KARIE | 113,268 |
| THOMAS, LUCAS J | 57,012 |
| THOMPSON, ROBERT K | 72,038 |
| TKACHUK, DON G | 93,062 |
| TOFFAN, VALDA | 88,558 |
| TOMOLAK, TENNILLE P | 70,303 |
| TROST, JASON M | 132,335 |
| TROST, KERRILYN | 92,573 |
| TROWELL, BRITTANY | 67,315 |
| TULLOCH, GLENDA | 89,267 |
| TURCHINETZ, DEAN G | 86,470 |
| TYTLANDSVIK, LISA | 91,319 |
| UNCHULENKO, AIMEE | 86,452 |
| UNTERSCHUTE, KIMBERLEY M | 82,400 |
| VAN EEDEN, CINDY | 89,776 |
| VAUGHAN, SCOTT D | 75,780 |
| VEN DER BUHS, JORDAN G | 64,139 |
| VOSPER, KIMBERLY A | 86,686 |
| WALDBAUER, SHAELYNN | 80,190 |
| WALDBAUER, TRISHA R | 58,702 |
| WALKER, BROOKE E | 67,006 |
| WALKER, DION J | 90,249 |
| WALKER, FRANK L | 57,097 |

| Name | Amount |
|------------------|---------|
| WALKER, JARRET R | 89,373 |
| WALKER, KELLY | 88,113 |
| WALLIS, SCOTT K | 84,591 |
| WANDY, DARREN W | 103,318 |
| WAWRYK, AMBER J | 91,000 |
| WAWRYK, RYLEY G | 86,348 |
| WEIR, BRENDON | 62,332 |
| WELKE, LAUREL M | 103,755 |
| WENDELL, NEIL G | 91,440 |
| WERLE, PAMELA L | 87,344 |
| WESTBERG, SHELLY | 86,623 |
| WIHAK, DONALD L | 96,445 |
| WILGOSH, KAREN | 88,479 |
| WILK, LOGAN | 63,576 |
| WILK, MICHAEL | 71,604 |
| WILLEMS, BECKY M | 60,947 |

| Name | Amount |
|---------------------|---------|
| WILLEMS, GLEN A | 90,234 |
| WILLIAMS, CHELSEY L | 50,922 |
| WILSON, JULIE M | 86,442 |
| WILSON, STUART K | 93,406 |
| WIRL, SHAUNA | 74,024 |
| WOTHERSPOON, LISA M | 153,340 |
| YEADON, LISA L | 85,618 |
| YEMEN, T. SCOTT | 90,982 |
| ZACK, TERRY R | 90,234 |
| ZALISCHUK, ELAINE J | 89,263 |
| ZAWISLAK, NANCY M | 81,818 |
| ZAYSHLEY, DARLA J | 86,151 |
| ZERR, PATTI R | 82,178 |
| ZUBKO, RHONDA R | 86,426 |
| ZUBKO, SHAYNA R | 78,514 |

Transfers

| Name | Amount |
|-----------------------------|---------|
| Parkland College (Melville) | 611,310 |
| Swan Valley School Division | 108,800 |

| Name | Amount |
|---------------------------|---------|
| Yorkton Tribal Admin Inc. | 150,000 |

Supplier Payments

| Name | Amount |
|--------------------------------|---------|
| A. Myrowich Building Materials | 129,011 |
| Access 2000 Elevator & Lift | 77,964 |
| Bank of Montreal | 654,476 |
| Brendonn Holdings LTD | 518,487 |
| Christie Lites Sales | 189,537 |
| City of Yorkton | 95,626 |
| Clark Roofing (1964) LTD | 128,685 |
| DU-ALL Drywall | 121,072 |
| Federated Co-operatives LTD | 514,656 |
| Fedorowich Construction Co LTD | 53,480 |
| GL Mobile Communications | 53,603 |
| HBI Office Plus INC | 163,482 |
| IBM Canada | 82,362 |
| L.M. Driving School | 135,839 |

| Name | Amount |
|--------------------------------|-----------|
| Legacy Bus Sales LTD | 76,203 |
| Logan Stevens Construction | 203,830 |
| MCS Community Development | 75,293 |
| Microage-Regina | 71,148 |
| Nixon Electrical Service LTD | 593,342 |
| NL Construction Inc | 399,449 |
| Optimum Roofing Ltd | 524,631 |
| Pearson Canada INC | 87,810 |
| Playquest | 103,749 |
| Powerschool Canada ULC | 371,367 |
| Pratt's Wholesale Food Service | 60,672 |
| Restorex Disaster Restoration | 98,839 |
| Sask Energy | 509,710 |
| Sask Power Corporation | 1,193,710 |

| Name | Amount |
|--------------------------------|-----------|
| Sasktel | 293,080 |
| SGI- Motor Vehicle Division | 118,072 |
| Shanahan's LTD Partnership | 194,623 |
| Shawn Patenaude Law in Trust | 3,713,233 |
| St. John's Music LTD | 77,367 |
| Sterling Truck & Trailer Sales | 55,450 |
| Stockholm CO-OP | 50,252 |
| Supreme Basics | 51,969 |
| Sylogist LTD | 163,579 |
| Sysco Food Services | 77,244 |
| Tag's Plumbing & Heating LTD | 55,971 |
| Tech Data Canada Corporation | 78,209 |

| Name | Amount |
|---|---------|
| Together We Can Professional Consulting | 60,000 |
| Toshiba Business Solutions | 126,942 |
| Tymark Construction LTD | 180,760 |
| Veritiv Canada INC | 204,255 |
| Wagner's Flooring LTD | 96,560 |
| Warner Truck Industries LTD | 790,923 |
| Western Financial Group | 234,223 |
| Yorkton Plumbing & Heating | 747,111 |
| YRHS | 55,076 |
| 1080 Architecture Planning & Interiors | 227,224 |

Other Expenditures

| Name | Amount |
|-----------------------------|------------|
| CUPE 4784 | 134,076 |
| Good Spirit Teachers | 73,661 |
| Marsh Canada Limited | 290,417 |
| Municipal Employees Pension | 2,556,059 |
| Receiver General For Canada | 14,332,791 |

| Name | Amount |
|-------------------------------|-----------|
| Sask School Boards Assoc. | 911,524 |
| Sask Teachers Federation | 4,492,719 |
| Sask Teachers Superannuation | 73,221 |
| Sask Workers Compensation BRD | 214,768 |

Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

Of the Good Spirit School Division No. 204

School Division No. 2040500

For the Period Ending: August 31, 2019

Keith Gervais, CPA, CMA

Chief Financial Officer

Miller Moar Grodecki Krelewich & Chorney

Auditor

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

CONTENTS

| | |
|-----------------|--|
| 1 | Management Responsibility for Financial Statements |
| 2 - 3 | Auditors' Report |
| 4 | Statement of Financial Position |
| 5 | Statement of Operations and Accumulated Surplus from Operations |
| 6 | Statement of Changes in Net Financial Assets |
| 7 | Statement of Cash Flows |
| A1 - A3 | Schedule A: Supplementary Details of Revenue |
| B1 - B3 | Schedule B: Supplementary Details of Expenses |
| C1 | Schedule C: Supplementary Details of Tangible Capital Assets |
| D1 | Schedule D: Non-Cash Items Included in Surplus/Deficit |
| D1 | Schedule E: Net Change in Non-Cash Operating Activities |
| N1 - N18 | Notes to Financial Statements |

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, Miller Moar Grodecki Kreklewich & Chorney, 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 Good Spirit School Division No. 204:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 14, 2019

INDEPENDENT AUDITOR'S REPORT

To: The Chairman and Board of Trustees of the
Good Spirit School Division No. 204
Yorkton, Saskatchewan

Opinion

We have audited the financial statements of Good Spirit School Division No. 204 (the School Division) which comprise the statement of financial position as at August 31, 2019, and the statements of operations, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Good Spirit School Division No. 204 as at August 31, 2019, and the results of its operations, changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

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

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

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the 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.

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:

Continued on the next page...

- 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.

Miller Moar Grodecki Krekewich + Chorney

MILLER MOAR GRODECKI KREKLEWICH & CHORNEY
Chartered Professional Accountants

Melville, Saskatchewan
November 14, 2019

Good Spirit School Division No. 204
Statement of Financial Position
as at August 31, 2019

| | 2019 | 2018 |
|---|-------------------|-------------------|
| | \$ | \$ |
| Financial Assets | | |
| Cash and Cash Equivalents | 14,017,015 | 16,950,746 |
| Accounts Receivable (Note 7) | 1,204,612 | 934,232 |
| Portfolio Investments (Note 3) | 57,008 | 56,691 |
| Total Financial Assets | 15,278,635 | 17,941,669 |
| Liabilities | | |
| Accounts Payable and Accrued Liabilities (Note 8) | 3,037,664 | 2,963,296 |
| Long-Term Debt (Note 9) | 1,097,408 | 2,539,135 |
| Liability for Employee Future Benefits (Note 5) | 852,600 | 812,200 |
| Deferred Revenue (Note 10) | 568,022 | 1,137,791 |
| Total Liabilities | 5,555,694 | 7,452,422 |
| Net Financial Assets | 9,722,941 | 10,489,247 |
| Non-Financial Assets | | |
| Tangible Capital Assets (Schedule C) | 64,304,247 | 64,151,353 |
| Prepaid Expenses | 1,474,119 | 905,110 |
| Total Non-Financial Assets | 65,778,366 | 65,056,463 |
| Accumulated Surplus (Note 13) | 75,501,307 | 75,545,710 |

Contingent Liabilities (Note 16)
 Contractual Obligations and Commitments (Note 17)

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

Approved by the Board:





Chairperson

Chief Financial Officer

Good Spirit School Division No. 204
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2019

| | 2019 Budget | 2019 Actual | 2018 Actual |
|---|------------------------|------------------------|------------------------|
| | \$ | \$ | \$ |
| REVENUES | (Note 14) | | |
| Property Taxes and Other Related Grants | - | 2,810 | 7,227,419 |
| Tuition and Related Fees | 70,646,729 | 70,388,955 | 62,463,890 |
| School Generated Funds | 1,934,496 | 2,441,803 | 2,091,494 |
| Complementary Services (Note 11) | 2,500,000 | 2,834,520 | 2,692,557 |
| External Services (Note 12) | 857,564 | 849,127 | 843,196 |
| Other | 286,896 | 463,788 | 424,857 |
| | 438,000 | 1,276,192 | 761,658 |
| Total Revenues (Schedule A) | 76,663,685 | 78,257,195 | 76,505,071 |
| EXPENSES | | | |
| Governance | 352,183 | 335,836 | 319,182 |
| Administration | 2,689,319 | 2,582,126 | 2,552,814 |
| Instruction | 54,616,701 | 53,232,829 | 53,160,207 |
| Plant | 9,960,804 | 9,426,652 | 10,233,909 |
| Transportation | 7,366,967 | 6,897,393 | 7,299,620 |
| Tuition and Related Fees | 972,907 | 750,900 | 795,407 |
| School Generated Funds | 2,500,000 | 2,698,859 | 2,286,616 |
| Complementary Services (Note 11) | 839,913 | 839,672 | 844,491 |
| External Services (Note 12) | 290,597 | 467,969 | 415,959 |
| Other | 87,920 | 1,069,362 | 2,479,042 |
| Total Expenses (Schedule B) | 79,677,311 | 78,301,598 | 80,387,247 |
| Operating (Deficit) for the Year | (3,013,626) | (44,403) | (3,882,176) |
| Accumulated Surplus from Operations, Beginning of Year | 75,545,710 | 75,545,710 | 79,427,886 |
| Accumulated Surplus from Operations, End of Year | 72,532,084 | 75,501,307 | 75,545,710 |

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

Good Spirit School Division No. 204
Statement of Changes in Net Financial Assets
for the year ended August 31, 2019

| | 2019 Budget | 2019 Actual | 2018 Actual |
|--|------------------------|------------------------|------------------------|
| | \$ | \$ | \$ |
| | (Note 14) | | |
| Net Financial Assets, Beginning of Year | 10,489,247 | 10,489,247 | 13,164,026 |
| Changes During the Year | | | |
| Operating (Deficit) for the Year | (3,013,626) | (44,403) | (3,882,176) |
| Acquisition of Tangible Capital Assets (Schedule C) | (1,393,000) | (6,103,388) | (3,805,775) |
| Proceeds on Disposal of Tangible Capital Assets (Schedule C) | - | 655,826 | 107,242 |
| Net Loss on Disposal of Capital Assets (Schedule C) | - | 1,000,371 | 361,204 |
| Amortization of Tangible Capital Assets (Schedule C) | 4,452,125 | 4,294,297 | 4,531,469 |
| Net Change in Other Non-Financial Assets | - | (569,009) | 13,257 |
| Change in Net Financial Assets | 45,499 | (766,306) | (2,674,779) |
| Net Financial Assets, End of Year | 10,534,746 | 9,722,941 | 10,489,247 |

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

Good Spirit School Division No. 204
Statement of Cash Flows
for the year ended August 31, 2019

| | 2019 | 2018 |
|--|--------------------|--------------------|
| | \$ | \$ |
| OPERATING ACTIVITIES | | |
| Operating (Deficit) for the Year | (44,403) | (3,882,176) |
| Add Non-Cash Items Included in Deficit (Schedule D) | 5,294,668 | 4,892,673 |
| Net Change in Non-Cash Operating Activities (Schedule E) | (1,294,390) | 8,268,952 |
| Cash Provided by Operating Activities | 3,955,875 | 9,279,449 |
| CAPITAL ACTIVITIES | | |
| Cash Used to Acquire Tangible Capital Assets | (6,103,388) | (3,805,775) |
| Proceeds on Disposal of Tangible Capital Assets | 655,826 | 107,242 |
| Cash (Used) by Capital Activities | (5,447,562) | (3,698,533) |
| INVESTING ACTIVITIES | | |
| Cash Used to Acquire Portfolio Investments | (317) | (361) |
| Cash (Used) by Investing Activities | (317) | (361) |
| FINANCING ACTIVITIES | | |
| Proceeds from Issuance of Long-Term Debt | 83,685 | - |
| Repayment of Long-Term Debt | (1,525,412) | (1,844,345) |
| Cash (Used) by Financing Activities | (1,441,727) | (1,844,345) |
| INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS | (2,933,731) | 3,736,210 |
| CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR | 16,950,746 | 13,214,536 |
| CASH AND CASH EQUIVALENTS, END OF YEAR | 14,017,015 | 16,950,746 |

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

Good Spirit School Division No. 204
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2019

| | 2019 Budget | 2019 Actual | 2018 Actual |
|---|-------------------|-------------------|-------------------|
| | \$ | \$ | \$ |
| Property Taxes and Other Related Revenue | | | |
| Tax Levy Revenue | | | |
| Property Tax Levy Revenue | - | - | 7,065,342 |
| Total Property Tax Revenue | - | - | 7,065,342 |
| Grants in Lieu of Taxes | | | |
| Federal Government | - | - | 27,413 |
| Provincial Government | - | - | 59,000 |
| Other | - | - | 11,290 |
| Total Grants in Lieu of Taxes | - | - | 97,703 |
| Other Tax Revenues | | | |
| Treaty Land Entitlement - Rural | - | 2,810 | 8,303 |
| House Trailer Fees | - | - | 15,059 |
| Total Other Tax Revenues | - | 2,810 | 23,362 |
| Additions to Levy | | | |
| Penalties | - | - | 80,972 |
| Total Additions to Levy | - | - | 80,972 |
| Deletions from Levy | | | |
| Cancellations | - | - | (27,673) |
| Other Deletions | - | - | (12,287) |
| Total Deletions from Levy | - | - | (39,960) |
| Total Property Taxes and Other Related Revenue | - | 2,810 | 7,227,419 |
| Grants | | | |
| Operating Grants | | | |
| Ministry of Education Grants | | | |
| Operating Grant | 68,519,496 | 67,927,295 | 59,693,331 |
| Other Ministry Grants | - | 36,010 | 133,168 |
| Total Ministry Grants | 68,519,496 | 67,963,305 | 59,826,499 |
| Other Provincial Grants | 270,000 | 275,099 | 261,198 |
| Grants from Others | - | 20,000 | 168,960 |
| Total Operating Grants | 68,789,496 | 68,258,404 | 60,256,657 |
| Capital Grants | | | |
| Ministry of Education Capital Grants | 1,857,233 | 2,130,551 | 2,207,233 |
| Total Capital Grants | 1,857,233 | 2,130,551 | 2,207,233 |
| Total Grants | 70,646,729 | 70,388,955 | 62,463,890 |

Good Spirit School Division No. 204
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2019

| | 2019 Budget | 2019 Actual | 2018 Actual |
|---|------------------|------------------|------------------|
| | \$ | \$ | \$ |
| Tuition and Related Fees Revenue | | | |
| Operating Fees | | | |
| Tuition Fees | | | |
| School Boards | - | - | 12,000 |
| Federal Government and First Nations | 1,916,496 | 2,406,048 | 2,062,057 |
| Individuals and Other | 18,000 | 34,530 | 16,997 |
| Total Tuition Fees | 1,934,496 | 2,440,578 | 2,091,054 |
| Transportation Fees | - | 1,225 | 440 |
| Total Operating Tuition and Related Fees | 1,934,496 | 2,441,803 | 2,091,494 |
| Total Tuition and Related Fees Revenue | 1,934,496 | 2,441,803 | 2,091,494 |
| School Generated Funds Revenue | | | |
| Curricular | | | |
| Student Fees | 50,000 | 78,071 | 47,033 |
| Total Curricular Fees | 50,000 | 78,071 | 47,033 |
| Non-Curricular Fees | | | |
| Commercial Sales - Non-GST | 250,000 | 282,099 | 296,930 |
| Fundraising | 420,000 | 442,544 | 369,491 |
| Grants and Partnerships | 30,000 | 34,220 | 26,335 |
| Other | 1,750,000 | 1,997,586 | 1,952,768 |
| Total Non-Curricular Fees | 2,450,000 | 2,756,449 | 2,645,524 |
| Total School Generated Funds Revenue | 2,500,000 | 2,834,520 | 2,692,557 |
| Complementary Services | | | |
| Operating Grants | | | |
| Ministry of Education Grants | | | |
| Operating Grant | 714,564 | 714,646 | 701,460 |
| Federal Grants | 115,000 | 110,345 | 119,675 |
| Total Operating Grants | 829,564 | 824,991 | 821,135 |
| Fees and Other Revenue | | | |
| Other Revenue | 28,000 | 24,136 | 22,061 |
| Total Fees and Other Revenue | 28,000 | 24,136 | 22,061 |
| Total Complementary Services Revenue | 857,564 | 849,127 | 843,196 |

Good Spirit School Division No. 204
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2019

| | 2019 Budget | 2019 Actual | 2018 Actual |
|--|------------------------|------------------------|------------------------|
| | \$ | \$ | \$ |
| External Services | | | |
| Operating Grants | | | |
| Ministry of Education Grants | | | |
| Other Ministry Grants | - | 150,000 | 150,000 |
| Other Provincial Grants | 76,896 | 102,492 | 76,896 |
| Total Operating Grants | 76,896 | 252,492 | 226,896 |
| Fees and Other Revenue | | | |
| Other Revenue | 210,000 | 211,296 | 197,961 |
| Total Fees and Other Revenue | 210,000 | 211,296 | 197,961 |
| Total External Services Revenue | 286,896 | 463,788 | 424,857 |
| Other Revenue | | | |
| Miscellaneous Revenue | 78,000 | 831,086 | 364,907 |
| Sales & Rentals | 180,000 | 216,878 | 165,440 |
| Investments | 180,000 | 228,228 | 231,311 |
| Total Other Revenue | 438,000 | 1,276,192 | 761,658 |
| TOTAL REVENUE FOR THE YEAR | 76,663,685 | 78,257,195 | 76,505,071 |

Good Spirit School Division No. 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2019

| | 2019 Budget | 2019 Actual | 2018 Actual |
|---|-------------------|-------------------|-------------------|
| | \$ | \$ | \$ |
| Governance Expense | | | |
| Board Members Expense | 116,175 | 115,625 | 104,709 |
| Professional Development - Board Members | 22,000 | 20,025 | 18,133 |
| Grants to School Community Councils | 49,300 | 37,497 | 32,782 |
| Professional Development - Advisory Committees | - | - | 5,754 |
| Other Governance Expenses | 164,708 | 162,689 | 157,804 |
| Total Governance Expense | 352,183 | 335,836 | 319,182 |
| Administration Expense | | | |
| Salaries | 1,943,240 | 1,865,683 | 1,826,824 |
| Benefits | 248,688 | 232,286 | 216,777 |
| Supplies & Services | 274,164 | 275,753 | 332,367 |
| Non-Capital Furniture & Equipment | 6,000 | 4,533 | 4,521 |
| Building Operating Expenses | 51,400 | 35,927 | 39,984 |
| Communications | 44,000 | 32,446 | 50,848 |
| Travel | 52,760 | 33,579 | 37,514 |
| Professional Development | 51,100 | 34,420 | 22,370 |
| Amortization of Tangible Capital Assets | 17,967 | 67,499 | 21,609 |
| Total Administration Expense | 2,689,319 | 2,582,126 | 2,552,814 |
| Instruction Expense | | | |
| Instructional (Teacher Contract) Salaries | 36,762,355 | 35,657,241 | 36,351,967 |
| Instructional (Teacher Contract) Benefits | 1,690,123 | 1,625,596 | 1,773,608 |
| Program Support (Non-Teacher Contract) Salaries | 7,855,614 | 7,875,022 | 7,369,566 |
| Program Support (Non-Teacher Contract) Benefits | 1,488,715 | 1,455,960 | 1,313,934 |
| Instructional Aids | 1,247,065 | 1,262,226 | 1,332,976 |
| Supplies & Services | 1,121,396 | 1,016,402 | 858,612 |
| Non-Capital Furniture & Equipment | 504,574 | 488,748 | 129,103 |
| Communications | 184,280 | 175,761 | 164,186 |
| Travel | 203,800 | 184,090 | 179,806 |
| Professional Development | 420,538 | 359,623 | 350,599 |
| Student Related Expense | 162,652 | 166,440 | 198,224 |
| Amortization of Tangible Capital Assets | 2,975,589 | 2,965,720 | 3,137,626 |
| Total Instruction Expense | 54,616,701 | 53,232,829 | 53,160,207 |

Good Spirit School Division No. 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2019

| | 2019 Budget | 2019 Actual | 2018 Actual |
|--|------------------------|------------------------|------------------------|
| | \$ | \$ | \$ |
| Plant Operation & Maintenance Expense | | | |
| Salaries | 3,054,438 | 2,885,168 | 2,919,495 |
| Benefits | 607,138 | 519,300 | 509,530 |
| Supplies & Services | 38,450 | 30,643 | 30,992 |
| Non-Capital Furniture & Equipment | 14,500 | 23,654 | 8,894 |
| Building Operating Expenses | 5,925,733 | 5,672,916 | 6,464,288 |
| Communications | 14,550 | 10,163 | 13,663 |
| Travel | 64,000 | 64,308 | 80,018 |
| Professional Development | 16,000 | 15,987 | 4,622 |
| Amortization of Tangible Capital Assets | 225,995 | 204,513 | 202,407 |
| Total Plant Operation & Maintenance Expense | 9,960,804 | 9,426,652 | 10,233,909 |
| Student Transportation Expense | | | |
| Salaries | 3,235,627 | 3,109,307 | 3,203,471 |
| Benefits | 604,538 | 533,904 | 523,848 |
| Supplies & Services | 1,222,716 | 1,290,730 | 1,253,355 |
| Non-Capital Furniture & Equipment | 662,200 | 510,595 | 714,809 |
| Building Operating Expenses | 58,300 | 77,958 | 76,477 |
| Communications | 10,100 | 11,471 | 9,970 |
| Travel | 20,000 | 23,975 | 29,588 |
| Professional Development | 26,500 | 10,862 | 38,349 |
| Contracted Transportation | 321,000 | 292,654 | 307,479 |
| Amortization of Tangible Capital Assets | 1,205,986 | 1,035,937 | 1,142,274 |
| Total Student Transportation Expense | 7,366,967 | 6,897,393 | 7,299,620 |
| Tuition and Related Fees Expense | | | |
| Tuition Fees | 965,707 | 744,100 | 788,607 |
| Transportation Fees | 7,200 | 6,800 | 6,800 |
| Total Tuition and Related Fees Expense | 972,907 | 750,900 | 795,407 |
| School Generated Funds Expense | | | |
| Cost of Sales | 240,000 | 241,078 | 256,451 |
| School Fund Expenses | 2,235,326 | 2,439,108 | 2,006,855 |
| Amortization of Tangible Capital Assets | 24,674 | 18,673 | 23,310 |
| Total School Generated Funds Expense | 2,500,000 | 2,698,859 | 2,286,616 |

Good Spirit School Division No. 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2019

| | 2019 Budget | 2019 Actual | 2018 Actual |
|--|-------------------|-------------------|-------------------|
| | \$ | \$ | \$ |
| Complementary Services Expense | | | |
| Instructional (Teacher Contract) Salaries & Benefits | 490,888 | 465,235 | 487,712 |
| Program Support (Non-Teacher Contract) Salaries & Benefits | 268,431 | 289,973 | 278,148 |
| Instructional Aids | 78,680 | 68,176 | 57,952 |
| Supplies & Services | - | 1,058 | 822 |
| Non-Capital Furniture & Equipment | - | 567 | - |
| Building Operating Expenses | - | 3,378 | 8,401 |
| Communications | - | 1,537 | 1,624 |
| Travel | - | 7,641 | 4,682 |
| Professional Development (Non-Salary Costs) | - | 152 | 424 |
| Contracted Transportation & Allowances | - | - | 483 |
| Amortization of Tangible Capital Assets | 1,914 | 1,955 | 4,243 |
| Total Complementary Services Expense | 839,913 | 839,672 | 844,491 |
| External Service Expense | | | |
| Program Support (Non-Teacher Contract) Salaries & Benefits | 167,597 | 162,181 | 146,343 |
| Supplies & Services | 123,000 | 144,013 | 109,605 |
| Communications | - | - | 100 |
| Travel | - | 11,775 | 9,441 |
| Professional Development (Non-Salary Costs) | - | - | 470 |
| Student Related Expenses | - | 150,000 | 150,000 |
| Total External Services Expense | 290,597 | 467,969 | 415,959 |
| Other Expense | | | |
| Interest and Bank Charges | | | |
| Current Interest and Bank Charges | 7,000 | 1,231 | 5,711 |
| Interest on Capital Loans | 45,870 | 26,011 | 50,873 |
| Interest on Other Long-Term Debt | 35,050 | 41,749 | 53,097 |
| Total Interest and Bank Charges | 87,920 | 68,991 | 109,681 |
| Transfer of Taxes Receivable | - | - | 2,008,157 |
| Loss on Disposal of Tangible Capital Assets | - | 1,000,371 | 361,204 |
| Total Other Expense | 87,920 | 1,069,362 | 2,479,042 |
| TOTAL EXPENSES FOR THE YEAR | 79,677,311 | 78,301,598 | 80,387,247 |

Good Spirit School Division No. 204

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

| | Land | | Buildings | School | Other | Furniture and | Computer | Computer | Assets | 2019 | 2018 |
|---|----------------|-----------------|-------------------|-------------------|-----------------|------------------|-------------------------------------|----------------|------------------|--------------------|--------------------|
| | Land | Improvements | | Buses | Vehicles | Equipment | Hardware and Audio Visual Equipment | | Software | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Tangible Capital Assets - at Cost | | | | | | | | | | | |
| Opening Balance as of September 1 | 282,589 | 565,185 | 87,411,385 | 14,402,774 | 703,085 | 7,395,972 | 5,073,912 | 398,597 | 881,072 | 117,114,571 | 116,715,450 |
| Additions/Purchases | - | - | - | - | 19,419 | 173,451 | 83,685 | 28,327 | 5,798,506 | 6,103,388 | 3,805,775 |
| Disposals | - | - | (2,919,321) | (2,981,717) | - | (719,636) | (113,943) | (236,119) | - | (6,970,736) | (3,406,654) |
| Transfers to (from) | 716,000 | - | 4,732,769 | 772,868 | - | - | - | - | (6,221,637) | - | - |
| Closing Balance as of August 31 | 998,589 | 565,185 | 89,224,833 | 12,193,925 | 722,504 | 6,849,787 | 5,043,654 | 190,805 | 457,941 | 116,247,223 | 117,114,571 |
| Tangible Capital Assets - Amortization | | | | | | | | | | | |
| Opening Balance as of September 1 | - | 135,532 | 37,047,369 | 7,789,615 | 551,204 | 4,082,112 | 3,074,420 | 282,966 | - | 52,963,218 | 51,369,957 |
| Amortization of the Period | - | 28,259 | 1,557,775 | 938,061 | 61,428 | 684,978 | 985,635 | 38,161 | - | 4,294,297 | 4,531,469 |
| Disposals | - | - | (1,704,878) | (2,539,963) | - | (719,636) | (113,943) | (236,119) | - | (5,314,539) | (2,938,208) |
| Closing Balance as of August 31 | N/A | 163,791 | 36,900,266 | 6,187,713 | 612,632 | 4,047,454 | 3,946,112 | 85,008 | N/A | 51,942,976 | 52,963,218 |
| Net Book Value | | | | | | | | | | | |
| Opening Balance as of September 1 | 282,589 | 429,653 | 50,364,016 | 6,613,159 | 151,881 | 3,313,860 | 1,999,492 | 115,631 | 881,072 | 64,151,353 | 65,345,493 |
| Closing Balance as of August 31 | 998,589 | 401,394 | 52,324,567 | 6,006,212 | 109,872 | 2,802,333 | 1,097,542 | 105,797 | 457,941 | 64,304,247 | 64,151,353 |
| Change in Net Book Value | 716,000 | (28,259) | 1,960,551 | (606,947) | (42,009) | (511,527) | (901,950) | (9,834) | (423,131) | 152,894 | (1,194,140) |
| Disposals | | | | | | | | | | | |
| Historical Cost | - | - | 2,919,321 | 2,981,717 | - | 719,636 | 113,943 | 236,119 | - | 6,970,736 | 3,406,654 |
| Accumulated Amortization | - | - | 1,704,878 | 2,539,963 | - | 719,636 | 113,943 | 236,119 | - | 5,314,539 | 2,938,208 |
| Net Cost | - | - | 1,214,443 | 441,754 | - | - | - | - | - | 1,656,197 | 468,446 |
| Price of Sale | - | - | 629,477 | 26,349 | - | - | - | - | - | 655,826 | 107,242 |
| (Loss) on Disposal | - | - | (584,966) | (415,405) | - | - | - | - | - | (1,000,371) | (361,204) |
| Net Book Value (NBV) of Assets | | | | | | | | | | | |
| Pledged as Security for Debt | - | - | - | 1,067,136 | - | - | 105,996 | - | - | 1,173,132 | 1,330,986 |

Closing net book value of tangible capital assets includes total leased tangible capital assets at cost of \$1,248,831 (2018 - \$2,691,450) representing \$1,084,381 (2018 - \$2,294,112) in School Buses, \$164,450 (2018 - \$397,338) in Computer Hardware and Audio Visual Equipment. Amortization of \$ 781,325 (2018 - \$1,360,464) has been recorded on these assets.

Good Spirit School Division No. 204
Schedule D: Non-Cash Items Included in Deficit
for the year ended August 31, 2019

| | 2019 | 2018 |
|--|------------------|------------------|
| | \$ | \$ |
| Non-Cash Items Included in Deficit | | |
| Amortization of Tangible Capital Assets (Schedule C) | 4,294,297 | 4,531,469 |
| Net Loss on Disposal of Tangible Capital Assets (Schedule C) | 1,000,371 | 361,204 |
| Total Non-Cash Items Included in Deficit | 5,294,668 | 4,892,673 |

Good Spirit School Division No. 204
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2019

| | 2019 | 2018 |
|--|--------------------|------------------|
| | \$ | \$ |
| Net Change in Non-Cash Operating Activities | | |
| Decrease (Increase) in Accounts Receivable | (270,380) | 11,452,452 |
| Increase in Accounts Payable and Accrued Liabilities | 74,368 | 393,435 |
| Increase in Liability for Employee Future Benefits | 40,400 | 89,600 |
| (Decrease) in Deferred Revenue | (569,769) | (3,679,792) |
| Decrease (Increase) in Prepaid Expenses | (569,009) | 13,257 |
| Total Net Change in Non-Cash Operating Activities | (1,294,390) | 8,268,952 |

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

1. AUTHORITY AND PURPOSE

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Good Spirit School Division No. 204” and operates as “the Good Spirit School Division No. 204”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

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

a) Basis of Accounting

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

b) 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.

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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

- the liability for employee future benefits of \$ 852,600 (2018 - \$ 812,200) because actual experience may differ significantly from actuarial estimations.
- uncollectible account receivables of \$ 298,513 (2018 - \$ 298,513) because actual collectability may differ from initial estimates.
- useful lives of capital assets and related amortization of \$ 4,294,297 (2018 – \$ 4,531,469) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

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

d) Financial Instruments

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

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.

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

e) Financial Assets

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

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

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

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

Portfolio Investments consist of shares and equity in Credit Unions and Co-operatives. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (d).

f) Non-Financial Assets

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

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

Tangible capital assets 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 |
| School buses | 12 years |
| Other vehicles – passenger | 5 years |
| Other vehicles – heavy (graders, 1 ton truck, etc.) | 10 years |

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

| | |
|--|------------|
| Furniture and equipment | 10 years |
| Computer hardware and audio visual equipment | 5 years |
| Computer software | 5 years |
| Leased capital assets | Asset Life |

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

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance premiums, Saskatchewan School Boards Association membership fees, Workers' Compensation premiums, consumable school supplies, bus garage parts, printer toner cartridges and promotional items.

g) Liabilities

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

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

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

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

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

h) Employee Pension Plans

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

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

Multi-Employer Defined Benefit Plans

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

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

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 are recorded as deferred revenue and recognized as revenue in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

ii) Property Taxation

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

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

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

iii) Fees and Services

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

iv) Interest Income

Interest is recognized as revenue when it is earned.

v) Other (Non-Government Transfer) Contributions

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

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

| | 2019 | 2018 |
|--|------------------|------------------|
| Portfolio investments in the cost or amortized cost category: | <u>Cost</u> | <u>Cost</u> |
| Shares/Equity in Co-operatives/Credit Unions | \$ 57,008 | \$ 56,691 |
| Total portfolio investments | \$ 57,008 | \$ 56,691 |

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

| Function | Salaries & Benefits | Goods & Services | Debt Service | Amortization of TCA | 2019 Actual | 2018 Actual |
|--------------------------|----------------------|----------------------|------------------|---------------------|----------------------|----------------------|
| Governance | \$ 135,650 | \$ 200,186 | \$ - | \$ - | \$ 335,836 | \$ 319,182 |
| Administration | 2,097,969 | 416,658 | - | 67,499 | 2,582,126 | 2,552,814 |
| Instruction | 46,613,819 | 3,653,290 | - | 2,965,720 | 53,232,829 | 53,160,207 |
| Plant | 3,404,468 | 5,817,671 | - | 204,513 | 9,426,652 | 10,233,909 |
| Transportation | 3,643,211 | 2,218,245 | - | 1,035,937 | 6,897,393 | 7,299,620 |
| Tuition and Related Fees | - | 750,900 | - | - | 750,900 | 795,407 |
| School Generated Funds | - | 2,680,186 | - | 18,673 | 2,698,859 | 2,286,616 |
| Complementary Services | 755,208 | 82,509 | - | 1,955 | 839,672 | 844,491 |
| External Services | 162,181 | 305,788 | - | - | 467,969 | 415,959 |
| Other | - | 1,000,371 | 68,991 | - | 1,069,362 | 2,479,042 |
| TOTAL | \$ 56,812,506 | \$ 17,125,804 | \$ 68,991 | \$ 4,294,297 | \$ 78,301,598 | \$ 80,387,247 |

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. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2019.

Details of the employee future benefits are as follows:

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

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

| Liability for Employee Future Benefits | 2019 | 2018 |
|---|-------------------|-------------------|
| Accrued Benefit Obligation - beginning of year | \$ 734,400 | \$ 901,700 |
| Current period service cost | 64,100 | 75,700 |
| Interest cost | 23,200 | 25,900 |
| Benefit payments | (49,700) | (31,700) |
| Actuarial (gains) losses | 114,100 | (237,200) |
| Accrued Benefit Obligation - end of year | 886,100 | 734,400 |
| Unamortized Net Actuarial Gains (Losses) | (33,500) | 77,800 |
| Liability for Employee Future Benefits | \$ 852,600 | \$ 812,200 |

| Employee Future Benefits Expense | 2019 | 2018 |
|---|------------------|-------------------|
| Current period service cost | \$ 64,100 | \$ 75,700 |
| Amortization of net actuarial loss | 2,800 | 19,700 |
| Benefit cost | 66,900 | 95,400 |
| Interest cost | 23,200 | 25,900 |
| Total Employee Future Benefits Expense | \$ 90,100 | \$ 121,300 |

6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

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

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

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

| | 2019 | | | 2018 |
|---|----------------|---------------|----------------|----------------|
| | STRP | STSP | TOTAL | TOTAL |
| Number of active School Division members | 465 | 2 | 467 | 486 |
| Member contribution rate (percentage of salary) | 9.50% /11.70 % | 6.05% /7.85 % | 6.05% /11.70 % | 6.05% /13.50 % |
| Member contributions for the year | \$ 3,603,448 | \$ 1,582 | \$ 3,605,030 | \$ 4,319,781 |

i) Municipal Employees' Pension Plan (MEPP)

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

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

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

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

Details of the MEPP are as follows:

| | 2019 | 2018 |
|--|--------------|--------------|
| Number of active School Division members | 470 | 483 |
| Member contribution rate (percentage of salary) | 9.00% | 9.00% |
| School Division contribution rate (percentage of salary) | 9.00% | 9.00% |
| Member contributions for the year | \$ 1,283,217 | \$ 1,141,088 |
| School Division contributions for the year | \$ 1,283,217 | \$ 1,141,088 |
| Actuarial extrapolation date | Dec-31-2018 | Dec-31-2017 |
| Plan Assets (in thousands) | \$ 2,487,505 | \$ 2,469,995 |
| Plan Liabilities (in thousands) | \$ 2,024,269 | \$ 2,015,818 |
| Plan Surplus (in thousands) | \$ 463,236 | \$ 454,177 |

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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:

| | 2019 | | | 2018 | | |
|----------------------------------|---------------------|------------------------|---------------------|---------------------|------------------------|---------------------|
| | Total Receivable | Valuation Allowance | Net of Allowance | Total Receivable | Valuation Allowance | Net of Allowance |
| Provincial Grants Receivable | \$ - | \$ - | \$ - | \$ 175,000 | \$ - | \$ 175,000 |
| GST Receivables | 407,470 | - | 407,470 | 184,205 | - | 184,205 |
| Other Receivables | 1,095,655 | 298,513 | 797,142 | 873,540 | 298,513 | 575,027 |
| Total Accounts Receivable | \$ 1,503,125 | \$ 298,513 | \$ 1,204,612 | \$ 1,232,745 | \$ 298,513 | \$ 934,232 |

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

| | 2019 | 2018 |
|---|---------------------|---------------------|
| Accrued Salaries and Benefits | \$ 1,049,456 | \$ 1,325,128 |
| Supplier Payments | 1,502,354 | 1,410,147 |
| Other (Caution Fees, Schools, Scholarships) | 485,854 | 228,021 |
| Total Accounts Payable and Accrued Liabilities | \$ 3,037,664 | \$ 2,963,296 |

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

9. LONG-TERM DEBT

Details of long-term debt are as follows:

| | | <u>2019</u> | <u>2018</u> |
|------------------------------|--|---------------------|---------------------|
| Capital Loans: | RBC Norquay School - 4.12% matured Aug 2019 | \$ - | \$ 83,648 |
| | monthly repayments of \$7,127 | | |
| | RBC Technology Loan - 1.82% matures Jul 2020 | 672,902 | 1,646,758 |
| | monthly repayments of \$82,970 | | |
| | RBC Bus Loan - 1.89% matures Sep 2019 | 8,414 | 222,657 |
| | monthly repayments of \$18,049 | | |
| | | <u>681,316</u> | <u>1,953,063</u> |
| <u>Other Long-Term Debt:</u> | | | |
| Capital Leases: | RBC 23 Bus Lease 27694 matures Oct 2021 | 310,097 | 449,130 |
| | monthly repayments of \$14,429 | | |
| | RBC 13 Bus Lease 17902 matured Sep 2018 | - | 64,268 |
| | monthly repayments of \$16,968 | | |
| | Concentra copier lease 15089 matured Feb | - | 20,220 |
| | 2019 quarterly repayments of \$10,132 | | |
| | Concentra copier lease 17106 matures Sep | 36,258 | 52,454 |
| | 2021 quarterly repayments of \$4,038 | | |
| | Concentra copier lease 18742 matures Aug | 69,737 | - |
| | 2023 quarterly repayments of \$4,184 | | |
| | | <u>416,092</u> | <u>586,072</u> |
| Total Long-Term Debt | | \$ 1,097,408 | \$ 2,539,135 |

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

| Future principal repayments over the next 5 years are estimated as follows: | | | | | |
|---|---------------|----------------|----------------|----------------|---------------------|
| | Capital Loans | | Capital Leases | | Total |
| 2020 | \$ | 681,316 | \$ | 171,966 | \$ 853,282 |
| 2021 | | - | | 171,966 | 171,966 |
| 2022 | | - | | 52,633 | 52,633 |
| 2023 | | - | | 16,737 | 16,737 |
| 2024 | | - | | 2,790 | 2,790 |
| Total | \$ | 681,316 | \$ | 416,092 | \$ 1,097,408 |

| Principal and interest payments on the long-term debt are as follows: | | | | | | |
|---|---------------|------------------|----------------|----------------|---------------------|---------------------|
| | Capital Loans | | Capital Leases | | 2019 | 2018 |
| Principal | \$ | 1,271,747 | \$ | 253,665 | \$ 1,525,412 | \$ 1,844,345 |
| Interest | | 26,011 | | 41,749 | 67,760 | 103,870 |
| Total | \$ | 1,297,758 | \$ | 295,414 | \$ 1,593,172 | \$ 1,948,215 |

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

| | Balance as at Aug. 31, 2018 | Additions during the Year | Revenue recognized in the Year | Balance as at Aug. 31, 2019 |
|--|-----------------------------------|---------------------------------|--------------------------------------|-----------------------------------|
| Capital projects: | | | | |
| Federal capital tuition | \$ 499,889 | \$ - | \$ - | \$ 499,889 |
| Proceeds from sale of school buildings | 408,263 | - | 408,263 | - |
| Total capital projects deferred revenue | 908,152 | - | 408,263 | 499,889 |
| Non-Capital deferred revenue: | | | | |
| Third Party Grants | 229,639 | 135,641 | 297,147 | 68,133 |
| Total non-capital deferred revenue | 229,639 | 135,641 | 297,147 | 68,133 |
| Total Deferred Revenue | \$ 1,137,791 | \$ 135,641 | \$ 705,410 | \$ 568,022 |

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:

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

| Summary of Complementary Services Revenues and Expenses, by Program | Pre-K Programs | Other Programs | 2019 | 2018 |
|---|------------------|-------------------|-----------------|-------------------|
| Revenues: | | | | |
| Operating Grants | \$ 714,646 | \$ 110,345 | \$ 824,991 | \$ 821,135 |
| Fees and Other Revenues | - | 24,136 | 24,136 | 22,061 |
| Total Revenues | 714,646 | 134,481 | 849,127 | 843,196 |
| Expenses: | | | | |
| Salaries & Benefits | 646,964 | 108,244 | 755,208 | 765,860 |
| Instructional Aids | 44,077 | 24,099 | 68,176 | 57,952 |
| Supplies and Services | - | 1,058 | 1,058 | 822 |
| Non-Capital Equipment | - | 567 | 567 | - |
| Building Operating Expenses | 3,378 | - | 3,378 | 8,401 |
| Communications | 1,537 | - | 1,537 | 1,624 |
| Travel | 2,295 | 5,346 | 7,641 | 4,682 |
| Professional Development (Non-Salary Costs) | 152 | - | 152 | 424 |
| Contracted Transportation & Allowances | - | - | - | 483 |
| Amortization of Tangible Capital Assets | - | 1,955 | 1,955 | 4,243 |
| Total Expenses | 698,403 | 141,269 | 839,672 | 844,491 |
| Excess (Deficiency) of Revenues over Expenses | \$ 16,243 | \$ (6,788) | \$ 9,455 | \$ (1,295) |

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 | Invitational Shared Services Initiative | Kids First | Cafeteria | 2019 | 2018 |
|--|---|-----------------|--------------------|-------------------|-----------------|
| Revenues: | | | | | |
| Operating Grants | \$ 150,000 | \$ 102,492 | \$ - | \$ 252,492 | \$ 226,896 |
| Fees and Other Revenues | - | - | 211,296 | 211,296 | 197,961 |
| Total Revenues | 150,000 | 102,492 | 211,296 | 463,788 | 424,857 |
| Expenses: | | | | | |
| Salaries & Benefits | - | 52,390 | 109,791 | 162,181 | 146,343 |
| Supplies and Services | - | 29,435 | 114,578 | 144,013 | 109,605 |
| Communications | - | - | - | - | 100 |
| Travel | - | 11,775 | - | 11,775 | 9,441 |
| Professional Development | - | - | - | - | 470 |
| Student Related Expenses | 150,000 | - | - | 150,000 | 150,000 |
| Total Expenses | 150,000 | 93,600 | 224,369 | 467,969 | 415,959 |
| Excess (Deficiency) of Revenues over Expenses | \$ - | \$ 8,892 | \$ (13,073) | \$ (4,181) | \$ 8,898 |

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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. These internally restricted amounts, or designated assets, are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for designated assets.

Details of accumulated surplus are as follows:

| | August 31 2018 | Additions during the year | Reductions during the year | August 31 2019 |
|--|----------------------|---------------------------------|----------------------------------|----------------------|
| Invested in Tangible Capital Assets: | | | | |
| Net Book Value of Tangible Capital Assets | \$ 64,151,353 | \$ 4,447,191 | \$ 4,294,297 | \$ 64,304,247 |
| Less: Debt owing on Tangible Capital Assets | (2,539,135) | (83,685) | (1,525,412) | (1,097,408) |
| | 61,612,218 | 4,363,506 | 2,768,885 | 63,206,839 |
| PMR maintenance project allocations (1) | 2,218,795 | 2,130,551 | 1,596,285 | 2,753,061 |
| Designated Assets: | | | | |
| Capital Projects: | | | | |
| Designated for tca expense - Hoffman School | 45,000 | - | - | 45,000 |
| Anne Portnuff Theatre Upgrades | 69,225 | - | 64,525 | 4,700 |
| Minor Renovations | 289,434 | - | - | 289,434 |
| Feasibility Study Non-School Facilities | 164,440 | - | 164,440 | - |
| Risk Management & Security | 39,626 | - | 28,327 | 11,299 |
| Purchase of Buses | 27,132 | - | - | 27,132 |
| Unified Student Information System - USIS | 300,000 | - | 113,932 | 186,068 |
| | 934,857 | - | 371,224 | 563,633 |
| Other: | | | | |
| School generated funds | 1,559,515 | 118,290 | - | 1,677,805 |
| Future Expenditures YRHS Flood | 100,000 | - | - | 100,000 |
| School budget carryovers | 316,864 | 252,349 | 316,864 | 252,349 |
| Other (PPEP, Kidsfirst, LCS Fitness) | 63,031 | 229,000 | 208,030 | 84,001 |
| | 2,039,410 | 599,639 | 524,894 | 2,114,155 |
| Unrestricted Surplus | 8,740,430 | - | 1,876,811 | 6,863,619 |
| Total Accumulated Surplus | \$ 75,545,710 | \$ 7,093,696 | \$ 7,138,099 | \$ 75,501,307 |

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

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 21, 2018 and the Minister of Education on August 22, 2018.

15. TRUSTS

The school division, as the trustee, administers trust funds for the Public Section of the Saskatchewan School Boards Association and scholarships. The trust assets and transactions are not included in the financial statements.

Information about these trusts is as follows:

| | Public Section | | Scholarships | | Total | |
|---|-------------------|------------------|-------------------|-------------------|-------------------|-------------------|
| | 2019 | 2018 | 2019 | 2018 | 2019 | 2018 |
| Cash and short-term investments | \$ 304,613 | \$ 85,617 | \$ 13,033 | \$ 28,828 | \$ 317,646 | \$ 114,445 |
| Accounts Receivable | 22,246 | - | - | - | 22,246 | - |
| Portfolio investments | - | - | 234,223 | 243,226 | 234,223 | 243,226 |
| Total Assets | 326,859 | 85,617 | 247,256 | 272,054 | 574,115 | 357,671 |
| Revenues | | | | | | |
| Contributions and donations | 319,991 | 96,776 | 14,563 | 11,200 | 334,554 | 107,976 |
| Interest on investments | - | - | 4,998 | 3,705 | 4,998 | 3,705 |
| | 319,991 | 96,776 | 19,561 | 14,905 | 339,552 | 111,681 |
| Expenses | | | | | | |
| Litigation | 78,749 | 395,381 | - | - | 78,749 | 395,381 |
| Contracted Services | - | 80,403 | - | - | - | 80,403 |
| Awards to Students | - | - | 44,359 | 34,336 | 44,359 | 34,336 |
| | 78,749 | 475,784 | 44,359 | 34,336 | 123,108 | 510,120 |
| Excess (Deficiency) of Revenues over Expenses | 241,242 | (379,008) | (24,798) | (19,431) | 216,444 | (398,439) |
| Trust Fund Balance, Beginning of Year | 85,617 | 464,625 | 272,054 | 291,485 | 357,671 | 756,110 |
| Trust Fund Balance, End of Year | \$ 326,859 | \$ 85,617 | \$ 247,256 | \$ 272,054 | \$ 574,115 | \$ 357,671 |

16. CONTINGENT LIABILITIES

The school division contracted Pinchin to do a phase I environmental assessment of the Yorkton Bus Garage facility. Their report dated December 21, 2018 recommended that a further phase II assessment be completed. At this time, the school division has no basis to determine if it has a contaminated site liability and no determination of cost, if any is known. Management plans that if the property was sold its sale price would be sufficient to cover any potential remediation cost or the property be sold as is for a nominal amount with the liability transferred to the buyer with their knowledge.

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Capital lease obligations of the school division are as follows:

| | Capital Leases | | |
|--|-------------------|-------------------|-------------------|
| | Copiers | Buses | Total Capital |
| Future minimum lease payments: | | | |
| 2020 | \$ 32,933 | \$ 171,189 | \$ 204,122 |
| 2021 | 32,933 | 171,189 | 204,122 |
| 2022 | 20,603 | 34,710 | 55,313 |
| 2023 | 16,737 | - | 16,737 |
| 2024 | 2,789 | - | 2,789 |
| Total future minimum lease payments | 105,995 | 377,088 | 483,083 |
| Interest and executory costs | - | (66,991) | (66,991) |
| Total Lease Obligations | \$ 105,995 | \$ 310,097 | \$ 416,092 |

18. COMPARATIVE INFORMATION

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

19. RISK MANAGEMENT

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

i) Credit Risk

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

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

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

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

| August 31, 2019 | | | | | |
|---------------------------------|-------------------|-------------------|------------------|------------------|-------------------|
| | Total | 0-30 days | 30-60 days | 60-90 days | Over 90 days |
| Gross Receivables | \$ 1,095,655 | \$ 257,244 | \$ 34,426 | \$ 30,771 | \$ 773,214 |
| Allowance for Doubtful Accounts | (298,513) | - | - | - | (298,513) |
| Net Receivables | \$ 797,142 | \$ 257,244 | \$ 34,426 | \$ 30,771 | \$ 474,701 |

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

ii) Liquidity Risk

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

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

| August 31, 2019 | | | | | |
|--|--------------------|--------------------|-----------------------|-------------------|-------------|
| | Total | Within 6 months | 6 months to 1 year | 1 to 5 years | > 5 years |
| Accounts payable and accrued liabilities | \$3,037,664 | \$2,884,069 | \$ 153,595 | \$ - | \$ - |
| Long-term debt | 1,097,408 | 587,982 | 265,300 | 244,126 | - |
| Total | \$4,135,072 | \$3,472,051 | \$ 418,895 | \$ 244,126 | \$ - |

iii) Market Risk

The school division is exposed to market risks with respect to interest 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 also has an authorized bank line of credit of \$ 6,200,000 with interest payable monthly at a rate of prime less 1.75% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2019.

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

The school division minimizes these risks by:

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