



**North East School Division #200**

**2015-16 Annual Report**

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## School Division Contact Information

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*Education in a Culture of Excellence*

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## Letter of Transmittal



Honourable Don Morgan Q.C.  
Minister of Education

Dear Minister Morgan:

The Board of Education of North East School Division #200 is pleased to provide you and the residents of the school division with the 2015-16 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2015 to August 31, 2016.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Luke Perkins". The signature is fluid and cursive, with a horizontal line underneath.

Luke Perkins  
Chairperson

## **Introduction**

This annual report presents an overview of the North East School Division's goals, activities and results for the fiscal year September 1, 2015 to August 31, 2016.

This report provides a snapshot of North East School Division, its governance structures, students, staff, programs and facilities. In addition to detailing the school division's goals, activities and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan. The report provides a financial overview and financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

# School Division Profile

## About Us

The North East School Division is a rural school division with 22 schools located in 13 communities. The Division is located in north east Saskatchewan and encompasses approximately 11,000 square kilometres. It spans a geographic area from Naicam in the south, Smeaton in the North, Hudson Bay in the east, and Melfort in the west. The map below shows the geographic location of North East School Division.

The Division is divided into eight subdivisions for purposes of board representation.

Much of the North East School Division is rural, with four larger centers, Nipawin, Tisdale, Hudson Bay and Melfort with the school division head office being located in Melfort. The North East School Division serves one Hutterite colony and interacts with four local First Nations.

Agriculture, mining, tourism, and manufacturing all play a significant role in the economy of the north east. Much like the rest of Saskatchewan, the north east area has been witness to an influx of immigrants who support the growing economy.



## **Division Philosophical Foundation**

### **Division Mission Statement**

Our mission is to ensure every student has the opportunity to succeed.

### **Division Vision Statement**

Our vision is education in a culture of excellence

### **Division Guiding Principles**

Success in the North East School Division is achieved through the following shared values.

#### **Commitment to Be your Best**

We are committed to the pursuit of excellence and the achievement of one's personal best.

#### **Responsible**

We are committed to individual and organizational accountability.

#### **Inclusive**

We are committed to a culture of mutual respect which is responsive to the diversity among people.

#### **Cooperative**

We are committed to collaborative relationships fostered by open communications.

#### **Ethical**

We are committed to conducting ourselves with integrity and compassion.

## Program Overview

Schools in North East School Division are diverse and offer a broad range of academic, practical/vocational, fine arts and extra-curricular programs in well maintained facilities. Each one of our twenty-two schools offers a unique and specialized educational program designed to best meet the individual learning needs of the students being served.

North East School Division has maintained a strong focus on curriculum implementation and renewal at all grades and in all subject areas. Following the leadership and guidelines provided by The Ministry of Education, educators are engaged in professional development in-servicing to ensure they are well informed of educational research, best practices and innovations.

North East School Division has focused its attention on providing students with high quality curriculum, instruction, and assessment that is responsive to individual student needs. North East School Division continually utilizes data informed evidence and research to report continuous improvement while ensuring our students are supported for their 21<sup>st</sup> century learning.

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 vulnerable students
- Child care facilities
- Core French instruction
- Community education philosophy
- On-line course delivery
- English as an Additional Language programming
- Extra-curricular programming
- Music/band programming
- Nutrition programs
- Prekindergarten programs
- Technology-enhanced learning

Additional services and supports are offered to students and teachers by specialized School Division staff including:

- Curriculum coordinators and consultants
- Educational psychologists
- English as an Additional Language consultant
- Digital Learning consultants
- First Nations and Métis consultant
- Occupational Therapists
- Speech and language pathologists
- Counselling consultants



# Governance

## The Board of Education

The North East School Division is governed by a ten-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”.

The School Division is organized into eight 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 each and every student.

The current Board of Education was elected on October 24, 2012 and will serve a four-year term. During the 2015-16 year, the Board of Education focused its attention on using data to provide context and inform decisions which support the Education Sector Strategic Plan (ESSP). The Board of Education members are:

- Subdivision 1 ..... Linda Erickson
- Subdivision 2 ..... Bob Gagne
- Subdivision 3 ..... Luke Perkins
- Subdivision 4 ..... Kathy Ponath (Board Chair)
- Subdivision 5 ..... Ted Kwiatkowski
- Subdivision 6 ..... Richard Hildebrand
- Subdivision Melfort ..... Lori Constant
- Subdivision Melfort ..... Todd Goudy
- Subdivision Nipawin ..... Freeman Reynolds
- Subdivision Nipawin ..... Marla Walton (Vice Chair)

A list of the remuneration paid to all board members in 2015-16 is provided in Appendix A.

## School Community Councils

The Board of Education has established a School Community Council (SCC) for each of the 21 public schools in the North East School Division. The School Community Councils of the North East School Division are made up of the required number of elected and appointed members, as outlined in *The Education Regulations, 1986*.

*The Education Regulations, 1986* require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2015-16, a Board and SCC workshop was held. This workshop provided the Board and SCC members with background information on key indicators and results from the parent portion of the *Tell Them From Me* survey. Following the data sharing, a focus group discussion amongst Board and SCC members took place. The evening concluded with an overview of *ThoughtExchange* – the new engagement tool being utilized by the North East School Division to survey its stakeholders. The Board also hosted SCC elected members as well as north east municipal leaders to its Annual General Meeting where dinner was provided to invited guests and members of the public. The well attended stakeholder evening included a “town-hall” question and answer portion that was directed by the stakeholders themselves.

The Regulations also 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 2015-16, all 21 of the SCCs participated in the development of these plans.

The Board of Education stressed the importance of School Community Councils as a mechanism for connecting community and school. SCCs in NESD are funded according to a base allotment plus additional funding as determined by the enrolment of the school. In 2013-14, the Board doubled the amount of operating funds distributed to each SCC. In 2015-16, the Board continued this funding and asked that the *ThoughtExchange* questionnaire be promoted within school communities and that SCCs host local focus groups to follow up on the school level data related on the drivers of student success.

The Board of Education met with one third of the SCCs in their home community during the spring of 2016. The intent is for the Board to continue a fall meeting with all SCCs and to also meet with each SCC in their home community over the course of the Board’s elected term. These meetings focus on what is positive, and what could be even better in school communities.

In 2014-15, the Board of Education introduced the North East School Improvement Project support grant. This program provided opportunity for schools along with their SCCs to develop innovative programs and projects to enhance their students’ educational experience. The Board once again in 2015-16 dispersed over \$300,000 in additional funding to schools after an adjudication process. Projects ranged from outdoor classrooms to innovative reading support programs.

## School Division in the Community

### Community and Parent Involvement

Research has shown that students achieve at higher levels in school when their parents/guardians and other community members are involved in their learning. The schools of North East School Division all have programs and initiatives to encourage community and parent involvement. All schools host bi-annual Student-Led-Conferences, where students lead their teachers and parents through a conversation highlighting the learning progress of the students. As well, all schools in North East School Division have developed School Climate Teams. These teams are geared towards building a positive climate based upon the Positive Behavioural Interventions and Support (PBIS) framework.

A variety of individual programs also exist in schools that are unique to each community. Many of our schools hosted a back to school lunch or bar-b-que. Of special note was the Grand Opening of the Hudson Bay Community School on November 10, 2015.

An uplifting experience was made available to the students from Burke, Reynolds and Brunswick from Ricky Forbes, one of North America's top professional storm chasers. The students experienced a non-stop adrenaline and educational rush. They learned about the formation of tornados, while witnessing pictures and videos of the events Ricky so passionately spoke about.

The Saskatchewan Writers Guild assisted in bringing to Carrot River Elementary School, Leah Dorion on January 26, 2016. Leah is a self-taught Indigenous (Metis) interdisciplinary artist and writer. Leah read from her books, talked to the students about being a writer and artist and showed them cultural artifacts.

North East School Division has utilized data in the past to gauge the pulse of the communities in the north east. This past year, the division made use of a new survey tool from *ThoughtExchange*. The survey made use of a three-step process. The first step titled, "Share" invited stakeholders to share their thoughts and ideas by answering open-ended questions. The second step, "Star", allowed everyone to see each other's thoughts and add stars to the ideas they thought are most important. Lastly, the "Discover" phase saw the results being shared and everyone was witness to what was important to the group. Following this data collection cycle, the division and its schools reviewed the data to begin the process of addressing the greatest concerns. The data collected from this survey will continue to aid the schools and the school division when determining curricular programs, extra-curricular programs and appropriate student supports.

## Community Partnerships

North East School Division and individual schools within the division have established a range of formal and informal community partnerships in order to promote student learning and ensure that students' school experience is positive and successful. Descriptions of some of the partnerships are included below.

North East School Division has a continuing partnership with the Kinistin First Nation. This partnership, named Kinawind, works to create a mutually beneficial and respectful relationship between Kinistin First Nation and North East School Division that builds on the strengths of both organizations in providing greater opportunities for all children. The Kinawind Partnership provides opportunities for students in Grades 9-12 from the Kinistin First Nation to attend school at Tisdale Middle and Secondary School.

Through the granting of the Invitational Shared Services Initiative (ISSI) the NESD has formed two partnerships. The first partnership is a joint partnership with the Kinistin First Nation, the Yellow Quill First Nation, and the Saskatoon Tribal Council. The partnership goal includes providing leadership to teachers and supporting student mentorship within the partnership schools of the NESD, the Kinistin First Nation and the expanded relationship with Yellow Quill First Nation through Saskatoon Tribal Council. The partnership will utilize a First Nations mentor to provide cultural and academic engagement strategies directly to teachers to facilitate FN student success. The grant funds youth entrepreneur programs and clubs, and supported transportation for First Nation youth activities.

The Early Years Partnership is a partnership among multiple agencies. Included in this partnership is the NESD, Cumberland Regional College, the Ministry of Education, Métis Nation – Saskatchewan, the Kelsey Trail Health Region, KidsFirst, Northeast Daycare Directors Cooperative and neighbouring First Nations. This partnership aims at providing the best possible start in life for all young children in the north east. The partnership focuses on supporting families with the enhancement of the children's physical, social, emotional and intellectual development.

The Star City Hutterite Colony is located within the Division's boundaries and the Division has established a school within it. The provincial curriculum is taught in the school by a teacher employed full time with NESD. The Colony hires an additional instructor who provides language and religious instruction to students outside of the regular five hours of instruction. The colony provides the school facility and looks after its upkeep.

The School Division is an active partner in the North East Regional Inter-sectoral Committee (RIC) and uses an integrated service model in which they partner with social service agencies to ensure students' physical, social, and psychological needs are met. The town of Nipawin is the smallest designated *Kids First* community in Saskatchewan and has made significant progress in mitigating risk factors for expectant mothers and to support pre-school children and their families. During the 2015-16 school year, the North East RIC hosted a one day "Gathering For Reconciliation" forum bringing Aboriginal and non-Aboriginal communities together to explore the past and build a better future.

In 2015-16, North East School Division continued its partnership with the Nipawin Community Mobilization Initiative – Hub, while at the same time being an active participant on the

committee which developed a HUB for the community of Melfort. These are effective collaborative integrated multi-agency teams, building safer and healthier communities, reducing crime and victimization; accomplished through the mobilization of resources to address individuals/families with acutely elevated levels of risk as recognized across a range of service providers.

In 2015-16, North East School Division broadened an existing partnership with Nipawin Nutrition for Kids in order to provide universal snacks for five days a week to all of the students at Central Park Elementary School.

## **Strategic Direction and Reporting**

### **The Education Sector Strategic Plan**

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

2015-16 was the second year of deployment of the 2014-2020 ESSP.

### **Enduring Strategies**

The Enduring Strategies in the ESSP are:

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

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

### **OUTCOME:**

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

### **PRIORITY:**

In partnership with First Nations and Métis stakeholders implement the Following Their Voices Initiative (Phase 1).

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

For the 2015-16 school year, North East School Division had the following goals aligned to the First Nations and Metis Student Engagement and Graduation Rates outcome:

- 85% of FNM students will be fully meeting grade level outcomes and/or receiving 8 or more credits per year
- Explore alternative credit/certificate programs and expand distance learning opportunities

**School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority**

North East School Division utilized the First Nations Metis Education (FNME) Consultant to work with the Early Learning Coordinator and all of the schools in administering and supporting the Aboriginal Holistic Assessment Oral Language assessments.

Career Guidance counselors in all school received a credit attainment report that identified First Nations students off track to graduate on time. Based upon this report, schools were tasked with developing individual program plans aimed at supporting students to get back on track for graduation.

North East School Division has initiated a dual credit Continuing Care Aide course for students in Melfort. Meetings with partners, Kelsey Trail Health Region (KTHR) and Cumberland Regional College (CRC) were established. A cohort group of students were identified to receive courses delivered from Sask Polytech via CRC and receive both high school and post-secondary credit.

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

#### **Average Final Marks**

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

The following 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, 2015-16

Subject	All Students		Non-FNMI		FNMI	
	Province	North East	Province	North East	Province	North East
English Language Arts A 10 (Eng & Fr equiv)	73.0	78.5	76.1	79.5	61.1	69.8
English Language Arts B 10 (Eng & Fr equiv)	73.4	79.6	76.2	80.4	62.5	72.1
Science 10 (Eng & Fr equiv)	72.0	77.2	75.1	78.3	59.6	66.9
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	72.8	80.8	76.1	82.0	60.8	71.9
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	72.4	77.3	74.8	78.5	60.3	63.8
English Language Arts 20 (Eng & Fr equiv)	74.4	79.2	76.3	79.8	64.7	74.6
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	66.9	72.0	69.3	73.4	61.3	65.4
Math: Foundations 20 (Eng & Fr equiv)	73.6	76.9	75.3	77.3	63.6	72.7

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 FNM or I, however this category may include FNMI students who choose not to self-identify.  
Source: Ministry of Education, 2016

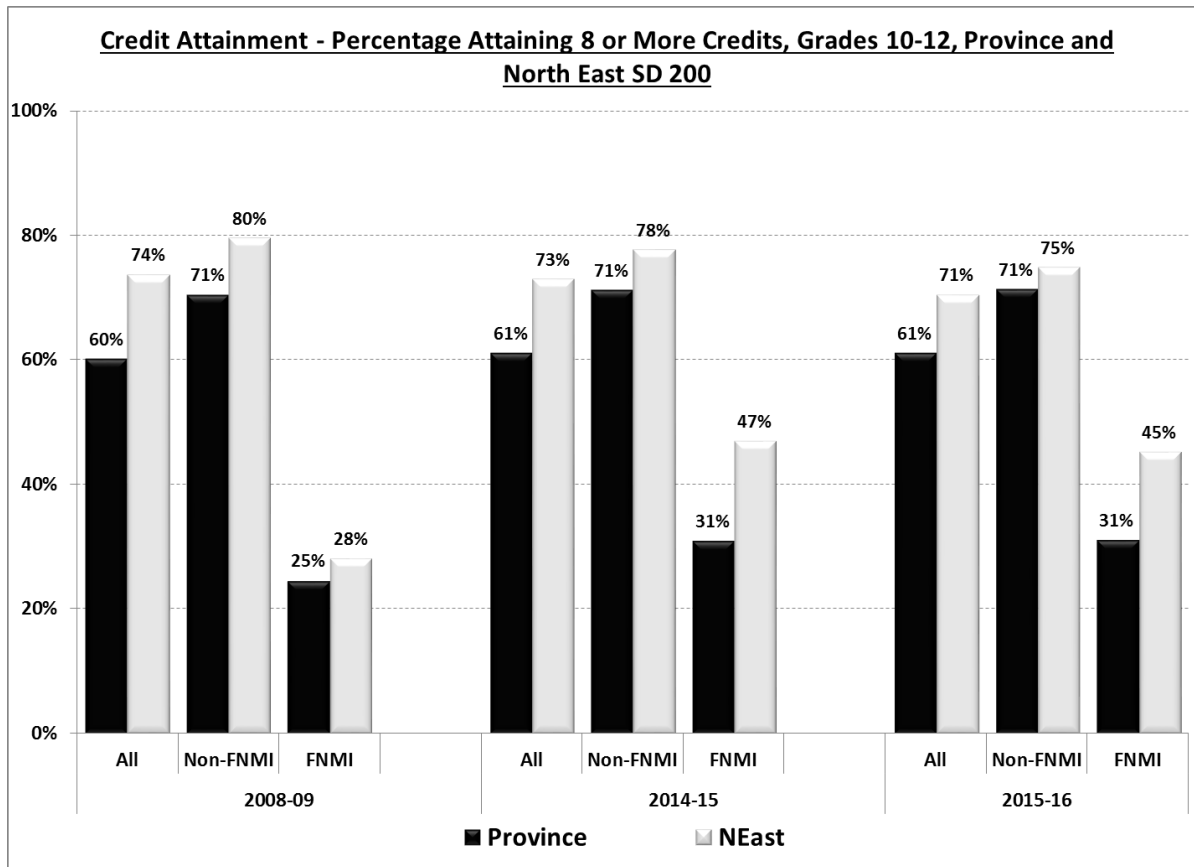
### Analysis of results

North East School Division is proud to continue to celebrate the academic accomplishments of its students. In 2015-16, the average final marks for all North East students exceeded the provincial results in all subject areas identified in the Average Final Marks for Selected Secondary-Level Courses. The average marks for non-FNMI students from the NESD were above the province's non-FNMI students in all subject areas. The average marks for North East School Division's self-identified FNMI students were well above the FNMI provincial results in all subjects. It should also be noted North East FNMI students performed very well in comparison to all students in the province. This suggests the work North East is doing with its partnerships is working towards reducing the achievement gap between self-identified students and non-FNMI students in the division and province. Celebrating this accomplishment does not reduce the need to continue to foster partnerships with neighbouring First Nations in an effort to increase attendance and credit attainment.

### Credit Attainment

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

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



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

Source: Ministry of Education, 2016

### Analysis of results

Overall, North East School Division has had a slight decrease in credit attainment from 73% of all Grade 10 students receiving eight or more credits in 2014-15 down to 71% in 2015-16. This trend is also true for the Non-FNMI students which witnessed a decline from 78% down to 75% over the same time period. The self-declared FNMI subpopulation in the North East School Division also had fewer students obtain eight or more credits. This subpopulation's percentages dropped from 47% to 45% from 2014-15 to 2015-16. The North East School Division does note that in all three categories its students outperform those of the province. Regardless of this success, it is noted that the North East School Division must do better in this area to reverse this downward trend. Just as concerning is the continuing trend of self-declared FNMI students not achieving enough credits to graduate within a three-year time period.



## Reading, Writing, Math at Grade Level and Saskatchewan Reads

### OUTCOME:

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

### PRIORITY:

Implement a refined set of provincial high impact reading assessment, instruction and intervention strategies (Saskatchewan Reads).

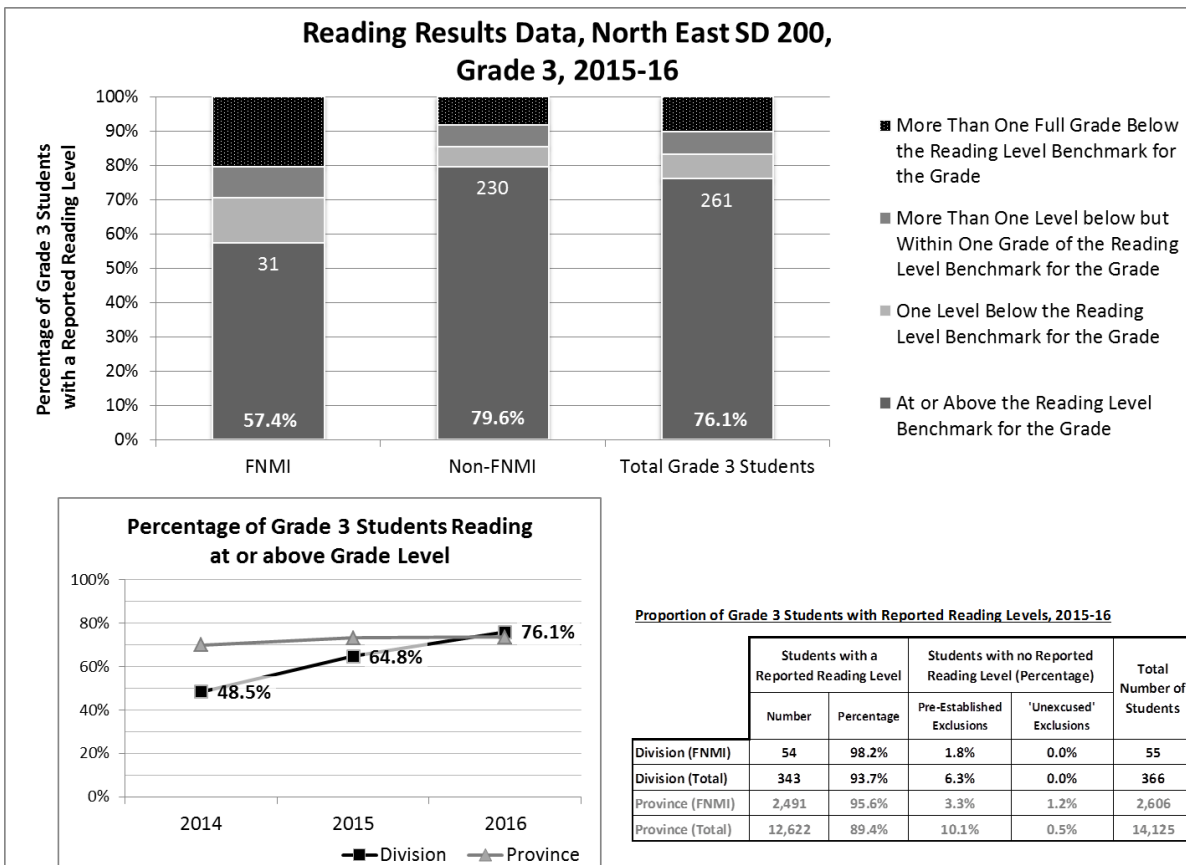
<p><b>School division goals aligned with Reading, Writing and Math at Grade Level outcome and the Saskatchewan Reads priority</b></p>	<p>For the 2015-16 school year, North East School Division had the following goals aligned with the Reading, Writing, Math at Grade Level outcome:</p> <ul style="list-style-type: none"> <li>• Assess 100% of the Grades 1-9 students using the Reading Assessment District (RAD) assessment</li> <li>• Support teachers with reading interventions through the use of resources as well as staffing</li> <li>• Monitor the performance of Grades 1-3 reading levels and support struggling readings with the Leveled Literacy Intervention (LLI) System.</li> </ul>
<p><b>School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Reading, Writing, Math at Grade Level outcome and the Saskatchewan Reads priority</b></p>	<p>North East School Division administered the Reading Assessment District to all of its students in Grades 1-9. Coupled with this delivery, the teachers participated in moderating the assessments in both the spring and fall for Grades 1-9. This produced a greater understanding of reading processes as well as consistent documents for all grades which include exemplars.</p> <p>During the 2015-16 school year, the North East School Division disseminated the Saskatchewan Reads document and website and assisted its schools in developing plans to utilize the resources. As well, the school division continued its practice of deploying student support services to assist with reading interventions.</p> <p>North East School Division reported reading levels for Grades 1-3 students three per year for each grade. The reading level data and reports were used at the school level to target additional supports for individual students who required assistance. The school division utilized this data to identify schools who could make use of the Fountas &amp; Pinnell Leveled Literacy Intervention System. The resources and accompanying training were delivered to these schools. Almost all of the schools of North East School Division now make use of these supports at various grade levels, based on need.</p>

## Measures for Reading, Writing and Math at Grade Level and Saskatchewan Reads

### Proportion of Grade 3 Students Reading At or Above Grade Level

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

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level grouping. The charts below the graph indicate the percentage of Grade 3 students in the province reading at or above grade level, as well as the proportion of Grade 3 students with reported reading levels.



Notes: Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for these calculations. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2016.

### **Analysis of results**

North East School Division is proud to report 76.1% of its Grade 3 students are now reading at or above the Reading Level Benchmark. This is marked improvement, up from 64.8% in the previous year. When we include those students who are only one level below the Reading Level Benchmark for Grade 3, North East School Division surpasses the provincial goal of have 80% at grade level in reading.

Where the results continue to be troublesome is with the gap between FNMI students and Non-FNMI students. Only 57.4% of Grade 3 FNMI students are reading at grade level while 79.6% of Non-FNMI students are reading at grade level. It should be noted improvements were made with struggling FNMI readers. Last year it was reported we had approximately 50% of our Grade 3 FNMI students reading more than one full grade below the Reading Level Benchmark. This year that number has been reduced to approximately 20%. Improvements are being made over time, but a continued effort is required with our struggling readers.

North East School Division is also pleased to report 93.7% of our students have a reported reading level. This includes 98.2% of the FNMI students within NESD with a reported reading level. Provincially, 89.4% of students have a reported reading level while 95.6% of the province's FNMI students have a reported reading level.

## Graduation Rates

### Outcome:

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

### **School Division goals aligned with the Graduation Rates outcome**

For the 2015-16 school year, North East School Division had the following goals aligned with the Graduation Rates outcome:

- Develop a credit tracking report and accompanying mechanism to monitor students not on track to graduate
- Expand distance education non-traditional elective offerings
- Implement *ThoughtExchange* school surveys to gauge stakeholder engagement in the school system
- Develop capability to correlate attendance and achievement data.

### **School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Graduation Rates outcome**

North East School Division implemented a new process during the 2015-16 school year to better track students who are not on-time to graduate. A report is generated and shared with all school principals and Career Guidance personnel. This report identifies all students who are not on-time to graduate. Schools are then tasked with the job of developing a personal plan for each individual student who is not on track to graduate.

During the 2015-16 school year, the North East School Division Online Virtual School developed Photography 10 and Wellness 10. Students were able to gain an elective of interest in Photography 10 and a required course in Wellness 10. Both of these courses proved to be successful implementations. The Wellness 10 course was designed in particular for students who have difficulty attending school or simply participating in a traditional physical education environment.

North East School Division implemented the *ThoughtExchange* school survey. The purpose was to increase stakeholder input into how the North East School Division was operating. The year-long process identified a number of topics for the North East School Division to review, ranging from communication to extra-curricular offerings.

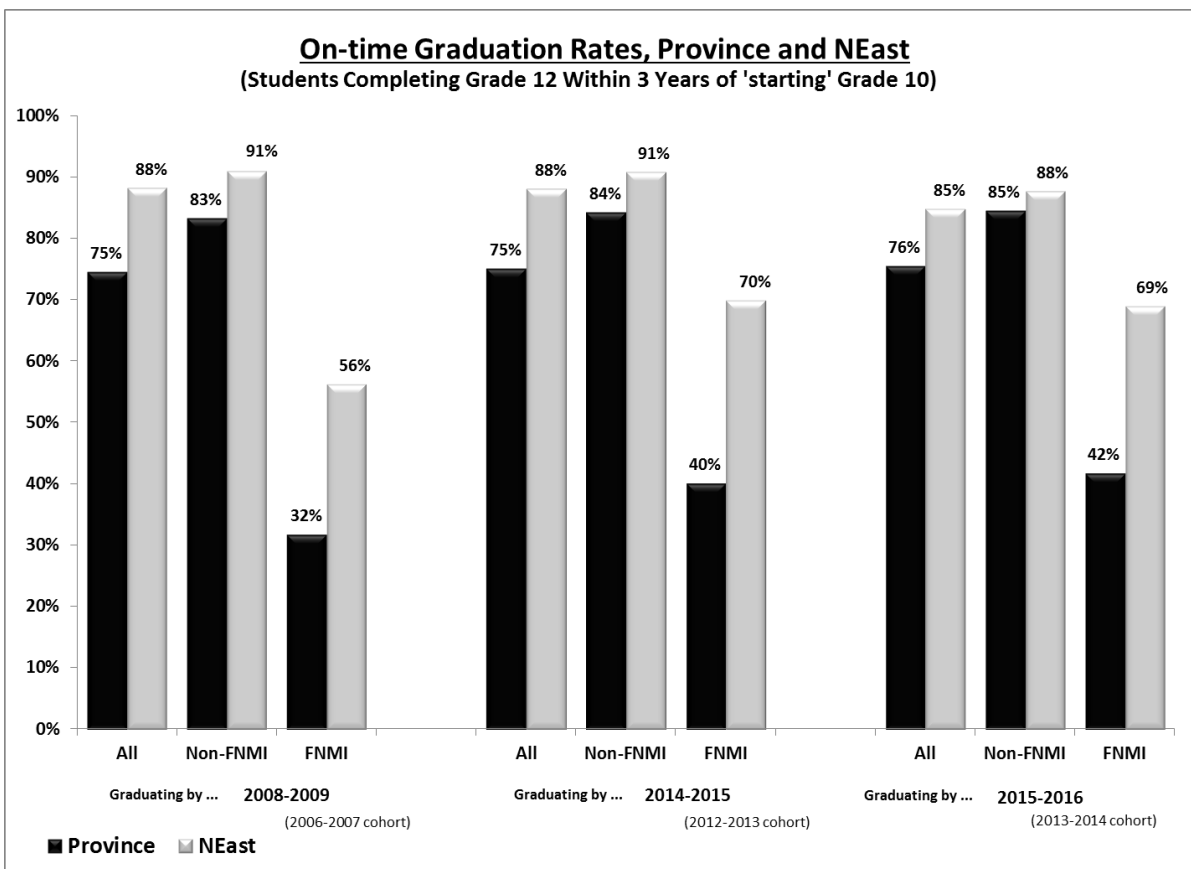
North East School Division partnered with both the Saskatchewan Rivers School Division and the South East Cornerstone School Division to expand its capability to correlate data between attendance and achievement. With this data, schools are more adept at identifying students with poor attendance who are at risk of not achieving credits.

## Measures for Graduation Rates

### Grade 12 Graduation Rate: On-Time

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

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



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

Source: Ministry of Education, 2016

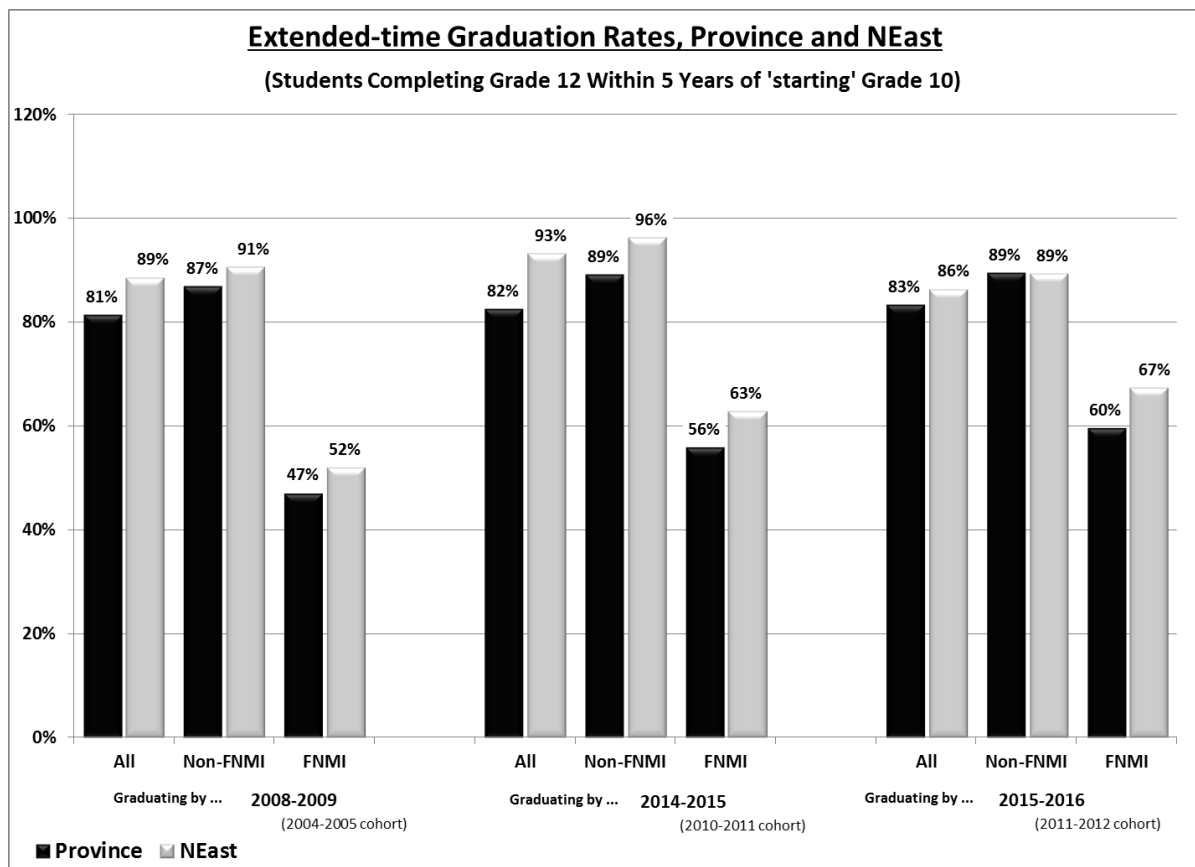
## Analysis of results

In June 2016, 85% of all North East School Division’s students graduated within three years of entering Grade 10 in 2013-2014, with 89% of Non-FNMI students and 70% of FNMI students graduating with the three-year window. All three of these values are slightly lower than the previous year, however they are very similar to the North East School Division results over the past number of years. This is mainly attributable to the Non-FNMI graduation rate being lower than expected. North East School Division is proud of the fact that the results in all three categories are higher than the provincial averages. The results are expected to continue to fluctuate based upon the individual cohort of students. North East School Division must continue to monitor its credit attainment so that early interventions can be put in place when students fall behind in their progress.

### Grade 12 Graduation Rate: Extended-Time

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 displays the percentage of students (all students, non-FNMI and FNMI) in the 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 FNM or I, however this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2016

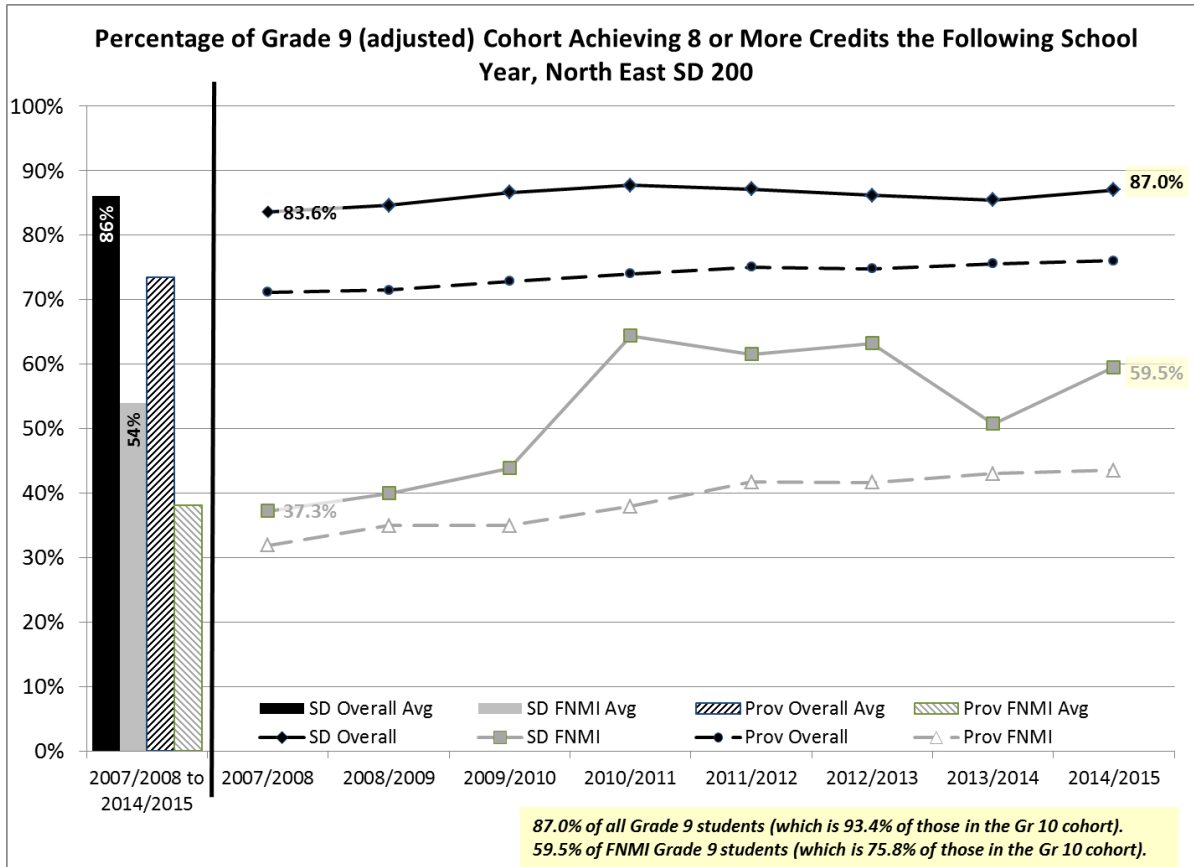
### **Analysis of results**

In June 2016, 86% of all North East School Division's students graduated within five years of entering Grade 10 in 2011-2012, with 89% of Non-FNMI students and 67% of FNMI students graduating with the five-year window. The overall rate is 7% lower than the previous year which is mainly attributable to the Non-FNMI graduation rate being lower than the previous by 7%. North East School Division is proud of the fact that the results in all three categories are equal to or higher than the provincial averages. The results are expected to continue to fluctuate based upon the individual cohort of students. North East School Division must continue to focus on finding alternative methods for students to obtain credits, even if this means providing programing to students outside of the normal school structure.

#### **Grade 9 to 10 Transition**

The transition from Grades 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 grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits a year is important for steady progress towards graduating on-time.

The following displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the 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: Percentages 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 FNM or I, however this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2016

### Analysis of results

North East School Division is proud to report 87.0% of students enrolled in Grade 10 for the first time in 2015-16 achieved 8 or more credits; of those students who are FNMI, only 59.5% had achieved 8 or more credits. Efforts are in place within the North East School Division, to ensure the FNMI subpopulation group's rate will return to its previous levels or higher. Our division's results are significantly better than the provincial results of 76.0% for all students, and 43.5% for FNMI students in 2015-16. Having said this, North East School Division realizes the importance of early intervention and making opportunities to obtain credits available to students who struggle with the regular school routines. Also of note, is the 8-year average displayed on the left. This graphic shows on average 86% of NESD students overall and 54% of the FNMI subpopulation are attaining 8 or more credits when enrolled in Grade 10 for the first time. The NESD results are well above the provincial average in each category.



## Operational Spending

### Outcome:

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

### **School division goals aligned with the Operational Spending outcome**

For the 2015-16 school year, North East School Division had the following goals that aligned with the Operational Spending outcome:

- Participate in Value Stream Mapping events
- Fully implement the usage of Purchase Cards throughout the division
- Participate in joint Request for Proposals (RFPs)

### **School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Operational Spending outcome**

North East School Division participated in two LEAN events. The first Value Stream Mapping event centered on how NESD managed its internal courier processes. Some of the highlights of this event include, but are not limited to, new sorting process and new routes for the courier. In the end, the interior courier services were reduced from five days per week down to two days per week.

To respond to central office restricting, the NESD initiated a Value Stream Mapping event for all of the returning principals. Highlights of this event included developing strategies to focus on value added work by removing the waste within their existing workload, increasing Instructional Leadership time, and lastly increasing trust, collaboration and communication across the system.

Purchase Cards were fully implemented throughout the school division. This has resulted in greater efficiencies within the accounting department as purchase orders and reimbursement of expenses were eliminated with purchases made on purchase cards.

North East School Division participated in three large joint Request for Proposals (RFPs). The first RFP was with Prairie Spirit School Division and Prairie South School Division to jointly enter into an agreement to purchase new busses. The second RFP was with the city of Prince Albert, several school divisions, and various rural municipalities to jointly purchase natural gas. The third RFP was with various school divisions to purchase office products from Supreme Basics.

## Early Years

### Outcome:

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

### School division goals aligned with the Early Years outcome

For the 2015-16 school year, North East School Division had the following goals aligned with the Operational Spending outcome:

- By June 2016, 90% of our students exiting Kindergarten will score within the appropriate range in four of the five domains on the EYE-TA assessment.
- 80% of students in participating Kindergarten classes will score at or above Level 3 in all aspects of the Help Me Tell My Story rubric.
- Prekindergarten and Kindergarten environments will average a score of 6 or higher in all categories of the Early Childhood Environmental Rating Scale – Revised (ECERS-R).

### School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Early Years outcome

North East School Division Prekindergarten and Kindergarten environments continue to add comfort while providing invitations to learn for our young children. Softening the environment and rotating materials continues to be a focus for the staff. New playground equipment was installed at Tisdale Elementary School.

Teachers of Prekindergarten continue to utilize the Essential Learning Experiences and teachers of Kindergarten continue to use their curriculum to drive their invitations, conversations, and play with their students. Teachers are becoming more familiar with the experiences and are sharing this information with parents through portfolios and progress reports.

North East School Division had 7 of the 9 Prekindergarten programs and 9 Kindergarten programs participate in Help Me Tell My Story. Each school embedded aspects of HMTMS in their learning centers and story time. Each class had events for the data collection and for sharing the data with their families.

Each Prekindergarten and Kindergarten program in the North East School Division hosted family engagement events. Events included such things as building upon the Healthy Start workshop, language and literacy stations with Hanen strategies, Tipi raising, and local tours.

The North East School Division Coordinator of Learning met regularly with the North East 0-3 Task Force. These meetings provided exposure for the Prekindergarten program to the other partners working with young children. This past year a presentation was made to the 0-3 Task Force on the Early Years Evaluation (EYE) data and Prekindergarten supports.

## Measures for Early Years

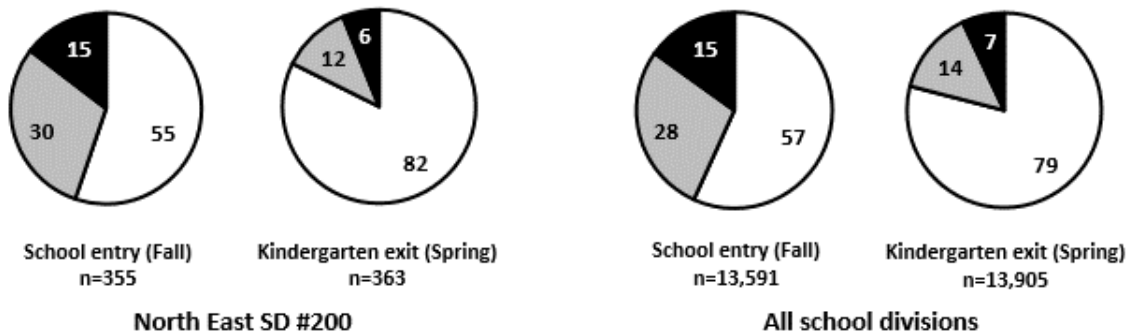
### Early Years Evaluation

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

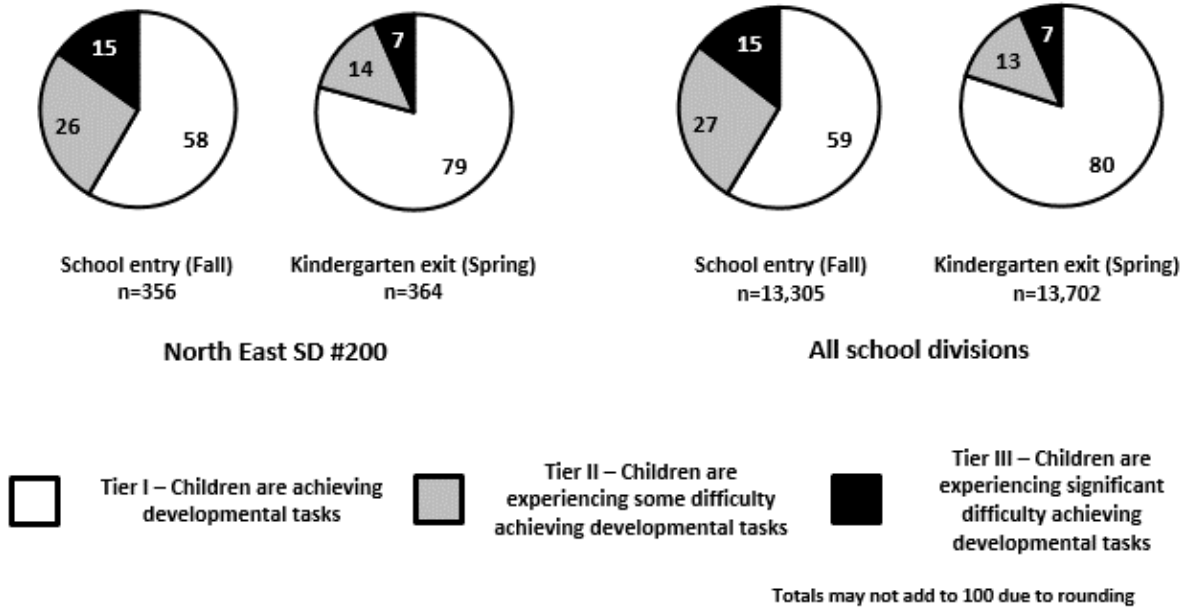
The following displays the percentage of students by RTI tiers at the end of Kindergarten in 2015-16, as well as the provincial results for each category.

### Ready to Learn: Early Years Evaluation – Teacher Assessment (EYE-TA) RTI (responsive, tiered instruction) results (%) at school entry & Kindergarten exit, 2014-15 (baseline) & 2015-16

2014-15 (baseline) collection; % of n values for School entry & Kindergarten exit categories



**2015-16 collection; % of n values for School entry & Kindergarten exit categories**



**Notes:**

Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading problems. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

Results reported previously for division EYE RTI Tiers at Kindergarten exit in 2014-15 may vary from results reported here. This is due to a change in reporting methodology. Prior to 2015-16, EYE results at Kindergarten exit omitted results for children who were assessed in spring post-screens only. The amended reporting methodology now includes results for all children screened in a division, regardless of whether or not they were enrolled and present during fall pre-screens.

Source: Ministry of Education, Early Years Branch, 2016

**Analysis of results**

North East School Division is pleased to report 79% of the kindergarten children scored at Tier 1, showing their learning and development is typical of children the same age. We realize these results are just slightly lower than the provincial average of 80%, but more importantly are 11% away from the provincial target. 14% of Kindergarten students scored at Tier 2 showing they are experiencing some difficulty and would benefit from additional opportunities and experiences for learning. 7% of Kindergarten students from NESD scored as Tier 3 showing they are experiencing significant difficulty and would benefit from additional opportunities and

experiences for learning, as well as targeted instruction and programming. Of special note is the fact that at the beginning of the year over 41% of the Kindergarten were experiencing some difficulty and this was reduced to half of that by year's end, something the NESD is proud of. Regardless of this fact, NESD will continue to make efforts to reduce this percentage.

## **Demographics**

North East School Division is in the midst of a cycle of slightly declining student enrollments. Demographics pertaining to the student enrollments are identified below. Following the student demographics, the staff and senior management profiles are identified. One will notice the staff and senior management changes parallel in size to the shift in student enrollments, that being a slight reduction.

### **Students**

In 2015-16, 4807 students were enrolled with the North East School Division. This is 67 students fewer than in 2014-15 (4874 students) and 68 students fewer than in 2013-14 (4875 students).

For 2015-16 and for both of the previous years, the population of Kindergarten to Grade 3 students was significantly lower than the population of older students. This means that the trend of lower student population may continue in the years ahead, as these students progress through the grades. NESD witnessed a decrease of Self-Identified FNMI from 789 students in 2014-15 to 682 students in 2015-16. A new trend is the enrollment of English as Additional Language students. In 2014-15 NESD had 153 of these students enrolled, more than double the previous year. In 2015-16 NESD housed 151 of these students. With the continued growth in immigrant population, we can expect this subpopulation to hold at its existing level or continue to increase.

North East School Division strongly supports the smooth transition of its young learners into the school system. NESD has nine Prekindergarten programs being delivered in four communities, with a total space for 164 students. In the future we would like to see this delivery model expanded into other communities.

Grade			
	2013-14	2014-15	2015-16
<b>Kindergarten</b>	338	359	365
<b>1</b>	348	370	376
<b>2</b>	333	363	374
<b>3</b>	355	350	355
<b>4</b>	345	356	362
<b>5</b>	359	359	348
<b>6</b>	368	367	338
<b>7</b>	366	370	375
<b>8</b>	356	365	355
<b>9</b>	393	348	375
<b>10</b>	454	413	363
<b>11</b>	435	418	389
<b>12</b>	425	436	432
<b>Total</b>	<b>4875</b>	<b>4874</b>	<b>4807</b>
<b>PreK</b>	135	125	137

Note: The table above identifies the actual number of students enrolled in each grade as of September 30 of each year.

Source: Ministry of Education, 2015

Subpopulation Enrolments	Grades			
		2013-14	2014-15	2015-16
<b>Self-Identified FNMI</b>	<b>K to 3</b>	187	195	210
	<b>4 to 6</b>	148	140	132
	<b>7 to 9</b>	219	211	168
	<b>10 to 12</b>	249	243	172
	<b>Total</b>	<b>803</b>	<b>789</b>	<b>682</b>
<b>English as an Additional Language</b>	<b>1 to 3</b>	36	73	53
	<b>4 to 6</b>	18	34	39
	<b>7 to 9</b>	13	27	32
	<b>10 to 12</b>	8	19	27
	<b>Total</b>	<b>75</b>	<b>153</b>	<b>151</b>

Note: The table above identifies the actual number of students enrolled in each grade as of September 30 of each year.

Source: Ministry of Education, 2015

## Staff

NESD is one of the largest employers within the North East Central part of the province. The division employs approximately 650 full-time equivalent staff which is equally split between teachers and other supporting staff who are representing a myriad of occupations. As we are a full service school division, the supporting position classifications not encompassing teachers include educational associates, library staff, administrative assistants, bus drivers, mechanics, caretakers, plumbers, electricians, carpenters, counselling personnel, outreach personnel, speech and language therapists, occupational therapists, information technology personnel, finance personnel, supervising personnel, superintendents and a Director of Education. The figure below provides an overview of all division staff.

<b>Job Category</b>	<b>FTEs</b>
<b>Classroom teachers</b>	305.9
<b>Principals, vice-principals</b>	20.1
<b>Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists</b>	121.9
<b>Administrative and financial staff – e.g., accountants, Information Technology people, supervisors, administrative assistants, clerks</b>	63.7
<b>Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors</b>	53.3
<b>Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors</b>	76.5
<b>Senior Management team (as described below) – e.g., chief financial officer, director of education, superintendents</b>	5.0
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>648.4</b>

### Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.
- Some individuals are counted in more than one category. For example, a teaching principal might be counted as 0.4 as a classroom teacher and 0.6 as a principal.



## Senior Management Team

The Director of Education/CEO, Don Rempel, reports directly to the Board of Education and is responsible for oversight of all aspects of the school division.

The two Superintendents of Learning have portfolios that include work with school based administrators in their pod of schools as well as the functional areas of student services and curriculum, assessment & instruction within the school division.

- Superintendent – John Casavant – 12 schools; Curriculum, Assessment & Instruction
- Superintendent – Eric Hufnagel – 9 schools; Students Services

The Superintendent of Operations – Rob McKay is responsible to oversee assigned portfolios that include: Information Technology, Data Services, Communications, Integrated Services, First Nations and Métis Education, Online Learning, Library Services, Career Guidance, Athletics, Home School students, Driver Training and the North East School Improvement Projects.

The Superintendent of Business Administration/Chief Financial Officer: Wanda McLeod – in addition to being accountable as the secretary treasurer to the Board of Education, the CFO is responsible to oversee the assigned portfolios that include: Finance, Facilities and Transportation Operations.

The Superintendent of Human Resources – Dean Biesenthal is responsible for the assigned portfolios of Human Resources, Payroll and Interns. Mr. Biesenthal resigned his position as Superintendent of Human Resources in January, 2016. Rob McKay served as the Interim Superintendent of Human Resources until July, 2016, when he was replaced by Heather Shwetz.

In May, 2016 the Senior Management Team underwent a restructuring. The positions of the two Superintendents of Learning and the Superintendent of Operations were merged into two new Superintendent positions. The new Superintendent of School Services, Rob McKay, oversees all daily workings associated with school operations. The new Superintendent of Student Services, Eric Hufnagel, oversees all matters pertaining to student support services, integrated services, and early childhood education. The Director of Education, Don Rempel, continues to be responsible for all previous duties as well as the supervision of in-school administrators.

## Facilities Infrastructure Projects and Transportation

### Facilities

#### School List 2015-16

School	Grades	Location
Arborfield School	K-12	Arborfield
Bjorkdale School	K-12	Bjorkdale
Brunswick School	K-6	Melfort
Carrot River Elementary School	K-4	Carrot River
Carrot River Junior and Senior High School	5-12	Carrot River
Central Park Elementary School	K-3	Nipawin
Gronlid School	K-12	Gronlid
Hudson Bay Community School	K-12	Hudson Bay
L.P. Miller Comprehensive School	7-12	Nipawin
Maude Burke School	K-6	Melfort
Melfort & Unit Comprehensive Collegiate	7-12	Melfort
Naicam School	K-12	Naicam
Porcupine Plain Comprehensive School	K-12	Porcupine Plain
Reynolds Central School	K-6	Melfort
Star City Colony School	K-9	Star City Hutterite Colony
Star City School	K-12	Star City
Tisdale Elementary School	K-5	Tisdale
Tisdale Middle & Secondary School	6-12	Tisdale
Wagner Elementary School	4-6	Nipawin
White Fox School	K-9	White Fox
William Mason School	K-12	Choiceland

## Infrastructure Projects 2015-16

<b>Infrastructure Projects</b>			
<b>School</b>	<b>Project</b>	<b>Details</b>	<b>2015-16 Cost</b>
Melfort and Unit Comprehensive Collegiate	Ventilation Upgrade	Phase 1 of the upgrade includes upgrading the controls, installing new supply and return air fans, and the cleaning of all duct work, exhaust fans and various equipment	\$335,850
Tisdale Middle and Secondary School	Welding and Art Labs	Develop a new welding lab in the old art room and create a new art room	\$564,377
<b>Total</b>			<b>\$900,227</b>

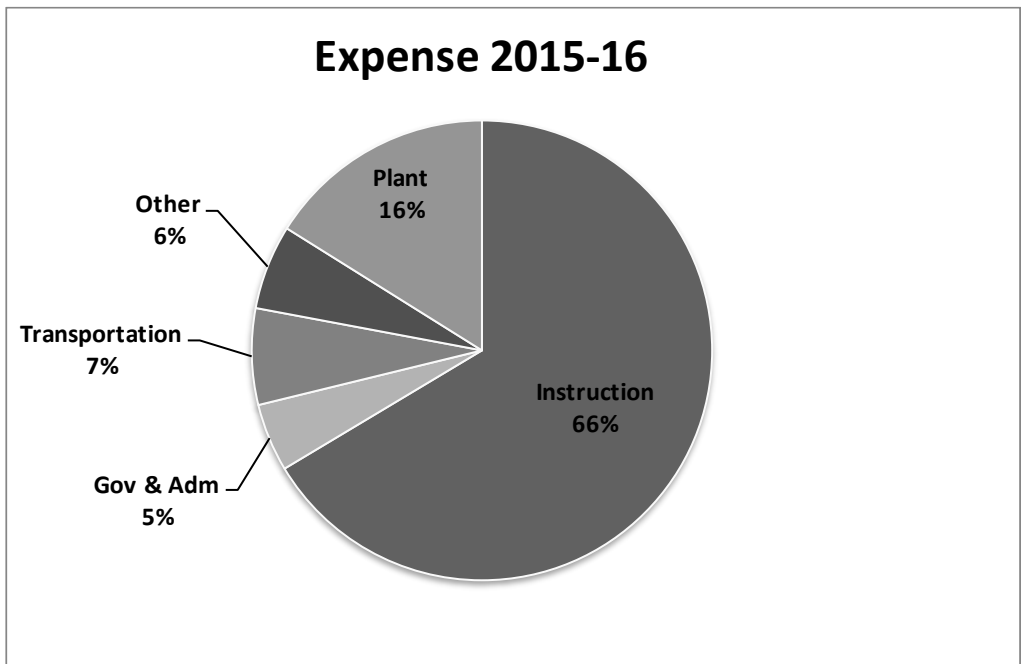
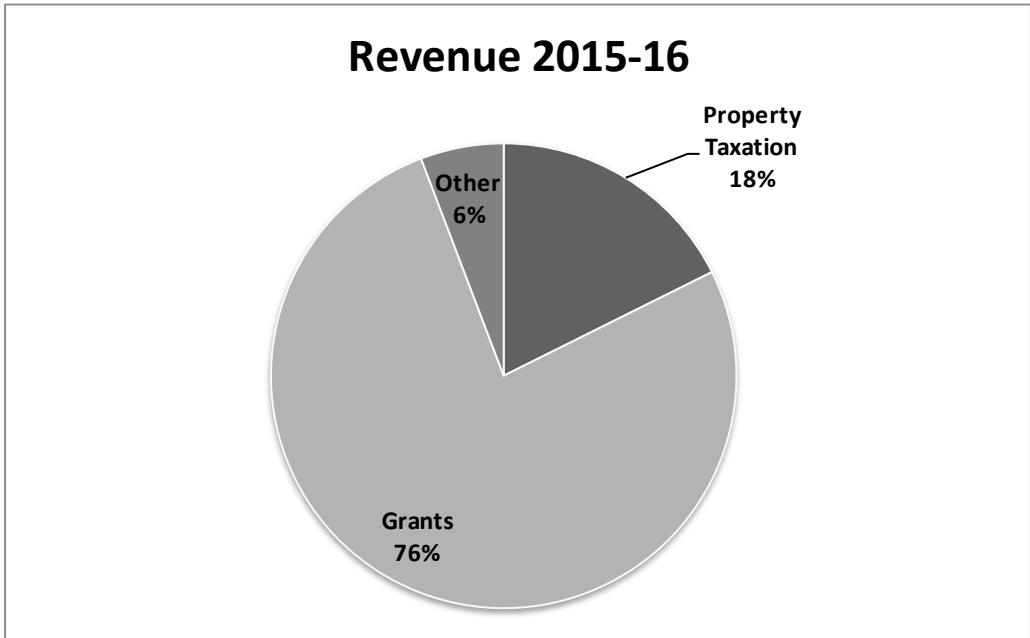
## Transportation

Much of North East School Division is rural, so a significant number of students are transported to school. Some city/town students are transported as well, when the distance between school and home is too great to walk, particularly in Carrot River, Hudson Bay, Porcupine Plain, Melfort, Tisdale and Nipawin.

North East School Division operates its own transportation service and owns a fleet of 97 buses (71 route buses and 26 spares) of various sizes. In addition, the school division utilizes taxis and/or wheelchair accessible vans in Hudson Bay, Melfort, Nipawin and Tisdale to provide transportation for special needs students.

# Financial Overview

## Summary of Revenue and Expenses



## Budget to Actual Revenue, Expenses and Variances

	2016	2016	2015	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
<b>REVENUES</b>						
Property Taxation	10,011,408	10,867,537	10,706,278	856,129	9%	1
Grants	48,025,382	47,177,822	56,483,693	(847,560)	-2%	
Tuition and Related Fees	670,000	619,491	656,517	(50,509)	-8%	2
School Generated Funds	1,016,650	1,533,168	1,635,187	516,518	51%	3
Complementary Services	608,544	609,245	1,239,644	701	0%	
External Services	135,693	134,433	124,249	(1,260)	-1%	
Other	579,200	664,360	757,720	85,160	15%	4
<b>Total Revenues</b>	<b>61,046,877</b>	<b>61,606,056</b>	<b>71,603,288</b>	<b>559,179</b>	<b>1%</b>	
<b>EXPENSES</b>						
Governance	427,100	395,685	380,709	(31,415)	-7%	5
Administration	2,321,193	2,524,352	2,276,425	203,159	9%	6
Instruction	41,302,443	40,581,175	39,756,370	(721,268)	-2%	
Plant	10,280,141	9,836,985	9,089,246	(443,156)	-4%	
Transportation	4,595,854	4,140,304	4,213,794	(455,550)	-10%	7
Tuition and Related Fees	200,000	219,759	194,307	19,759	10%	8
School Generated Funds	973,588	1,146,884	1,232,055	173,296	18%	9
Complementary Services	1,366,176	1,664,999	1,656,803	298,823	22%	10
External Services	226,450	203,698	205,649	(22,752)	-10%	11
Other Expenses	376,225	401,731	712,063	25,506	7%	12
<b>Total Expenses</b>	<b>62,069,170</b>	<b>61,115,572</b>	<b>59,717,421</b>	<b>(953,598)</b>	<b>-2%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>(1,022,293)</b>	<b>490,484</b>	<b>11,885,867</b>			

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

Note	Explanation
1	Over budget as the actual property tax revenues received from the municipalities was higher than estimated by the Ministry of Education.
2	Under budget due to Federal tuition student numbers being less than expected.
3	Over budget due to the increase in the number of fundraising projects and donations for new school playgrounds.
4	Over budget due to a playground donation and the Workers Compensation Board surplus distribution, which were not included in the budget.
5	Under budget due to board members participating in less professional development events than anticipated.

- 6 Over budget due to the reduction of one senior administration position and the associated costs, which was unbudgeted; there were also additional minor renovations required for the payroll department to move from Nipawin to the Melfort division office.
- 7 Under budget due to cost savings in fuel pricing throughout the year and salary cost savings for staff leaves without pay where coverage was not available.
- 8 Over budget due to increased student numbers enrolled in the Adult Basic Education program at Cumberland Regional College.
- 9 Over budget due to additional fundraising projects and increased costs for band trips and graduation expenses.
- 10 Over budget due to the following items that were not included in the budget: Provincial Priority Following Their Voices expenses, costs relating to the Universal Kindergarten Nutrition Program at all schools having a Kindergarten class and the Universal Snack Program at Central Park School.
- 11 Under budget due to a reduction in the cost of sales at the cafeterias.
- 12 Over budget due to the writing off a Ministry of Education receivable for the facility condition audits that cost less than expected (so the reimbursement required from the Ministry was also less).

## Appendices

### Appendix A – Payee List

*Board Remuneration & Personal Services available upon request.*

#### *Transfers*

Name	Amount
Cumberland Regional College	\$222,111

#### *Supplier Payments*

Name	Amount
Allmar Inc.	\$98,124
AODBT	148,497
Apple Canada Inc.	187,824
Bakken, Ivy	60,090
Black & McDonald Limited	247,903
BMO Financial Group	897,959
Bus Sales of Saskatoon Ltd.	652,311
Cervus Equipment	62,997
Digness, Wilfred	80,635
Federated Co-operatives Ltd.	670,897
Fouillard Carpet Sales	\$ 96,005
Fulcrum Management	52,608
Graham Construction & Eng	950,878
Greentree Engineering	108,233
Insight Canada Inc.	186,751
Klassen Driving School	58,287
Konica Minolta Bus. Solutions	198,038
Legacy Bus Sales Ltd.	758,886
Marsh Canada Limited	294,910
Maxim Truck & Trailer	72,656
Northland Recreation Supply	\$ 80,150

Name	Amount
PCG Canada ULC	58,350
Pearson Canada Inc T46254	91,311
Pinnacle Distribution Inc.	218,746
Powerland Computers Ltd.	692,755
Prairie North Co-op Assoc.Ltd.	61,954
Premier School Agendas Ltd.	63,941
Sask. School Boards Assoc.	97,402
Sask. Workers' Compensation Board	134,363
Saskatoon Tribal Council Inc.	358,793
Sharp's Audio-Visual Ltd.	\$ 90,570
Sisson Electric	248,271
SaskEnergy	413,007
SaskPower	968,787
SaskTel	731,896
Supreme Basics	88,071
Ten & Two Driver Training	55,540
TSA Insurance Ltd.	112,329
VCM Construction Ltd.	532,131
VIVVO Application Studios Ltd	171,675

### *Other Expenditures*

Name	Amount
CUPE Local #4875	\$119,232
Municipal Employees' Pension Plan	1,783,099
NETA	75,738
Receiver General	11,358,332

Name	Amount
Sask. School Boards	607,971
Sask. Teachers' Federation	\$3,817,392
Teachers Superannuation Commission	53,066



**Appendix B – Management Report  
and Audited Financial Statements**

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## Audited Financial Statements

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Of the North East School Division No. 200

School Division No. 2000500

For the Period Ending: August 31, 2016

Wanda McLeod  
\_\_\_\_\_  
Chief Financial Officer

Virtus Group LLP  
\_\_\_\_\_  
Auditor

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

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## Management's Responsibility for the Financial Statements

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

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

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

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

On behalf of the North East School Division No. 200:

  
Board Chair

  
Director of Education

  
Superintendent of Business Administration

November 29, 2016



## INDEPENDENT AUDITORS' REPORT

To the Board of Directors,  
North East School Division No. 200

We have audited the accompanying financial statements of North East School Division No. 200 which comprise the statement of financial position as at August 31, 2016 and the statements of operations and accumulated surplus from operations, statements of changes in net financial assets and cash flows for the year then ended, with related schedules and a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Financial Statements*

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

### *Auditors' Responsibility*

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

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

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

### *Opinion*

In our opinion, these financial statements present fairly, in all material respects, the financial position of the school division as at August 31, 2016 and the results of its operations, changes in its net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

**November 29, 2016**  
**Saskatoon, Saskatchewan**

*Virtus Group LLP*  
**Chartered Professional Accountants**


**North East School Division No. 200**  
**Statement of Financial Position**  
**as at August 31, 2016**

	2016	2015
<b>Financial Assets</b>		
Cash and Cash Equivalents	21,575,685	23,450,590
Accounts Receivable (Note 8)	3,509,656	4,342,645
Portfolio Investments (Note 4)	911,435	907,770
<b>Total Financial Assets</b>	<b>25,996,776</b>	<b>28,701,005</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities (Note 9)	2,879,596	5,323,810
Long-Term Debt (Note 10)	8,804,643	9,133,248
Liability for Employee Future Benefits (Note 6)	595,600	532,500
Deferred Revenue (Note 11)	425,135	399,234
<b>Total Liabilities</b>	<b>12,704,974</b>	<b>15,388,792</b>
<b>Net Financial Assets</b>	<b>13,291,802</b>	<b>13,312,213</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Schedule C)	74,726,690	74,315,018
Inventory of Supplies for Consumption	314,254	276,537
Prepaid Expenses	775,874	714,368
<b>Total Non-Financial Assets</b>	<b>75,816,818</b>	<b>75,305,923</b>
<b>Accumulated Surplus (Note 14)</b>	<b>89,108,620</b>	<b>88,618,136</b>


Contractual Obligations and Commitments (Note 18)

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

Approved by the Board:


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Chairperson

Chief Financial Officer

**North East School Division No. 200**  
**Statement of Operations and Accumulated Surplus from Operations**  
**for the year ended August 31, 2016**

	<b>2016 Budget</b>	<b>2016 Actual</b>	<b>2015 Actual</b>
<b>REVENUES</b>	(Note 15)		
Property Taxation	10,011,408	10,867,537	10,706,278
Grants	48,025,382	47,177,822	56,483,693
Tuition and Related Fees	670,000	619,491	656,517
School Generated Funds	1,016,650	1,533,168	1,635,187
Complementary Services (Note 12)	608,544	609,245	1,239,644
External Services (Note 13)	135,693	134,433	124,249
Other	579,200	664,360	757,720
<b>Total Revenues (Schedule A)</b>	<b>61,046,877</b>	<b>61,606,056</b>	<b>71,603,288</b>
<b>EXPENSES</b>			
Governance	427,100	395,685	380,709
Administration	2,321,193	2,524,352	2,276,425
Instruction	41,302,443	40,581,175	39,756,370
Plant	10,280,141	9,836,985	9,089,246
Transportation	4,595,854	4,140,304	4,213,794
Tuition and Related Fees	200,000	219,759	194,307
School Generated Funds	973,588	1,146,884	1,232,055
Complementary Services (Note 12)	1,366,176	1,664,999	1,656,803
External Services (Note 13)	226,450	203,698	205,649
Other Expenses	376,225	401,731	712,063
<b>Total Expenses (Schedule B)</b>	<b>62,069,170</b>	<b>61,115,572</b>	<b>59,717,421</b>
<b>Operating Surplus (Deficit) for the Year</b>	<b>(1,022,293)</b>	<b>490,484</b>	<b>11,885,867</b>
<b>Accumulated Surplus from Operations, Beginning of Year</b>	<b>88,618,136</b>	<b>88,618,136</b>	<b>76,732,269</b>
<b>Accumulated Surplus from Operations, End of Year</b>	<b>87,595,843</b>	<b>89,108,620</b>	<b>88,618,136</b>

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

**North East School Division No. 200**  
**Statement of Changes in Net Financial Assets**  
**for the year ended August 31, 2016**

	<b>2016 Budget</b>	<b>2016 Actual</b>	<b>2015 Actual</b>
	(Note 15)		
<b>Net Financial Assets, Beginning of Year</b>	<b>13,312,213</b>	<b>13,312,213</b>	<b>13,143,172</b>
<b>Changes During the Year</b>			
Operating Surplus (Deficit) for the Year	(1,022,293)	490,484	11,885,867
Acquisition of Tangible Capital Assets (Schedule C)	(5,363,459)	(4,555,272)	(15,218,484)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	11,000	10,042	24,075
Net Gain on Disposal of Capital Assets (Schedule C)	(11,000)	(10,042)	(24,075)
Write-Down of Tangible Capital Assets (Schedule C)	-	-	51,564
Amortization of Tangible Capital Assets (Schedule C)	4,130,821	4,143,600	3,559,898
Net Acquisition of Inventory of Supplies	-	(37,717)	15,858
Net Change in Other Non-Financial Assets	-	(61,506)	(125,661)
<b>Change in Net Financial Assets</b>	<b>(2,254,931)</b>	<b>(20,411)</b>	<b>169,041</b>
<b>Net Financial Assets, End of Year</b>	<b>11,057,282</b>	<b>13,291,802</b>	<b>13,312,213</b>

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

**North East School Division No. 200**  
**Statement of Cash Flows**  
**for the year ended August 31, 2016**

	<b>2016</b>	<b>2015</b>
<b>OPERATING ACTIVITIES</b>		
Operating Surplus for the Year	490,484	11,885,867
Add Non-Cash Items Included in Surplus (Schedule D)	4,133,558	3,587,387
Net Change in Non-Cash Operating Activities (Schedule E)	(1,621,447)	767,422
<b>Cash Provided by Operating Activities</b>	<b>3,002,595</b>	<b>16,240,676</b>
<b>CAPITAL ACTIVITIES</b>		
Cash Used to Acquire Tangible Capital Assets	(4,555,272)	(15,218,484)
Proceeds on Disposal of Tangible Capital Assets	10,042	24,075
<b>Cash Used by Capital Activities</b>	<b>(4,545,230)</b>	<b>(15,194,409)</b>
<b>INVESTING ACTIVITIES</b>		
Cash Used to Acquire Portfolio Investments	(3,665)	(907,770)
Proceeds on Disposal of Portfolio Investments	-	520,638
<b>Cash Used by Investing Activities</b>	<b>(3,665)</b>	<b>(387,132)</b>
<b>FINANCING ACTIVITIES</b>		
Repayment of Long-Term Debt	(328,605)	(315,239)
<b>Cash Used by Financing Activities</b>	<b>(328,605)</b>	<b>(315,239)</b>
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	<b>(1,874,905)</b>	<b>343,896</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>23,450,590</b>	<b>23,106,694</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>21,575,685</b>	<b>23,450,590</b>

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



**North East School Division No. 200**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2016**

	2016 Budget	2016 Actual	2015 Actual
<b>Property Taxation Revenue</b>			
<b>Tax Levy Revenue</b>			
Property Tax Levy Revenue	10,011,408	10,643,369	10,459,603
<b>Total Property Tax Revenue</b>	<b>10,011,408</b>	<b>10,643,369</b>	<b>10,459,603</b>
<b>Grants in Lieu of Taxes</b>			
Federal Government	-	46,522	55,578
Provincial Government	-	102,087	86,830
Other	-	6,595	8,595
<b>Total Grants in Lieu of Taxes</b>	<b>-</b>	<b>155,204</b>	<b>151,003</b>
<b>Other Tax Revenues</b>			
Treaty Land Entitlement - Rural	-	-	4,419
House Trailer Fees	-	18,917	18,802
<b>Total Other Tax Revenues</b>	<b>-</b>	<b>18,917</b>	<b>23,221</b>
<b>Additions to Levy</b>			
Penalties	-	121,225	193,000
Other	-	4,637	6,359
<b>Total Additions to Levy</b>	<b>-</b>	<b>125,862</b>	<b>199,359</b>
<b>Deletions from Levy</b>			
Cancellations	-	(46,241)	(102,035)
Other Deletions	-	(29,574)	(24,873)
<b>Total Deletions from Levy</b>	<b>-</b>	<b>(75,815)</b>	<b>(126,908)</b>
<b>Total Property Taxation Revenue</b>	<b>10,011,408</b>	<b>10,867,537</b>	<b>10,706,278</b>
<b>Grants</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	46,269,950	44,805,935	45,386,500
Other Ministry Grants	254,451	254,451	158,202
<b>Total Ministry Grants</b>	<b>46,524,401</b>	<b>45,060,386</b>	<b>45,544,702</b>
Other Provincial Grants	211,400	198,107	200,546
<b>Total Operating Grants</b>	<b>46,735,801</b>	<b>45,258,493</b>	<b>45,745,248</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	1,281,639	1,889,784	10,495,911
Other Provincial Capital Grants	7,942	29,545	242,534
<b>Total Capital Grants</b>	<b>1,289,581</b>	<b>1,919,329</b>	<b>10,738,445</b>
<b>Total Grants</b>	<b>48,025,382</b>	<b>47,177,822</b>	<b>56,483,693</b>

**North East School Division No. 200**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2016**

	2016 Budget	2016 Actual	2015 Actual
<b>Tuition and Related Fees Revenue</b>			
<b>Operating Fees</b>			
Tuition Fees			
School Boards	10,000	6,500	16,500
Federal Government and First Nations	660,000	609,491	640,017
Individuals and Other	-	3,500	-
<b>Total Tuition Fees</b>	<b>670,000</b>	<b>619,491</b>	<b>656,517</b>
<b>Total Operating Tuition Fees</b>	<b>670,000</b>	<b>619,491</b>	<b>656,517</b>
<b>Total Tuition and Related Fees Revenue</b>	<b>670,000</b>	<b>619,491</b>	<b>656,517</b>
<b>School Generated Funds Revenue</b>			
<b>Non-Curricular Fees</b>			
Commercial Sales - Non-GST	230,800	228,857	251,404
Fundraising	496,250	573,577	698,631
Grants and Partnerships	63,600	163,269	106,607
Students Fees	114,200	226,176	199,116
Other	111,800	341,289	379,429
<b>Total Non-Curricular Fees</b>	<b>1,016,650</b>	<b>1,533,168</b>	<b>1,635,187</b>
<b>Total School Generated Funds Revenue</b>	<b>1,016,650</b>	<b>1,533,168</b>	<b>1,635,187</b>
<b>Complementary Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	595,044	595,044	575,832
Other Ministry Grants	-	-	650,000
Other Grants	13,500	14,201	13,812
<b>Total Operating Grants</b>	<b>608,544</b>	<b>609,245</b>	<b>1,239,644</b>
<b>Total Complementary Services Revenue</b>	<b>608,544</b>	<b>609,245</b>	<b>1,239,644</b>

**North East School Division No. 200**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2016**

	2016 Budget	2016 Actual	2015 Actual
<b>External Services</b>			
<b>Fees and Other Revenue</b>			
Other Revenue	135,693	134,433	124,249
<b>Total Fees and Other Revenue</b>	<b>135,693</b>	<b>134,433</b>	<b>124,249</b>
<b>Total External Services Revenue</b>	<b>135,693</b>	<b>134,433</b>	<b>124,249</b>
<b>Other Revenue</b>			
Miscellaneous Revenue	11,200	110,268	107,635
Sales & Rentals	370,400	352,427	412,217
Investments	186,600	191,623	213,793
Gain on Disposal of Capital Assets	11,000	10,042	24,075
<b>Total Other Revenue</b>	<b>579,200</b>	<b>664,360</b>	<b>757,720</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>61,046,877</b>	<b>61,606,056</b>	<b>71,603,288</b>

**North East School Division No. 200**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2016**

	2016 Budget	2016 Actual	2015 Actual
<b>Governance Expense</b>			
Board Members Expense	117,500	118,969	109,893
Professional Development- Board Members	95,200	45,494	51,489
Advisory Committees	31,400	43,800	29,100
Professional Development - Advisory Committees	8,000	8,504	11,822
Elections	-	3,950	5,253
Other Governance Expenses	175,000	174,968	173,152
<b>Total Governance Expense</b>	<b>427,100</b>	<b>395,685</b>	<b>380,709</b>
<b>Administration Expense</b>			
Salaries	1,702,884	1,842,948	1,666,096
Benefits	194,079	207,028	202,335
Supplies & Services	193,340	172,370	183,823
Non-Capital Furniture & Equipment	7,700	7,497	5,026
Building Operating Expenses	38,000	88,178	27,781
Communications	30,700	38,700	35,085
Travel	42,500	58,718	46,292
Professional Development	46,250	38,246	34,450
Amortization of Tangible Capital Assets	65,740	70,667	75,537
<b>Total Administration Expense</b>	<b>2,321,193</b>	<b>2,524,352</b>	<b>2,276,425</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	28,698,986	28,342,341	28,148,999
Instructional (Teacher Contract) Benefits	1,380,657	1,447,388	1,451,290
Program Support (Non-Teacher Contract) Salaries	5,465,609	5,220,981	5,192,322
Program Support (Non-Teacher Contract) Benefits	960,323	921,945	921,122
Instructional Aids	906,795	965,422	935,408
Supplies & Services	1,196,612	1,077,676	724,613
Non-Capital Furniture & Equipment	339,373	459,766	356,615
Communications	146,025	110,541	121,116
Travel	243,009	173,765	170,100
Professional Development	286,935	236,299	243,991
Student Related Expense	367,072	356,229	270,351
Amortization of Tangible Capital Assets	1,311,047	1,268,822	1,220,443
<b>Total Instruction Expense</b>	<b>41,302,443</b>	<b>40,581,175</b>	<b>39,756,370</b>

**North East School Division No. 200**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2016**

	2016 Budget	2016 Actual	2015 Actual
<b>Plant Operation &amp; Maintenance Expense</b>			
Salaries	2,900,924	2,862,057	2,821,285
Benefits	517,599	519,893	501,504
Supplies & Services	15,350	74,497	121,551
Non-Capital Furniture & Equipment	30,500	22,597	26,362
Building Operating Expenses	4,570,500	4,066,821	3,864,748
Communications	20,000	16,305	20,399
Travel	120,000	119,369	109,903
Professional Development	20,000	12,976	18,317
Amortization of Tangible Capital Assets	2,085,268	2,142,470	1,605,177
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>10,280,141</b>	<b>9,836,985</b>	<b>9,089,246</b>
<b>Student Transportation Expense</b>			
Salaries	1,973,454	1,845,938	1,829,778
Benefits	356,252	332,750	330,068
Supplies & Services	1,076,920	814,163	897,435
Non-Capital Furniture & Equipment	372,400	325,114	367,275
Building Operating Expenses	73,700	94,370	71,601
Communications	24,500	23,708	18,076
Travel	11,000	8,317	10,499
Professional Development	14,750	9,412	9,250
Contracted Transportation	42,000	42,489	39,028
Amortization of Tangible Capital Assets	650,878	644,043	640,784
<b>Total Student Transportation Expense</b>	<b>4,595,854</b>	<b>4,140,304</b>	<b>4,213,794</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	200,000	219,759	194,307
<b>Total Tuition and Related Fees Expense</b>	<b>200,000</b>	<b>219,759</b>	<b>194,307</b>
<b>School Generated Funds Expense</b>			
Academic Supplies & Services	9,100	3,876	6,161
Cost of Sales	518,750	501,933	231,387
Non-Capital Furniture & Equipment	11,200	21,013	12,222
School Fund Expenses	434,538	620,062	982,285
<b>Total School Generated Funds Expense</b>	<b>973,588</b>	<b>1,146,884</b>	<b>1,232,055</b>

**North East School Division No. 200**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2016**

	2016 Budget	2016 Actual	2015 Actual
<b>Complementary Services Expense</b>			
Instructional (Teacher Contract) Salaries & Benefits	402,665	442,783	347,029
Program Support (Non-Teacher Contract) Salaries & Benefits	773,767	735,573	730,994
Instructional Aids	24,300	40,262	17,381
Supplies & Services	-	256,948	360,718
Non-Capital Furniture & Equipment	5,875	5,854	15,465
Communications	1,800	2,496	2,167
Travel	15,000	17,187	47,435
Professional Development (Non-Salary Costs)	8,000	7,940	9,553
Student Related Expenses	119,950	141,427	110,988
Amortization of Tangible Capital Assets	14,819	14,529	15,073
<b>Total Complementary Services Expense</b>	<b>1,366,176</b>	<b>1,664,999</b>	<b>1,656,803</b>
<b>External Service Expense</b>			
Program Support (Non-Teacher Contract) Salaries & Benefits	141,681	135,243	133,396
Supplies & Services	80,200	64,879	68,800
Non-Capital Furniture & Equipment	1,000	-	-
Travel	500	507	569
Amortization of Tangible Capital Assets	3,069	3,069	2,884
<b>Total External Services Expense</b>	<b>226,450</b>	<b>203,698</b>	<b>205,649</b>
<b>Other Expense</b>			
<b>Interest and Bank Charges</b>			
Current Interest and Bank Charges	2,500	2,657	2,460
Interest on Capital Loans	373,725	373,725	387,092
<b>Total Interest and Bank Charges</b>	<b>376,225</b>	<b>376,382</b>	<b>389,552</b>
Write-Down of Tangible Capital Assets	-	-	51,564
Provision for Uncollectable Accounts	-	25,349	270,947
<b>Total Other Expense</b>	<b>376,225</b>	<b>401,731</b>	<b>712,063</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>62,069,170</b>	<b>61,115,572</b>	<b>59,717,421</b>

**North East School Division No. 200**

**Schedule C - Supplementary Details of Tangible Capital Assets  
for the year ended August 31, 2016**

	Land		Buildings		School	Other	Furniture and	Computer Hardware and Audio Visual	Computer	Assets Under		
	Land	Improvements	Buildings	Short-Term	Buses	Vehicles	Equipment	Equipment	Software	Construction	2016	2015
<b><i>Tangible Capital Assets - at Cost</i></b>												
Opening Balance as of September 1	253,128	884,446	71,967,098	1,691,681	7,893,395	1,005,145	3,970,267	3,053,959	394,515	26,036,623	117,150,257	104,377,832
Additions/Purchases	-	144,468	-	-	1,328,452	19,724	490,173	1,450,089	52,252	1,070,114	4,555,272	15,218,484
Disposals	-	-	-	-	(385,979)	(18,335)	(388,653)	(873,853)	(179,407)	-	(1,846,227)	(2,293,992)
Write-Downs	-	-	-	-	-	-	-	-	-	-	-	(152,068)
Transfers to (from)	-	95,021	26,995,789	-	-	-	-	-	-	(27,090,810)	-	-
<b>Closing Balance as of August 31</b>	<b>253,128</b>	<b>1,123,935</b>	<b>98,962,887</b>	<b>1,691,681</b>	<b>8,835,868</b>	<b>1,006,534</b>	<b>4,071,787</b>	<b>3,630,195</b>	<b>267,360</b>	<b>15,927</b>	<b>119,859,302</b>	<b>117,150,257</b>
<b><i>Tangible Capital Assets - Amortization</i></b>												
Opening Balance as of September 1	N/A	265,850	31,925,891	995,070	4,958,541	794,906	2,090,401	1,593,156	211,424	-	42,835,239	41,669,837
Amortization of the Period	-	50,700	1,901,919	62,800	603,942	95,200	439,147	900,557	89,335	-	4,143,600	3,559,898
Disposals	-	-	-	-	(385,979)	(18,335)	(388,653)	(873,853)	(179,407)	-	(1,846,227)	(2,293,992)
Write-Downs	-	-	-	-	-	-	-	-	-	-	-	(100,504)
<b>Closing Balance as of August 31</b>	<b>N/A</b>	<b>316,550</b>	<b>33,827,810</b>	<b>1,057,870</b>	<b>5,176,504</b>	<b>871,771</b>	<b>2,140,895</b>	<b>1,619,860</b>	<b>121,352</b>	<b>N/A</b>	<b>45,132,612</b>	<b>42,835,239</b>
<b>Net Book Value</b>												
Opening Balance as of September 1	253,128	618,596	40,041,207	696,611	2,934,854	210,239	1,879,866	1,460,803	183,091	26,036,623	74,315,018	62,707,995
Closing Balance as of August 31	253,128	807,385	65,135,077	633,811	3,659,364	134,763	1,930,892	2,010,335	146,008	15,927	74,726,690	74,315,018
<b>Change in Net Book Value</b>	<b>-</b>	<b>188,789</b>	<b>25,093,870</b>	<b>(62,800)</b>	<b>724,510</b>	<b>(75,476)</b>	<b>51,026</b>	<b>549,532</b>	<b>(37,083)</b>	<b>(26,020,696)</b>	<b>411,672</b>	<b>11,607,023</b>
<b>Disposals</b>												
Historical Cost	-	-	-	-	385,979	18,335	388,653	873,853	179,407	-	1,846,227	2,293,992
Accumulated Amortization	-	-	-	-	385,979	18,335	388,653	873,853	179,407	-	1,846,227	2,293,992
<b>Net Cost</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Price of Sale	-	-	-	-	9,541	1	500	-	-	-	10,042	24,075
<b>Gain on Disposal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>9,541</b>	<b>1</b>	<b>500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,042</b>	<b>24,075</b>

**North East School Division No. 200**  
**Schedule D: Non-Cash Items Included in Surplus**  
**for the year ended August 31, 2016**

	2016	2015
<b>Non-Cash Items Included in Surplus</b>		
Amortization of Tangible Capital Assets (Schedule C)	4,143,600	3,559,898
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(10,042)	(24,075)
Write-Down of Tangible Capital Assets (Schedule C)	-	51,564
<b>Total Non-Cash Items Included in Surplus</b>	<b>4,133,558</b>	<b>3,587,387</b>

**North East School Division No. 200**  
**Schedule E: Net Change in Non-Cash Operating Activities**  
**for the year ended August 31, 2016**

	2016	2015
<b>Net Change in Non-Cash Operating Activities</b>		
Decrease in Accounts Receivable	832,989	545,891
Increase (Decrease) in Accounts Payable and Accrued Liabilities	(2,444,214)	367,371
Increase in Liability for Employee Future Benefits	63,100	31,800
Increase (Decrease) in Deferred Revenue	25,901	(67,837)
Decrease (Increase) in Inventory of Supplies for Consumption	(37,717)	15,858
Increase in Prepaid Expenses	(61,506)	(125,661)
<b>Total Net Change in Non-Cash Operating Activities</b>	<b>(1,621,447)</b>	<b>767,422</b>



**NORTH EAST SCHOOL DIVISION NO. 200**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2016**

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**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 North East School Division No. 200” and operates as “the North East School Division No. 200”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees.

The school division is funded mainly by grants from the Government of Saskatchewan and a levy on the property assessment included in the school division’s boundaries at mill rates determined by the provincial government. 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) Reporting Entity**

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

**c) Trust Funds**

Trust funds are properties assigned to the school division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As a trustee, the school division merely administers the terms and conditions embodied in the 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 17 of the financial statements.

**d) Measurement Uncertainty and the Use of Estimates**

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

**NORTH EAST SCHOOL DIVISION NO. 200**  
**NOTES TO THE FINANCIAL STATEMENTS**  
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Measurement uncertainty that may be material to these financial statements exists for:

- the liability for employee future benefits of \$595,600 (2015 - \$532,500) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$10,867,537 (2015 - \$10,706,278) because final tax assessments may differ from initial estimates.
- uncollectible taxes of \$498,265 (2015 - \$901,738) because actual collectability may differ from initial estimates.
- useful lives of capital assets and related accumulated amortization of \$45,132,612 (2015 - \$42,835,239) 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.

**e) Financial Instruments**

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

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

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

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

**f) Financial Assets**

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

**NORTH EAST SCHOOL DIVISION NO. 200**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2016**

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**Cash and Cash Equivalents** consists 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 taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances. Provincial grants receivable represent operating, capital, and other 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 nine Guaranteed Investment Certificates. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (e).

**g) Non-Financial Assets**

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

**Tangible Capital Assets** have useful lives extending beyond the accounting period, are used by the school division to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets of the school division include land and land improvements, buildings, buildings – short-term, school buses, other vehicles, furniture and equipment, computer hardware and audio visual equipment, computer software, and assets under construction.

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

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

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

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**NOTES TO THE FINANCIAL STATEMENTS**  
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Assets under construction are not amortized until completed and placed into service for use.

Assets that have a historical or cultural significance, such as works of art, monuments and other cultural artifacts, are not recognized as tangible capital assets because a reasonable estimate of future benefits associated with these properties cannot be made.

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

**Prepaid Expenses** are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include fees, consumable supplies, insurance, and other expenses (licensing and technical support service, health care spending account).

#### **h) Liabilities**

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

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

**Long-Term Debt** is comprised of a capital loan with initial maturity of more than one year and is incurred for the purpose of financing capital expenditures in accordance with the provisions of *The Education Act, 1995*.

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

**Deferred Revenue from Non-government Sources** represents fees or payments for services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Revenue from tuition and related fees is recognized as the course is delivered; revenue from contractual services is recognized as the services are delivered; and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified by the contributor.

#### **i) Employee Pension Plans**

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

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**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2016**

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**Multi-Employer Defined Benefit Plans**

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

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

**j) Revenue Recognition**

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

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

**i) Government Transfers (Grants)**

Grants from governments are considered to be government transfers. In accordance with PS3410 standard, government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. For transfers with stipulations, revenue is recognized in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

**ii) Property Taxation**

Property tax is levied and collected on a calendar year basis. Uniform education property tax mill rates are set by the Government of Saskatchewan. Tax revenues are recognized on the basis of time with 1/12<sup>th</sup> of estimated total tax revenue recorded in each month of the school division's fiscal year. The tax revenue for the September to December portion of the fiscal year is based on the actual amounts reported by the municipalities for the calendar taxation year. For the January to August portion of its fiscal year, the school division estimates tax revenue based on estimate information provided by municipalities who levy and collect the property tax on behalf of the school division. The final annual taxation amounts are reported to the division by each municipality following the conclusion of each calendar taxation year, and any difference between final amounts and the school division's estimates is recorded as an adjustment to revenue in the next fiscal year.

**iii) 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

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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 on an accrual basis 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 that are to be held in perpetuity are recognized as revenue in the year in which they are received or committed if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions that are not held in perpetuity are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

**k) Statement of Remeasurement Gains and Losses**

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

**3. SHORT-TERM BORROWINGS**

**Bank indebtedness** consists of a demand operating line of credit with a maximum borrowing limit of \$7,000,000 that bears interest at Bank prime rate less 1.00% per annum with Scotiabank. This line of credit is authorized by a borrowing resolution by the board of education and is secured by accounts receivable. This line of credit was approved by the Minister of Education on January 21, 2013. The balance drawn on the line of credit at August 31, 2016 was \$0 (August 31, 2015 - \$0).

**4. PORTFOLIO INVESTMENTS**

Portfolio investments are comprised of the following:

	2016	2015
<b>Portfolio investments in the cost and amortized cost category:</b>	<b>Cost</b>	<b>Cost</b>
Equitable Bank GIC Due 02/24/2017 1.75%	\$ 101,328	\$ 100,906
HSBC Bank of Canada GIC Due 02/24/2017 1.55%	101,176	100,803
Montreal Trust CDA GIC Due 02/24/2017 1.45%	101,100	100,751
Pacific & Western GIC Due 02/24/2017 1.50%	101,138	100,777
B2B Bank Due 02/26/2018 1.75%	101,323	100,897
Home Trust Company GIC Due 02/26/2018 1.80%	101,361	100,922
Homequity Bank GIC Due 02/26/2018 1.80%	101,361	100,922
Laurentian Bank GIC Due 02/26/2018 1.75%	101,324	100,896
LBC Trust GIC Due 02/26/2018 1.75%	101,324	100,896
<b>Total portfolio investments reported at cost and amortized cost</b>	<b>\$911,435</b>	<b>\$907,770</b>

**NORTH EAST SCHOOL DIVISION NO. 200**  
**NOTES TO THE FINANCIAL STATEMENTS**  
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**5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION**

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2016 Actual	2015 Actual
Governance	\$ 113,553	\$ 282,132	\$ -	\$ -	\$ 395,685	\$ 380,709
Administration	2,049,976	403,709	-	70,667	2,524,352	2,276,425
Instruction	35,932,655	3,379,698	-	1,268,822	40,581,175	39,756,370
Plant	3,381,950	4,312,565	-	2,142,470	9,836,985	9,089,246
Transportation	2,178,688	1,317,573	-	644,043	4,140,304	4,213,794
Tuition and Related Fees	-	219,759	-	-	219,759	194,307
School Generated Funds	-	1,146,884	-	-	1,146,884	1,232,055
Complementary Services	1,178,356	472,114	-	14,529	1,664,999	1,656,803
External Services	135,243	65,386	-	3,069	203,698	205,649
Other	-	25,349	376,382	-	401,731	712,063
<b>TOTAL</b>	<b>\$44,970,421</b>	<b>\$11,625,169</b>	<b>\$ 376,382</b>	<b>\$ 4,143,600</b>	<b>\$ 61,115,572</b>	<b>\$ 59,717,421</b>

**6. EMPLOYEE FUTURE BENEFITS**

The school division provides a post-employment, compensated absence and termination benefit to its employees. The benefit includes non-vested sick leave. The liability associated with this benefit 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 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2016.

Details of the employee future benefits are as follows:

	2016	2015
	Aug. 31, 2016	Aug. 31, 2015
Actuarial extrapolation date	Aug. 31, 2016	Aug. 31, 2015
Long-term assumptions used:		
Discount rate at end of period	2.10%	2.50%
Inflation and productivity rate (excluding merit and promotion)	3.20%	3.20%
Expected average remaining service life (years)	14	14

Liability for Employee Future Benefits	2016	2015
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 688,400</b>	<b>\$ 477,700</b>
Current period service cost	61,100	41,000
Interest cost	18,400	14,200
Benefit payments	(27,800)	(21,300)
Actuarial losses	38,600	176,800
Plan amendments	900	-
<b>Accrued Benefit Obligation - end of year</b>	<b>779,600</b>	<b>688,400</b>
Unamortized Net Actuarial Losses	(184,000)	(155,900)
<b>Liability for Employee Future Benefits</b>	<b>\$ 595,600</b>	<b>\$ 532,500</b>

**NORTH EAST SCHOOL DIVISION NO. 200**  
**NOTES TO THE FINANCIAL STATEMENTS**  
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Expense for Employee Future Benefits	2016	2015
Current period service cost	\$ 61,100	\$ 41,000
Amortization of net actuarial (gain) loss	10,500	(2,100)
Plan amendments	900	-
<b>Benefit cost</b>	<b>72,500</b>	<b>38,900</b>
Interest cost	18,400	14,200
<b>Total Employee Future Benefits Expense</b>	<b>\$ 90,900</b>	<b>\$ 53,100</b>

## 7. PENSION PLANS

### Multi-Employer Defined Benefit Plans

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

#### i) Saskatchewan Teachers' Retirement Plan (STRP) or Saskatchewan Teachers' Superannuation Plan (STSP)

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

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:

	2016			2015
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	395	9	404	467
Member contribution rate (percentage of salary)	10.20% / 12.40 %	6.05% / 7.85%	6.05% / 12.40 %	6.05% / 10.00 %
Member contributions for the year	\$ 3,048,964	\$ 22,688	\$ 3,071,652	\$ 2,755,860

#### ii) Municipal Employees' Pension Plan (MEPP)

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

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

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



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

Details of the MEPP are as follows:

	<b>2016</b>	<b>2015</b>
Number of active School Division members	411	395
Member contribution rate (percentage of salary)	8.15%	8.15%
School Division contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	\$ 891,549	\$ 897,566
School Division contributions for the year	\$ 891,549	\$ 897,566
Actuarial (extrapolation) valuation date	(DEC/31/2015)	DEC/31/2014
Plan Assets (in thousands)	\$ 2,148,676	\$ 2,006,587
Plan Liabilities (in thousands)	\$ 1,831,743	\$ 1,672,585
Plan Surplus (in thousands)	\$ 316,933	\$ 334,002

## 8. 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:

	<b>2016</b>			<b>2015</b>		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 3,313,849	\$ 498,265	\$ 2,815,584	\$ 3,638,464	\$ 901,738	\$ 2,736,726
Provincial Grants Receivable	-	-	-	541,811	-	541,811
Other Receivables	694,072	-	694,072	1,064,108	-	1,064,108
<b>Total Accounts Receivable</b>	<b>\$ 4,007,921</b>	<b>\$ 498,265</b>	<b>\$ 3,509,656</b>	<b>\$ 5,244,383</b>	<b>\$ 901,738</b>	<b>\$ 4,342,645</b>

## 9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	<b>2016</b>	<b>2015</b>
Accrued Salaries and Benefits	\$ 1,251,101	\$ 978,105
Supplier Payments	1,331,765	1,852,262
Other (utilities, maintenance, capital project progress)	296,730	2,493,443
<b>Total Accounts Payable and Accrued Liabilities</b>	<b>\$ 2,879,596</b>	<b>\$ 5,323,810</b>

**NORTH EAST SCHOOL DIVISION NO. 200**  
**NOTES TO THE FINANCIAL STATEMENTS**  
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**10. LONG-TERM DEBT**

Details of long-term debt are as follows:

		2016	2015
Capital Loan:	<i>Monthly payments of principal and interest combined of \$58,528, fixed interest rate of 4.16%; due on the last day of each month from June 30, 2014 to May 30, 2034 (RBC - construction of Hudson Bay School)</i>	\$ 8,804,643	\$ 9,133,248
<b>Total Long-Term Debt</b>		<b>\$ 8,804,643</b>	<b>\$ 9,133,248</b>

<b>Future principal repayments over the next 5 years are estimated as follows:</b>	
	<b>Capital Loan</b>
2017	\$ 342,539
2018	357,063
2019	372,204
2020	387,986
2021	421,587
Thereafter	6,923,264
<b>Total</b>	<b>\$ 8,804,643</b>

<b>Principal and interest payments on the long-term debt are as follows:</b>		
	2016	2015
Principal	\$ 328,605	\$ 315,239
Interest	373,725	387,092
<b>Total</b>	<b>\$ 702,330</b>	<b>\$ 702,331</b>

**NORTH EAST SCHOOL DIVISION NO. 200**  
**NOTES TO THE FINANCIAL STATEMENTS**  
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## 11. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2015	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2016
<b>Capital projects:</b>				
Federal capital tuition	\$ 388,697	\$ 26,331	\$ -	\$ 415,028
<b>Total capital projects deferred revenue</b>	<b>388,697</b>	<b>26,331</b>	<b>-</b>	<b>415,028</b>
<b>Other deferred revenue:</b>				
Rental Revenue	7,937	7,607	(7,937)	7,607
Other	2,600	-	(100)	2,500
<b>Total other deferred revenue</b>	<b>10,537</b>	<b>7,607</b>	<b>(8,037)</b>	<b>10,107</b>
<b>Total Deferred Revenue</b>	<b>\$ 399,234</b>	<b>\$ 33,938</b>	<b>\$ (8,037)</b>	<b>\$ 425,135</b>

## 12. 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 in 2016 and 2015:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Community and Inter-Agency Liaison	Priority - Following Their Voices	Universal Kindergarten Nutrition Program	Universal Snack Program	2016	2015
<b>Revenues:</b>							
Operating Grants	\$ 595,044	\$ 14,201	\$ -	\$ -	\$ -	\$ 609,245	\$ 1,239,644
<b>Total Revenues</b>	<b>595,044</b>	<b>14,201</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>609,245</b>	<b>1,239,644</b>
<b>Expenses:</b>							
Salaries & Benefits	579,223	599,133	-	-	-	1,178,356	1,078,023
Instructional Aids	31,634	8,628	-	-	-	40,262	17,381
Supplies and Services	75	-	256,873	-	-	256,948	360,718
Non-Capital Equipment	4,861	993	-	-	-	5,854	15,465
Communications	237	2,259	-	-	-	2,496	2,167
Travel	-	16,038	1,149	-	-	17,187	47,435
Professional Development (Non-Salary Costs)	923	6,878	139	-	-	7,940	9,553
Student Related Expenses	21,368	89,934	-	12,778	17,347	141,427	110,988
Amortization of Tangible Capital Assets	13,363	1,166	-	-	-	14,529	15,073
<b>Total Expenses</b>	<b>651,684</b>	<b>725,029</b>	<b>258,161</b>	<b>12,778</b>	<b>17,347</b>	<b>1,664,999</b>	<b>1,656,803</b>
<b>Deficiency of Revenues over Expenses</b>	<b>\$ (56,640)</b>	<b>\$ (710,828)</b>	<b>\$ (258,161)</b>	<b>\$ (12,778)</b>	<b>\$ (17,347)</b>	<b>\$ (1,055,754)</b>	<b>\$ (417,159)</b>

The purpose and nature of each Complementary Services program is as follows:

**Pre-Kindergarten Programs** provide opportunity for vulnerable 3 and 4 year old children to participate in developmental programming within a school setting prior to the traditional kindergarten time frame. North East

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School Division No. 200 currently operates pre-kindergarten programs in the communities of Melfort, Nipawin, Tisdale and Hudson Bay.

**Community and Inter-Agency Liaison** provides programming for at risk students in the form of nutrition programs, family outreach and after school activities.

**Priority – Following Their Voices** is a Provincial initiative providing planning and coordinating activities for First Nations in the Province of Saskatchewan.

**Universal Kindergarten Nutrition Program** provides snacks to all Kindergarten students across the school division.

**Universal Snack Program** provides snacks to all Grades 1, 2, 3 and early entrance students at Central Park School in Nipawin.

### 13. 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 in 2016 and 2015:

Summary of External Services Revenues and Expenses, by Program - Cafeterias	2016	2015
<b>Revenues:</b>		
Fees and Other Revenues	\$ 134,433	\$ 124,249
<b>Total Revenues</b>	<b>134,433</b>	<b>124,249</b>
<b>Expenses:</b>		
Salaries & Benefits	135,243	133,396
Supplies and Services	64,879	68,800
Travel	507	569
Amortization of Tangible Capital Assets	3,069	2,884
<b>Total Expenses</b>	<b>203,698</b>	<b>205,649</b>
<b>Deficiency of Revenues over Expenses</b>	<b>\$ (69,265)</b>	<b>\$ (81,400)</b>

The cafeterias within L.P. Miller School in Nipawin and Melfort Unit Comprehensive Collegiate School are operated with the intent of providing food services to the students and staff of the schools.

### 14. 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 such as capital projects, school generated funds, school budget carryovers, school

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initiatives, and a contingency reserve. These internally restricted amounts are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

	August 31 2015	Additions during the year	Reductions during the year	August 31 2016
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 74,315,018	\$ 4,555,272	\$ 4,143,600	\$ 74,726,690
Less: Debt owing on Tangible Capital Assets	9,133,248	-	328,605	8,804,643
	<b>65,181,770</b>	<b>4,555,272</b>	<b>3,814,995</b>	<b>65,922,047</b>
<b>PMR maintenance project allocations (1)</b>	<b>1,668,504</b>	<b>1,162,843</b>	<b>1,013,952</b>	<b>1,817,395</b>
<b>Internally Restricted Surplus:</b>				
<b>Capital projects:</b>				
Broadway School Sale Agreement	50,556	-	-	50,556
Bus Fleet Renewal	728,000	-	728,000	-
Computer Hardware Replacement	480,000	-	-	480,000
Digital Projector Replacement	60,000	-	14,542	45,458
Hudson Bay School Project	1,051,969	15,545	325,605	741,909
Information Technology Renewal	262,000	-	241,435	20,565
Melfort Maintenance Shop	30,000	-	22,621	7,379
Non-School Buildings	2,386,258	-	136,651	2,249,607
Software Enhancements	26,000	-	26,000	-
Telephone System Replacement	255,000	-	246,355	8,645
	<b>5,329,783</b>	<b>15,545</b>	<b>1,741,209</b>	<b>3,604,119</b>
<b>Other:</b>				
English as an Additional Language Pilot Program	100,000	-	85,513	14,487
Following Their Voices (FTV) Priority	258,161	-	258,161	-
Improved Learning Environment of Students	600,000	-	48,780	551,220
Invitational Shared Services Initiatives (ISSI)	220,023	150,000	359,205	10,818
School Budget Carryover	263,345	1,354,604	1,326,898	291,051
School Generated Funds	884,513	1,537,316	1,297,005	1,124,824
School Improvement Initiative	1,000,000	-	273,701	726,299
Tisdale Office Minor Renovations	73,000	-	27,330	45,670
Universal Kindergarten Nutrition Program	25,200	-	12,778	12,422
Violence Threat Risk Assessment Training	8,000	-	-	8,000
Contingency	5,800,000	-	-	5,800,000
	<b>9,232,242</b>	<b>3,041,920</b>	<b>3,689,371</b>	<b>8,584,791</b>
<b>Unrestricted Surplus</b>	<b>7,205,837</b>	<b>58,323,342</b>	<b>56,348,911</b>	<b>9,180,268</b>
<b>Total Accumulated Surplus</b>	<b>\$ 88,618,136</b>	<b>\$ 67,098,922</b>	<b>\$ 66,608,438</b>	<b>\$ 89,108,620</b>

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

The purpose and nature of each Internally Restricted Surplus amount is as follows:

**Broadway School Sale Agreement** represents net proceeds on the sale of the Broadway School which are to be applied to the financing of future capital projects as negotiated by the board and Ministry.

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**Bus Fleet Renewal** represents funds to supplement the purchase of buses in the fleet renewal process and costs required to change the purchasing cycle of the fleet.

**Computer Hardware Replacement** represents funds required to replace tablets and laptops that were bulk purchased in May 2014.

**Digital Projector Replacement** represents funds required to provide for the replacement of at least one projector in each school.

**Hudson Bay School Project** represents the estimated costs required to complete the construction of the new Hudson Bay School.

**Information Technology Renewal** represents funds required to change the purchasing cycle of laptops and tablets.

**Melfort Maintenance Shop** represents estimated funds to complete the shop furnishings.

**Non-School Buildings** represents funds to complete renovations and enhancements to maintenance, transportation, and administration offices.

**Software Enhancements** represents funds to supplement the upgrade and purchase of software products.

**Telephone System Replacement** represents funds required to provide for the replacement of all phone systems by 2016-17.

**English as an Additional Language Pilot Program** represents funds available for a full time equivalent teacher to be deployed to help serve students in communities that have high needs.

**Following Their Voices (FTV) Hoshin** represents funds provided by the Ministry to support the province-wide research and professional learning on culturally responsive practices to support First Nations and Metis students.

**Improved Learning Environment of Students** represents funds available to support kindergarten to grade twelve classroom purchases that will provide students with optimal learning by inviting collaboration and problem-solving in a flexible environment and also replace out-dated, worn furniture.

**Invitational Shared Services Initiatives (ISSI)** represent funds provided by the Ministry of Education to provide leadership training to teachers and to support student mentorship in the schools of the North East School Division, the Kinistin First Nation and Yellow Quill First Nation, in order to facilitate the success of First Nations students.

**School Budget Carryover** represents residual funds from the current year decentralized school budget allocations.

**School Generated Funds** represents residual funds from activities held at the school level (fundraising, non-curricular student fees, canteen, etc.). These funds are restricted surplus and held for specified school use.

**School Improvement Initiative** represents funds available for school projects, through an application process, to improve student learning, enhance student engagement and performance.

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**Tisdale Office Minor Renovations** represents funds remaining from the current year budget allocations for the grading of the parking lot, cold storage overhead door and other smaller projects.

**Universal Kindergarten Nutrition Program** represents funds available to provide a healthy daily universal snack to all kindergarten students in the school division.

**Violence Threat Risk Assessment Training** represents funds received from the Ministry for training purposes that will take place in 2016-17.

**Contingency** represents funds available to be used for emergency purposes.

## **15. BUDGET FIGURES**

Budget figures included in the financial statements were approved by the board of education on June 16, 2015 and the Minister of Education on August 20, 2015.

## **16. RELATED PARTIES**

These financial statements include transactions with related parties. The school division is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The school division is also related to non-crown enterprises that the Government jointly controls or significantly influences. In addition, the school division is related to other non-government organizations by virtue of its economic interest in these organizations.

### **Related Party Transactions**

Transactions with these related parties are in the normal course of operations. Amounts due to or from and the recorded amounts of transactions resulting from these transactions are included in the financial statements and the table below. They are recorded at exchange amounts which approximate prevailing market rates charged by those organizations and are settled on normal trade terms.

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	2016	2015
<b>Revenues:</b>		
Boards of Education	\$ 6,500	\$ 16,500
Cumberland Regional College	127,596	139,180
Kelsey Trail Health Region	31,274	36,034
Ministry of Education - Capital Funding	1,889,784	10,495,911
Ministry of Education - Operating Grant	45,655,430	46,770,534
	<b>\$ 47,710,584</b>	<b>\$ 57,458,158</b>
<b>Expenses:</b>		
Board of Education	\$ 62,328	\$ 109,298
Cumberland Regional College	222,058	199,027
Gabriel Dumont Institute	240	28,002
Kelsey Trail Health Region	810	950
Minister of Finance	34,057	35,851
Saskatchewan Government Insurance	112,884	111,139
Saskatchewan Power Corporation	823,674	892,295
Saskatchewan Telecommunications Holding Corporation	708,557	279,418
Saskatchewan Transportation Company	1,410	1,474
Saskatchewan Workers' Compensation Board	134,363	137,489
SaskEnergy Incorporated	391,040	452,981
University of Regina	500	500
University of Saskatchewan	200	-
Western Development Museum	-	192
	<b>\$ 2,492,121</b>	<b>\$ 2,248,617</b>
<b>Accounts Receivable:</b>		
Cumberland Regional College	\$ 3,026	\$ 3,993
Kelsey Trail Health Region	3,433	2,376
Minister of Education	-	541,811
Saskatchewan Government Insurance	32,112	-
Saskatchewan Telecommunications Holding Corporation	340	-
	<b>\$ 38,911</b>	<b>\$ 548,180</b>
<b>Prepaid Expenses:</b>		
Saskatchewan Government Insurance	\$ 53,957	\$ 51,763
Saskatchewan School Boards Association	31,416	32,359
Saskatchewan Telecommunications Holding Corporation	50,870	12,546
Saskatchewan Workers' Compensation Board	43,968	47,124
	<b>\$ 180,211</b>	<b>\$ 143,792</b>
<b>Accounts Payable and Accrued Liabilities:</b>		
Minister of Finance	\$ 1,452	\$ 117
SaskEnergy Incorporated	4,239	6,599
Saskatchewan Government Insurance	-	6,355
Saskatchewan Power Corporation	134,893	141,633
Saskatchewan Telecommunications Holding Corporation	105,266	-
Saskatchewan Transportation Company	-	124
	<b>\$ 245,850</b>	<b>\$ 154,828</b>
<b>Deferred Revenue:</b>		
Cumberland Regional College	\$ 7,607	\$ 7,936
	<b>\$ 7,607</b>	<b>\$ 7,936</b>

In addition, the school division pays Provincial Sales Tax to the Saskatchewan Ministry of Finance on all its taxable purchases and customer sales on items that are deemed taxable. Taxes paid are recorded as part of the cost of those purchases.



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A portion of the operating grant revenue from the Ministry of Education includes funding allocated to principal and interest repayments on some school board loans.

Other transactions with related parties and amounts due to/from them are described separately in the financial statements or notes thereto.

## 17. TRUSTS

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

Information about these trusts is as follows:

	<b>Total Trust Fund</b>	
	<b><u>2016</u></b>	<b><u>2015</u></b>
Cash and short-term investments	\$ 192,266	\$ 182,009
Portfolio investments	477,978	490,266
<b>Total Assets</b>	<b>670,244</b>	<b>672,275</b>
<b>Revenues</b>		
Contributions and donations	10,191	11,773
Interest on investments	8,774	8,411
	<u>18,965</u>	<u>20,184</u>
<b>Expenses</b>		
Scholarships paid	20,996	18,965
	<u>20,996</u>	<u>18,965</u>
Excess (Deficiency) of Revenues over Expenses	(2,031)	1,219
Trust Fund Balance, Beginning of Year	672,275	671,056
<b>Trust Fund Balance, End of Year</b>	<b>\$ 670,244</b>	<b>\$ 672,275</b>

## 18. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- Construction contract with Graham Construction and Engineering LP for the daycare to grade twelve school in Hudson Bay, Saskatchewan. The value of the work to be completed in the contract totals approximately \$605,000.
- Photocopier operating lease obligations, as follows:

<b>Copier Lease</b>	
<b>Future minimum lease payments:</b>	
2017	<b>\$ 96,313</b>
2018	<b>24,078</b>
<b>Total Lease Obligations</b>	<b>\$ 120,391</b>

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**19. RISK MANAGEMENT**

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

**i) Credit Risk**

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include the analysis of the financial position of its customers and regular review of their credit limits in order to reduce its credit risk, and closely monitoring 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, 2016 was:

<b>August 31, 2016</b>					
	<b>Total</b>	<b>Current</b>	<b>30-60 days</b>	<b>60-90 days</b>	<b>Over 90 days</b>
Other Receivables	\$ 263,515	\$ 121,882	\$ 1,012	\$ -	\$ 140,621
<b>Net Receivables</b>	<b>\$ 263,515</b>	<b>\$ 121,882</b>	<b>\$ 1,012</b>	<b>\$ -</b>	<b>\$ 140,621</b>

**ii) Liquidity Risk**

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

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

<b>August 31, 2016</b>				
	<b>Within 6 months</b>	<b>6 months to 1 year</b>	<b>1 to 5 years</b>	<b>&gt; 5 years</b>
Accounts payable and accrued liabilities	\$ 2,879,596	\$ -	\$ -	\$ -
Long-term debt (includes interest)	351,165	351,165	2,809,320	8,954,707
<b>Total</b>	<b>\$ 3,230,761</b>	<b>\$ 351,165</b>	<b>\$ 2,809,320</b>	<b>\$ 8,954,707</b>

**iii) Market Risk**

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

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**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 \$7,000,000 with interest payable monthly at a rate of prime less 1.00% 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, 2016.

The school division minimizes these risks by:

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

**Foreign Currency Risk**

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