



**Chinook School Division #211**

**2017-18 Annual Report**

## Table of Contents

School Division Contact Information .....	1
Letter of Transmittal .....	2
Introduction .....	3
Governance .....	4
School Division Profile.....	7
Strategic Direction and Reporting .....	12
Demographics .....	30
Infrastructure and Transportation.....	32
Financial Overview.....	36
Appendix A – Payee List.....	38
Appendix B – Management Report and Audited Financial Statements.....	47

## **School Division Contact Information**

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An electronic copy of this report is available on our website.

## Letter of Transmittal



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

Dear Minister Wyant:

The Board of Education of Chinook School Division #211 is pleased to provide you and the residents of the school division with the 2017-18 annual report. This report presents an overview of the Chinook School Division's goals, activities and results for the fiscal year September 1, 2017 to August 31, 2018. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink that reads "Shane P. Andrus". The signature is written in a cursive, flowing style.

Dr. Shane Andrus, Chairperson

## **Introduction**

This report provides a snapshot of Chinook School Division in its 2017-18 fiscal year, its governance structures, students, staff, programs, infrastructure and finances. In addition to detailing the school division's goals, activities and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan.

The report provides a financial overview and financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

# Governance

## The Board of Education

Chinook School Division is governed by a ten-person elected Board of Education. *The Education Act, 1995* gives the board of education authority to govern the school division and list the names of the members of the board of education as of August 31, 2018.

Chinook 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 26, 2016 and will serve a four-year term. Board of Education members at August 31, 2018 are:

- Subdivision 1 ..... Shane Andrus (Board Chair)
- Subdivision 2 ..... Larry Caswell
- Subdivision 3 ..... Tim J. Weinbender
- Subdivision 4 ..... Katelyn Toney
- Subdivision 5 ..... Kimberly Pridmore
- Subdivision 6 ..... Shannon Armstrong
- Subdivision 7 ..... Susan Mouland
- Subdivision 8 ..... Allan Bridal
- Subdivision 8 ..... Dianne Hahn
- Subdivision 8 ..... Tim Ramage

## School Community Councils

Twenty-nine School Community Councils (SCCs) represent 29 non-Hutterian schools in Chinook School Division. All 29 SCCs in Chinook School Division are made up of the required number of elected and appointed members as outlined in *The Education Regulations, 2015*. The actual number of members varies from one SCC to another (from five to nine elected members plus appointed members). This variation depends upon the needs and interest demonstrated at the school level. Students from the only First Nations within Chinook's boundaries attend two different division schools in Maple Creek. Chinook School Division continues to seek First Nations representation on each of these two SCCs. New Canadians were represented on many SCCs within Chinook School Division in 2017-18 and there were student representatives as well.

*The Education Regulations, 2015* require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2017-18 Chinook School Division:

- made available a new member and chairs orientation workshop in 2017-18;
- facilitated two Board-SCC Forums (November and March) to provide opportunities for learning, consultation, engagement, and celebration of our SCCs' support and assistance in our learning agenda;
- sponsored a number of SCC members to attend the National Congress on Rural Education;
- posted an orientation package on the division website and notified by email to all new SCC members; as well as reviewed package at workshop; and,
- provided a list of possible writing and student engagement activities that could be initiated and supported by an SCC.

The Board of Education provides equal funding of \$1,500 to each SCC on an annual basis, with a total of \$43,500 provided by the Board in 2017-18 for SCC operational grants. SCCs use this funding in a variety of ways, including supporting meeting expenses, sponsoring a survey of school parents to gain input to school level actions, or supporting guest speakers at school-level events for parents/caregivers.

The regulations require SCCs 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 2017-18, all 29 of the division's SCCs participated in the development of these plans. Involvement ranged from active participation with staff to identify priorities and actions, to reviewing drafts and providing feedback at meetings scheduled for that purpose. Chinook School Division is working with SCCs at the secondary level to ensure a *Student First* focus.

Support is offered to the student representatives on the SCC to engage with the broader student body to provide input on the school level plan.

SCCs enable the community to participate in educational planning and decision making, and promote shared responsibility for learning among community members, students, and educators. Examples of SCC activities in Chinook School Division during 2017-18 included:

- distributing a monthly SCC newsletter;
- holding a literacy or math event;
- reviewing the *OurSCHOOL* student survey results;
- developing an action plan to address any bullying concerns that were expressed in the survey; and,
- recruitment and retention of SCC members remains a challenge. Sometimes prospective members are approached by the principal or the SCC chair.

The schools of Chinook School Division all have programs and initiatives to encourage community and family involvement. These programs vary from school to school and are unique to each community. For example, Maple Creek Composite School in Maple Creek (grades 6-12) has a First Nations Parents program where the coffee is always on and families are always welcome. In Gull Lake School (K -12), it has become a tradition for students and staff to host a pancake breakfast for families and community members to collect information about their perceptions of the school. Students have a valuable learning experience and the resulting information is shared with school staff and the School Community Council.

All the schools within Chinook School Division have shared the importance of School Community Councils (SCCs) as a mechanism for connecting community and school. SCCs play a role in governance and most have established formal processes to foster community and parent involvement.

# School Division Profile

## About Us

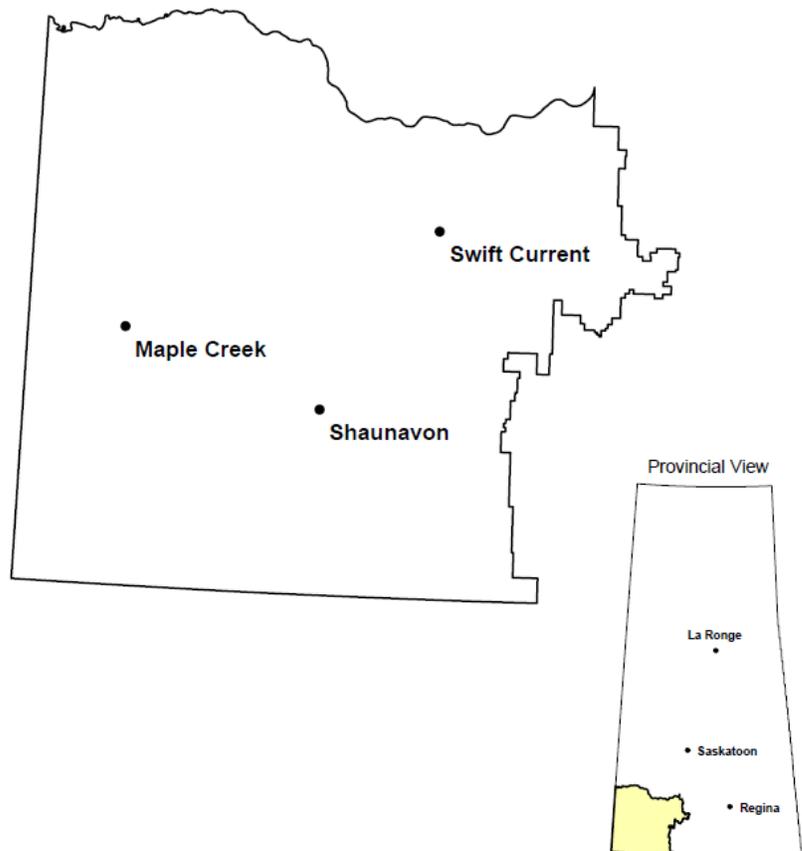
Chinook School Division is a rural school division with 63 schools located in 30 communities. The division is located in southwest Saskatchewan and encompasses 42,720 square kilometres. It spans a geographic area from Frontier in the south, Leader in the north, Hodgeville in the east, and Maple Creek in the west. The map on the right shows the geographic location of Chinook School Division.

Chinook School Division is divided into eight subdivisions for purposes of board representation. For a more detailed map of Chinook School Division showing the eight subdivisions and the major towns and highways, go to “About Us” on our website.

Much of Chinook School Division is rural, punctuated by several large towns and one city, Swift Current, where the Chinook Education Centre office is located. Thirty-two Hutterite colonies and one First Nation are located within the boundaries of Chinook School Division.

The Chinook area’s economy is based primarily on manufacturing, agriculture, and petroleum. Historical sites across the region take you back to Chief Sitting Bull, the forming of the North West Mounted Police and the building of Fort Walsh. Located within Chinook are the Cypress Hills and Saskatchewan Landing Provincial Parks, the Great Sand Hills, Scotty the T-Rex, and the Grasslands National Park.

**Chinook  
SD No. 211  
June 2018**



## **Division Philosophical Foundation**

### **Mission Statement**

Chinook School Division provides an engaging environment that meets the holistic needs of children while achieving curricular expectations.

### **Vision Statement**

Chinook School Division is a great place to go to school and go to work where students are empowered to become knowledgeable, skilled and responsible citizens who recognize the value of a democratic and prosperous society.

### **The Mission and Vision**

***are further interpreted to include, but not limited to:***

*Students will experience growth in learning in a broad range of subjects*

*Students will experience growth in their personal development*

*Students will benefit from a positive and stimulating learning environment*

### **Values**

In conducting the oversight and operations of the system the Chinook School Division will strive to uphold the following values: *Integrity, Empathy, Loyalty, Respect, Excellence, Care, Trust, Commitment, Honesty.*

### **Guiding Principles**

*When making decisions, the Chinook School division is guided by the following principles:*

#### ***Student Centred***

Our decisions are focused on strengthening student learning and meeting the needs of children and youth.

#### ***Collaborative Relationships***

Our relationships are positive and cooperative to increase system effectiveness.

#### ***Visionary***

Our actions are positive and strategically proactive for a culture of growth.

#### ***Accountable***

Our commitment to systematic monitoring and accountability ensures prudent use of human and financial resources.

#### ***Equitable***

While equity is not treating all identically, our decisions will strive to provide similar opportunities for those in similar circumstances in a fair and just manner. Furthermore, equity recognizes that some individuals, groups, and communities have different or extraordinary needs that may only be addressed by the allocation of additional or more appropriate resources.

## Community Partnerships

Chinook School Division and individual schools within the division have established a range of formal and informal community partnerships to promote student learning and ensure every student's school experience is positive and successful. Chinook School Division partners with Nekaneet First Nation in order to educate First Nation students in Chinook schools and support the First Nation's cultural programming such as the Soaring Eagles Drumming and Dance group.

Thirty-two Hutterite colonies are located within the division's boundaries and Chinook has established schools in each of them. The provincial curriculum is taught in the colony schools, while respecting each colony's decisions and beliefs. The colony provides the school facility and looks after its upkeep. Chinook hires, supervises and pays the teachers in these schools.

Several schools in the Chinook School Division use an integrated services model in which they partner with social service agencies to ensure that students' physical, social, and psychological needs are met. This approach recognizes that students who are healthy and happy have greater capacity to learn and to succeed in school and in life. For example, Maverick School in Swift Current has partnered with several human services agencies, including the Saskatchewan Health Authority and Saskatchewan Social Services.

In Hazlet, the Chinook International Program partners each year with host families to support opportunities for international students and the rich learning experience that local students will benefit from through their exposure to the program.

Several schools in the Chinook School Division have partnered with local businesses in 2017-18. The purpose of these partnerships is to enrich students' educational experience and to help them connect what they learn at school to the world of work. Typically, the partner business provides job shadowing/work experience opportunities for students and sends representatives to the schools to talk about their business or industry. In some cases, the business may also sponsor school events.

Chinook School Division also partners with Great Plains College every year to provide high school students opportunities for unique and innovative learning opportunities within the trades and business. The career counsellors also work collaboratively, meeting regularly and communicating in regards to the needs of high school students. In addition, the College provides Basic Education opportunities for Chinook students needing an alternative option to obtain their high school credits.

## Program Overview

The schools within Chinook School Division are dispersed over the second largest school division geographic area in the province. They vary in size and grade structure, from one-room schoolhouses of 10 students K-8, to 1,000 students at the Swift Current Comprehensive High School (9-12). In order to provide the best education possible for all our students, Chinook School Division offers a wide range of programs in the 63 schools of the division.

Central to the program in every school is the provincially mandated core curricula, broad areas of learning and cross-curricular competencies. Classroom instruction is directed through our Balanced Literacy initiative and *Saskatchewan Reads* as well as *Math Momentum*, which incorporates differentiated instruction, First Nations and Métis (FNM) content, perspectives and ways of knowing, the adaptive dimension, and response to intervention.

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

- Alternative programming for vulnerable students
- Core French instruction
- Distance education (Chinook Cyber School)
- English as an Additional Language programming
- Hutterian Education
- Professional Learning Communities
- "Learning for All" document
- First Nations and Métis Education Liaison
- French immersion programming
- Music/band programming
- Nutrition programs
- Prekindergarten programs
- Chinook International Program
- Supports for Learning
- Technology-enhanced learning
- Early Intervention/Prevention Screening

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

- Curriculum coordinators in specific subject areas
- Educational psychologists
- Instructional coaches – Math, Literacy and Engagement
- Speech and language pathologists
- Occupational therapists
- Student counsellors

**Student Support Services:**

Chinook has created Supports for Learning Services to blend Inclusion and Intervention plans (IIP's) and impact assessments. These dashboards allow for School Division Specialists to monitor individual student goal achievement and Student Services Coordinators to plan appropriate supports for teachers and students to achieve IIP goals.

An Early Years Team, consisting of classroom teachers and Student Services Teachers (SSTs), continues work on best practices in Literacy and Math along with appropriate interventions. Support Teams deal with specific areas, including behaviour, autism and anxiety.

All principals, Student Service Coordinators and Counsellors are trained through the Violence Threat Risk Assessment Training (VTRA). VTRA is a process that walks schools/teams through the appropriate response and supports in a violent and/or threatening situation.

## **Strategic Direction and Reporting**

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

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

2017-18 was the fourth year of deployment of the 2014-2020 ESSP.

### **Enduring Strategies**

The Enduring Strategies in the ESSP are:

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

## Reading, Writing, Math at Grade Level

### ESSP Outcome:

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

### ESSP Improvement Targets:

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

### ESSP Priority:

Contingent on recommendations from the sector, implement and actualize the provincial Unified Student Information System.

<p><b>School division goals aligned with Reading, Writing and Math at Grade Level outcome</b></p>	<p>Chinook School Division Goals: By June 2020, 90% of students will be meeting or exceeding Chinook expectations in reading, writing and math.</p> <p>Chinook School Division Priorities: <b>By June 2019, high impact writing instructional strategies will be implemented</b></p> <p>Actions completed:</p> <ul style="list-style-type: none"> <li>• Chinook Writing Plan Implementation: Prepared resources for the Provincial Writing Assessment.</li> <li>• Tier 3 Reading Intervention: Tier 3 Literacy Intervention was put in place for all schools.</li> <li>• Tier 3 Math Intervention Development: Developed a plan to support students in all schools with Tier 3 Math Intervention.</li> </ul> <p>Chinook Model for Reading, Writing and Math: Created clear role expectations and professional development for Superintendents, Coordinators, Coaches, Student Services Teachers/Interventionists, Specialists, Administration and Teachers.</p>
<p><b>School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome</b></p>	<p>Actions completed:</p> <ul style="list-style-type: none"> <li>• Chinook Writing Plan Implementation: Prepared resources for the ESSP Writing Assessment data collection</li> <li>• Tier 3 Reading Intervention: Tier 3 Literacy Intervention was put in place for all schools</li> <li>• Tier 3 Math Intervention Development: Developed a plan to support students in all schools with Tier 3 Math Intervention</li> <li>• Chinook Model for Reading, Writing and Math: Created clear role expectations and professional development for Superintendents, Coordinators, Coaches, Student Services Teachers/Interventionists, Specialists, Administration and Teachers</li> <li>• Created a Provincial Writing Outcome Team</li> <li>• Created an implementation plan to support the Writing Assessment at grades 4, 7, 9 in response to ESSP Reading, Writing, Math outcome</li> <li>• Provided Professional Development and coaching around High Impact Instructional Practice in Writing</li> </ul>

- Provided support for in school administrators A3 development and implementation on Writing Priority.

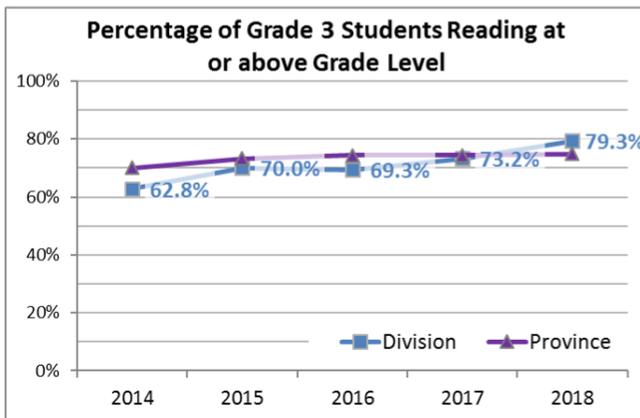
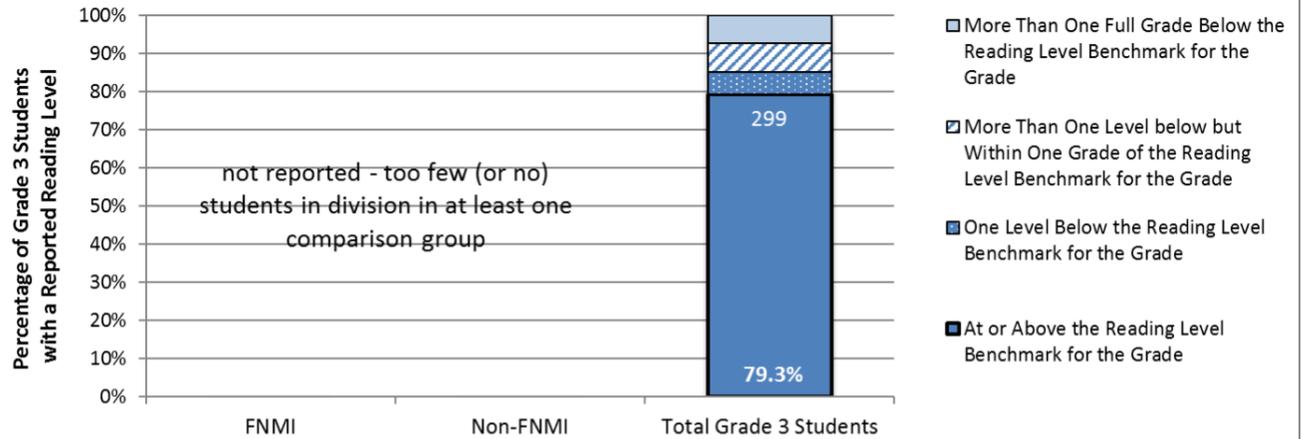
**Measures for Reading, Writing and Math at Grade Level**

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

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

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The 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.

## Reading Results Data, Chinook SD 211, Grade 3, 2017-18



Proportion of Grade 3 Students with Reported Reading Levels, 2017-18

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	nr	nr	nr	nr	8
Division (Total)	377	85.3%	14.5%	0.2%	442
Province (FNMI)	2,433	93.5%	4.2%	2.3%	2,601
Province (Total)	13,146	88.9%	10.1%	1.0%	14,793

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

Source: Ministry of Education, 2018

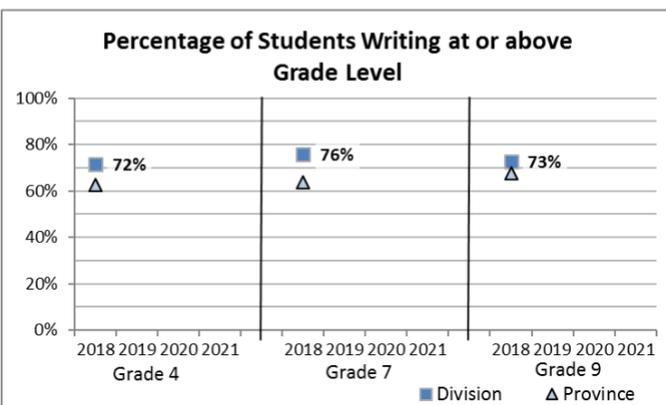
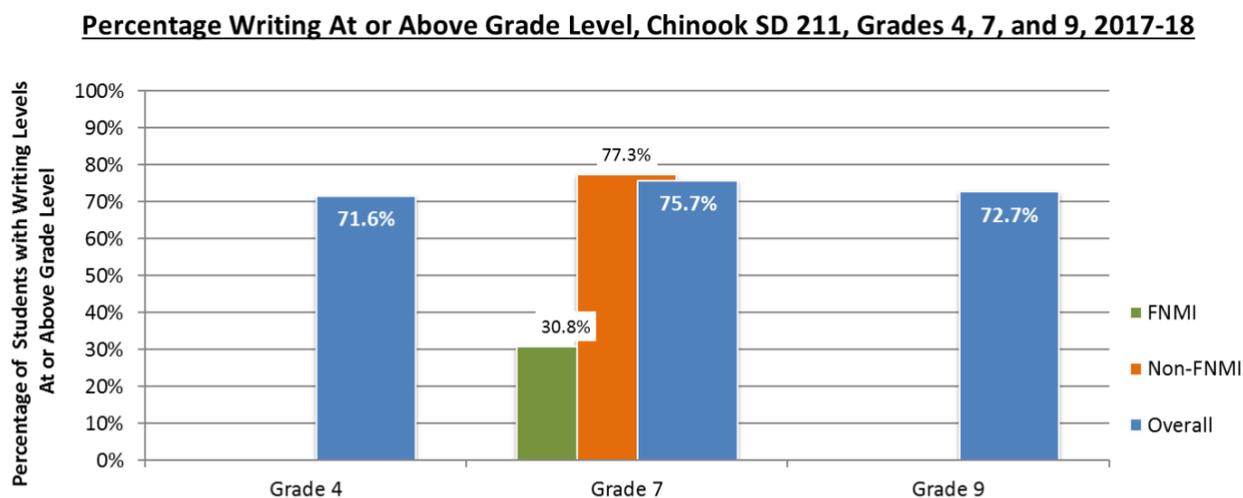
### Analysis of results

The Grade three reading levels for Chinook School Division students have been trending upwards for the last four years. The results increased from 62.8% in 2014 to 79.3% in 2018, which is an increase of 16.5% over the four-year period. The Chinook School Division results have been consistently above the province and are on pace to reach the 2020 goal of 80% of grade 3 students reading at or above grade level. The FNMI levels for Chinook students was not reported due to the small cohort size.

### Proportion of Students Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. The following bar graph displays the percentage of students (FNMI, non-FNMI, all) by writing level in Grades 4, 7 and

9. The charts below the graph indicate the percentage of Grades 4, 7 and 9 students in the province writing at or above grade level, as well as the proportion of students with reported writing levels.



Proportion of Students with Reported Writing Levels, 2017-18

	Students with a Reported Writing Level		Students with no Reported Writing Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (Grade 4)	359	85.9%	12.9%	1.2%	418
Division (Grade 7)	375	85.6%	12.3%	2.1%	438
Division (Grade 9)	385	78.6%	9.6%	11.8%	490
Province (Grade 4)	12,817	88.5%	10.3%	1.2%	14,485
Province (Grade 7)	10,592	80.5%	17.6%	1.8%	13,152
Province (Grade 9)	10,516	81.8%	14.2%	4.0%	12,853

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

Source: Ministry of Education, 2018

### Analysis of results

Chinook School Division was part of the provincial writing data collection in grades 4, 7 and 9 for the first time in 2017-18. The results for students that met expectation in writing were 71.6% in grade 4, 75.7% in grade 7 and 72.7% in grade 9. The results from Chinook were above the province in all grades, but were still below the 2020 target of 80%. The data collected for FNMI students in grade 7 indicated that 30.8% of the students were meeting expectations at that grade level. This is the first look at this data; the results will continue to be monitored for trends.

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

### ESSP Outcome:

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

### ESSP Improvement Targets:

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

### ESSP Priority:

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

<p><b>School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</b></p>	<p><u>ESSP Outcome:</u> By June 30, 2020, collaboration between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%</p>
<p><b>School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</b></p>	<p>Actions completed:</p> <ul style="list-style-type: none"> <li>• Met with stakeholders to establish a First Nations and Métis Education Framework that encompassed the learning program, staff development, and community development.</li> <li>• Developed and expanded partnerships with relevant organizations and agencies to support First Nations and Métis Education.</li> <li>• Provided advice and support to school administrators, teachers and support staff in the area of First Nations and Métis Education.</li> <li>• Established a partnership with Nekaneet First Nation with a focus on:             <ul style="list-style-type: none"> <li>○ Increasing First Nations Grad Rates</li> <li>○ Student Engagement</li> <li>○ Building Authentic Partnerships</li> <li>○ Cultural Awareness</li> <li>○ Truth and Reconciliation</li> <li>○ Treaty Education</li> </ul> </li> </ul>

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

### Average Final Marks

Teacher-assigned marks are important indicators of student performance in school. Classroom marks are used for grade promotion and graduation decisions, to meet entrance requirements for postsecondary education, to determine eligibility for scholarships and awards and by some employers when hiring. The following 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, 2017-18

Subject	All Students		Non-FNMI		FNMI	
	Province	Chinook	Province	Chinook	Province	Chinook
English Language Arts A 10 (Eng & Fr equiv)	74.2	76.4	77.3	77.0	62.1	55.7
English Language Arts B 10 (Eng & Fr equiv)	73.6	74.6	76.7	74.9	61.0	62.7
Science 10 (Eng & Fr equiv)	72.7	73.9	76.0	74.5	59.9	55.4
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.5	77.8	77.0	78.6	61.6	nr
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	73.7	76.5	75.8	76.9	61.7	nr
English Language Arts 20 (Eng & Fr equiv)	74.8	75.8	77.0	76.2	63.9	nr
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.8	71.0	70.2	71.0	62.8	nr
Math: Foundations 20 (Eng & Fr equiv)	74.7	77.4	76.4	77.5	65.3	nr

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, 2018

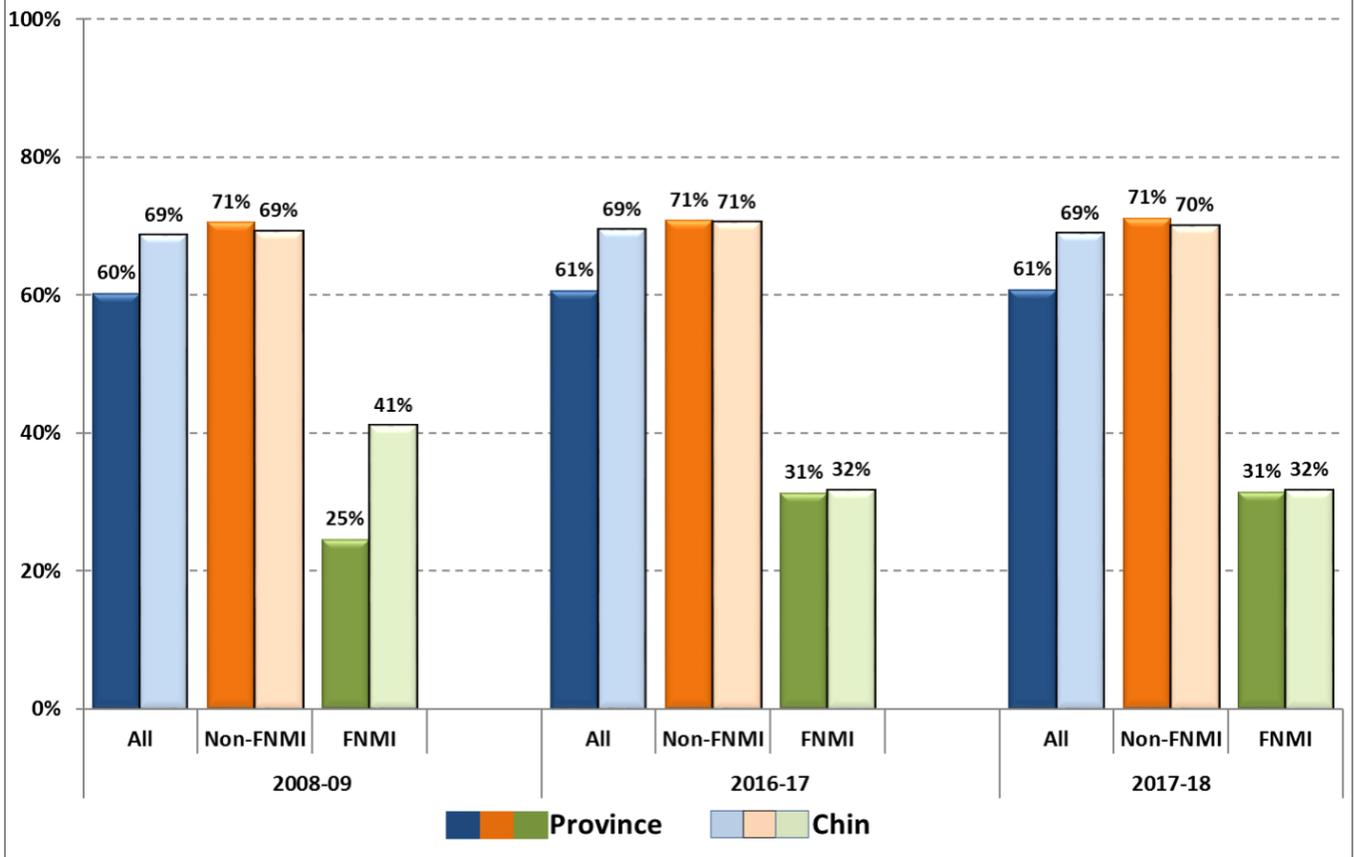
### Analysis of results

In Chinook School Division, the average final marks for 2017-18 were above the provincial averages for 'All Students' in the selected subject areas. Chinook's FNMI results were limited to three subjects, due to a small cohort. Of the three subject areas reported, Chinook's FNMI students were lower than the province in English Language Arts A 10 and Science 10.

### 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.

**Credit Attainment - Percentage Attaining 8 or More Credits, Grades 10-12, Province and Chinook SD 211**



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2018

**Analysis of results**

Chinook’s students attaining 8 credits or more in grades 10-12 has remained consistent over the last number of years at 69%. This is above the province’s overall percentage of 61%. Our FNMI results are trending at 32%, which is consistent with the provincial results and the last two years for Chinook.

## Graduation Rates

### ESSP Outcome:

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

### ESSP Improvement Targets:

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

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

By 2020, Chinook's 3-year average graduation rate will be 90% and the 5-year average graduation rate will be 93%.

By June 2019, strategies and structures will be researched and systematically implemented across the division to engage the 21st Century Learner.

### School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Graduation Rates outcome

Actions completed:

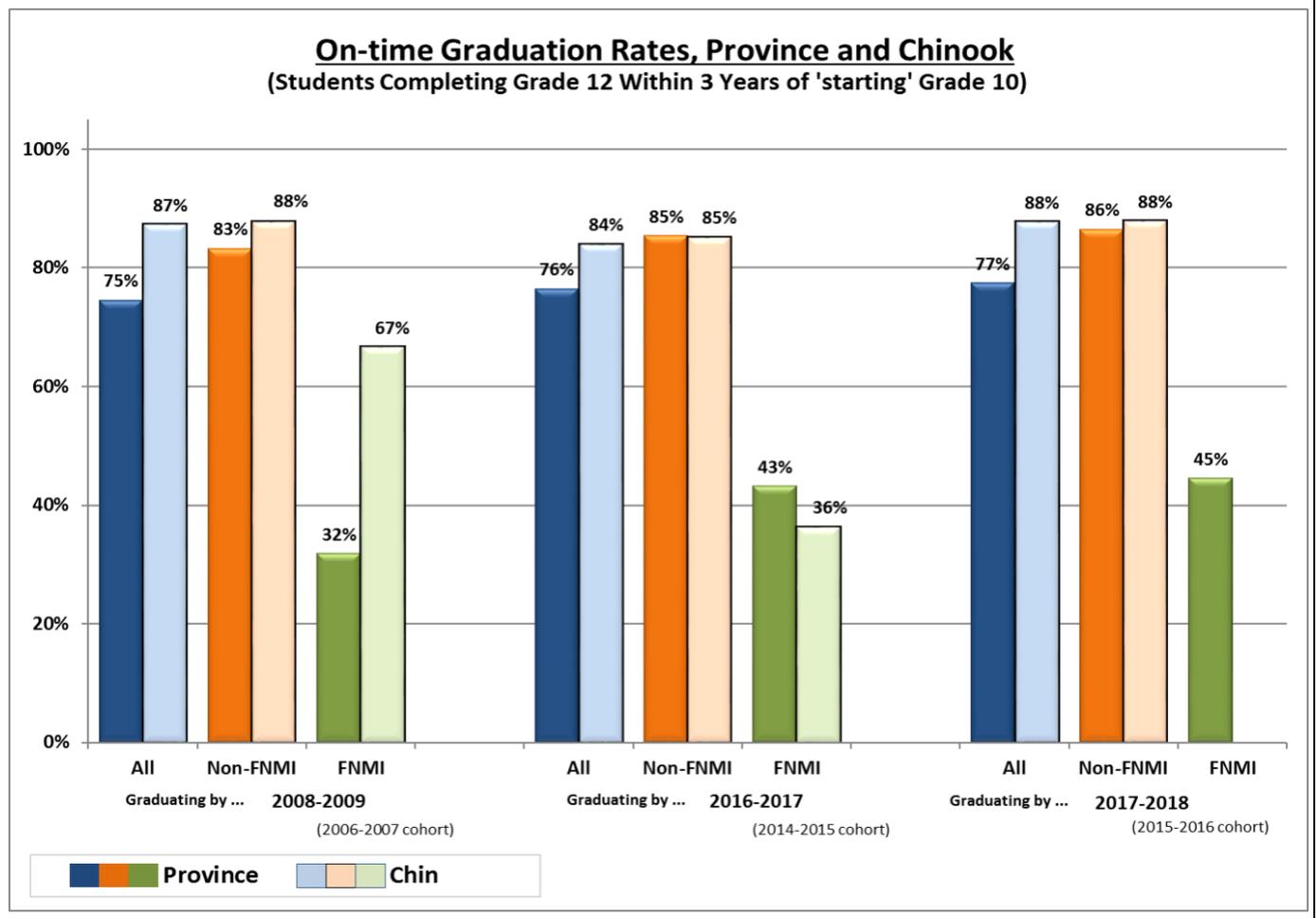
- Individual Student credit completion was tracked and reported through the division dashboard (at least 3 credits per semester).
- Saskatchewan's career development portal called myBlueprint (an online career planning tool) was implemented in all schools in Chinook from Grades 9-12.
  - Coordinators and teacher reps worked to create 10 hours SK Careers programming that was infused into ELA 20.
- The online career planning tool (my Blueprint) continued to be part of the spring student led conference each school year. At these conferences individual student graduations plans were developed, shared, discussed and supported.
- Attendance Engagement: A process was developed to engage students, parents and teachers to work collectively to ensure that ALL students attended school regularly. This included informational releases and charts, attendance letters and informational videos.
- School Community Councils assisted with the distribution of information and assisted with school attendance incentives.
- The Graduation 440 team tracked all high school students who were in grades 10, 11 or 12. Schools utilized the division infographic to monitor cohorts and their graduation pathway. Each school monitored and updated their own cohort.
- High School Coaching Team was determined.
- Professional Development was implemented for all high school teachers on Authentic Relationships, Student Voice and Choice, and Supportive Classroom Environments.
- Professional Development was implemented for administrators to develop leadership skills and understanding of the Engagement Framework.

- Grad Rate/Engagement Division Level Committee met to provide direction for Professional Development and Division Grad Rate and Engagement Initiatives.
- Semester 1 and 2 High School Course Feedback Survey was implemented in all high school courses.
- Reported monthly on Student Engagement Data, which included:
  - Professional Development Feedback
  - Exit Slips
  - OurSCHOOL Survey
  - Course Feedback

### Measures for Graduation Rates

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

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 required secondary level credits at the end of Grade 12. On-time graduation rates are one measure of the efficiency of a school system. The following displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within **three years** of entering Grade 10, along with provincial results in each of these categories.



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

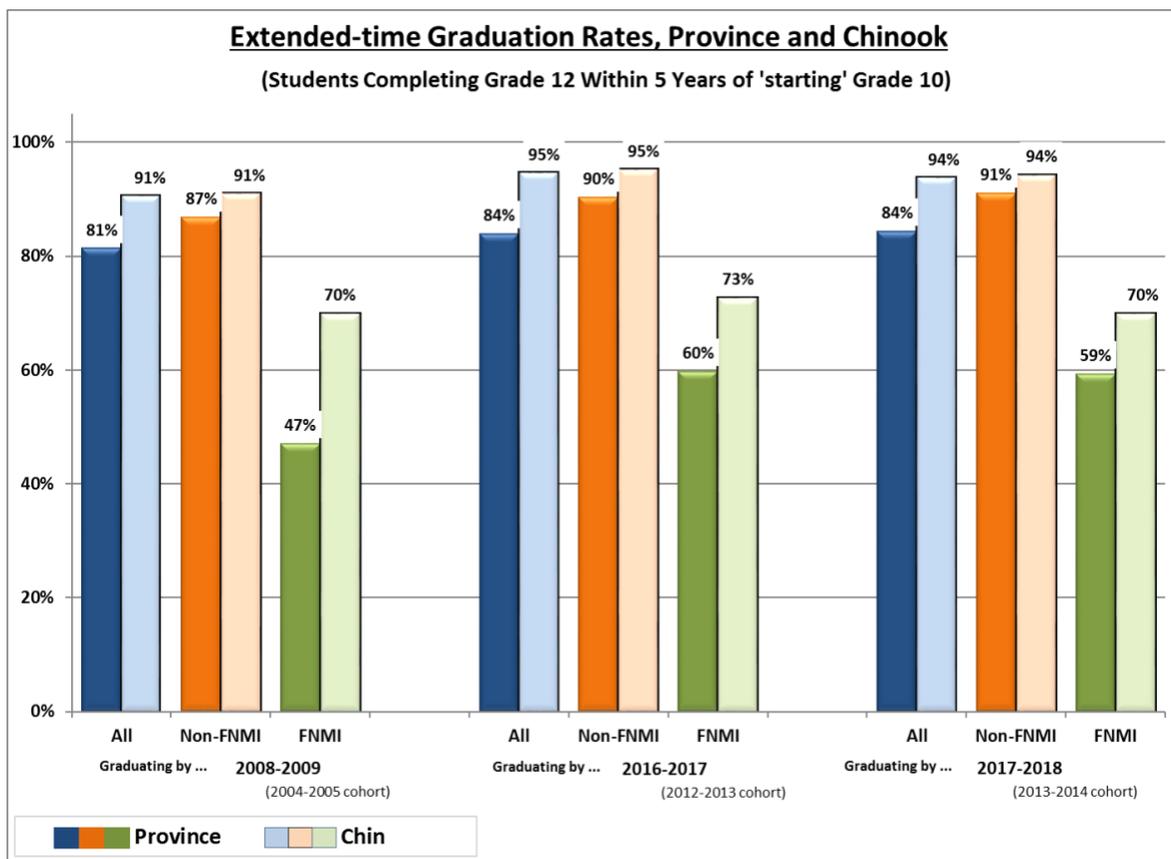
Source: Ministry of Education, 2018

### Analysis of results

The Chinook School Division data showed an increase in the 3-year graduation rate over the last two years. The graduation rate for 2017-18 was 88%. This is significantly above the provincial 3-year graduation rate which was at 77% in 2017-18. The FNMI cohort 3-year graduation rate often fluctuates from year to year due to its low numbers, and 2017-18 results are "not reportable". The Chinook School Division has set a goal to reach 90% by 2020 so a priority focus in this area will continue.

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

Some students need more time to complete all the courses necessary to graduate so they continue in school longer than the typical three years after beginning Grade 10. Extended-time graduation rates are one measure of the responsiveness of the school system. The following displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within **five years** of entering Grade 10, which includes those who graduated on-time, along with provincial results in each of these categories.



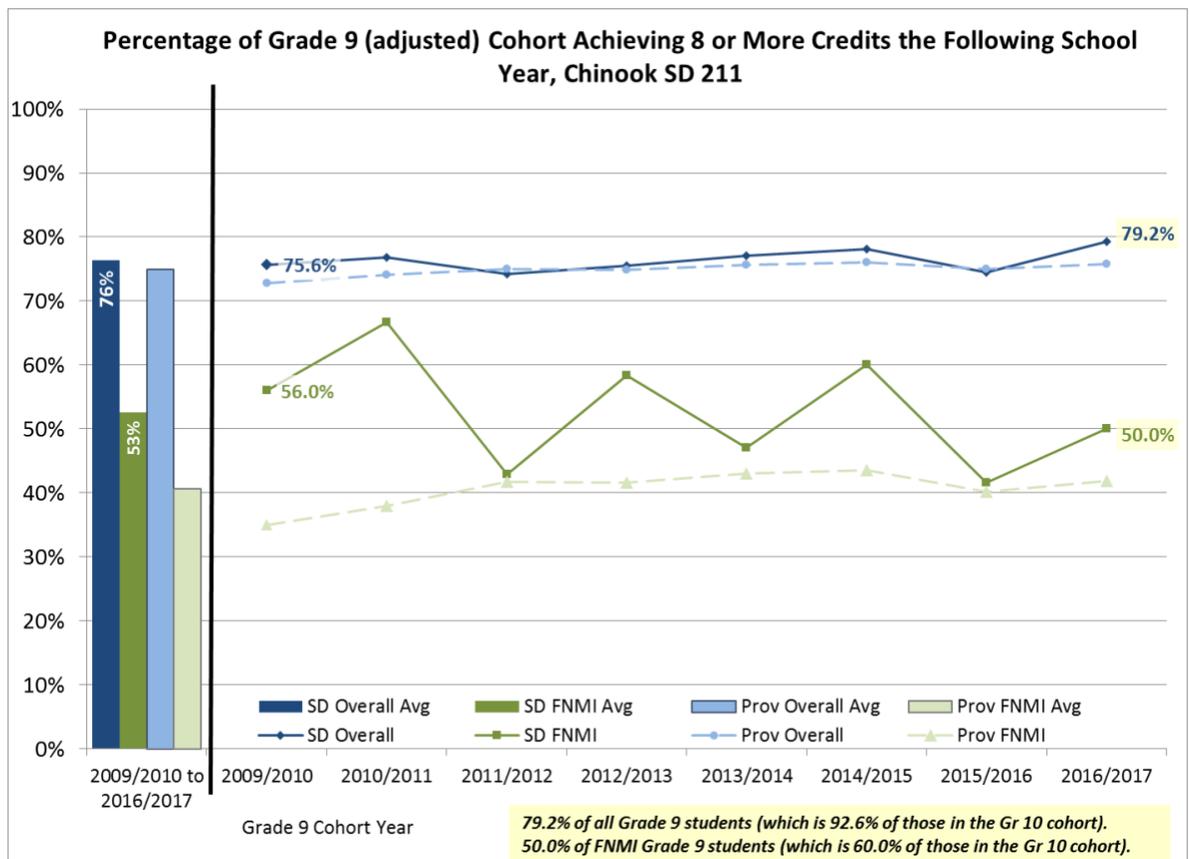
Notes: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2018

### Analysis of results

The Chinook School Division has set a target for 2020 of a five-year graduation of 93%. In the 2017-18 school year the five-year graduation rate was 94%. This is 10 percentage points above the province's 2017-18 five-year graduation rate. The FNMI five-year graduation rate for Chinook School Division continues to be 70% or higher. Extending the time for graduation has proven to be an effective strategy for improving FNMI graduation rates.

### 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 per 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 school division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight year average.



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

Source: Ministry of Education, 2018

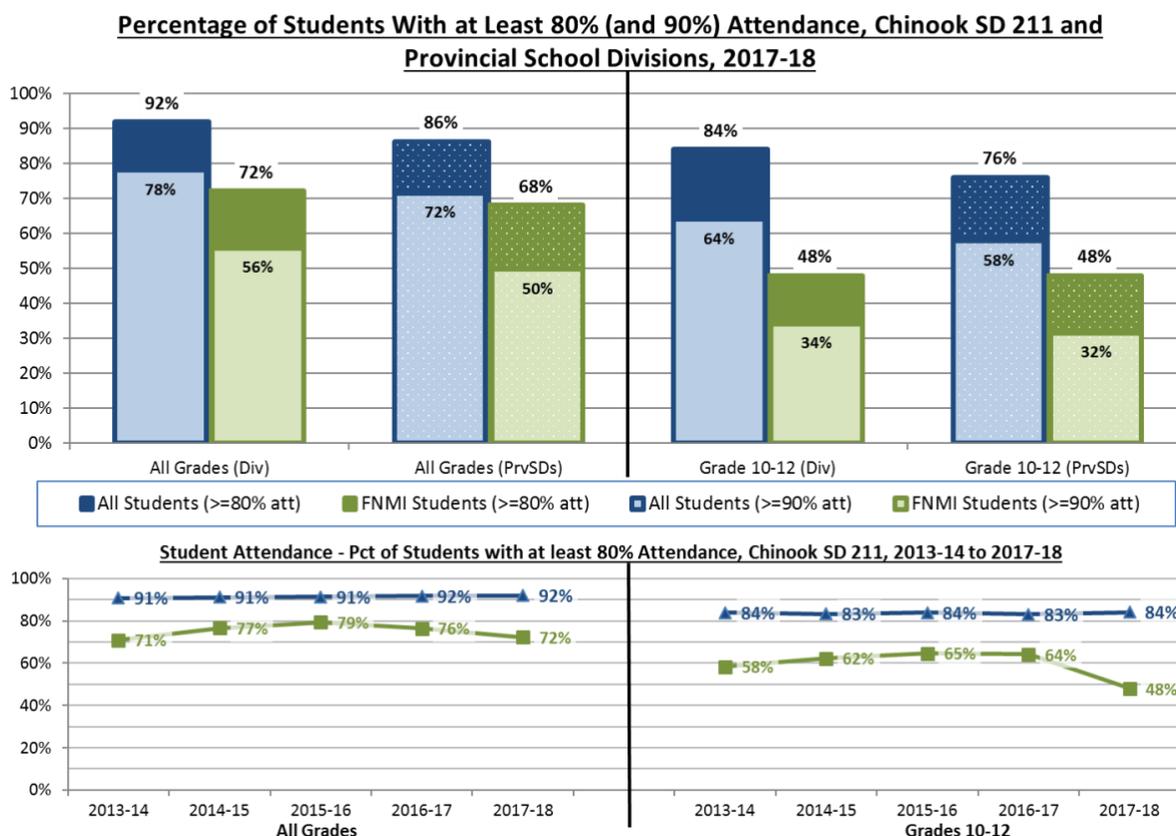
### Analysis of results

The percentage of Chinook School Division's grade 9 student transitioning to grade 10 achieving 8 or more credits the following year have been trending upward since the beginning of the data collection in 2019-10. In the 2017-18 school year the total was 79.2%, which was 92.6% of those students currently in the grade 10 cohort, and is above the 8-year average for the division (76%) and the province (75%). Results for Chinook's FNMI students have fluctuated somewhat over the years (in part due to small population numbers), but on average over the last 8 years 53% have achieved 8 or more credits on this measure compared to about 40% provincially.

## Attendance

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

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



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

Source: Ministry of Education, 2018

### **Analysis of results**

Chinook School Division attendance has remained consistent across all grades at 91-92% each year since the 2013-14 school year. The grade 10-12 cohort has remained consistent at 83-84% over the same four-year period. All of Chinook's grade level attendance is significantly above the province. The FNMI results are slightly above for all students and similar to the province for grades 10-12. One area for concern in the 2017-18 school year is the noticeable decrease in attendance at the grade 10-12 level for the FNMI population.

## Early Years

### ESSP Outcome:

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

### ESSP Improvement Targets:

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

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

By 2020, 90% of Chinook students exiting Kindergarten will score within the appropriate range in the cognitive domain and language and communication domain as measured by the Early Years Evaluation (EYE).

### School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Early Years outcome

#### Actions completed:

- Supported the Cooperative Playschool with development of their library by providing a list of quality resources
- Connected with and supported the Family Resource Center with ideas for the 3-5-year-old EAL program
- Provided Professional Development and coaching around High Impact Instructional Practice in Writing

## Measures for Early Years

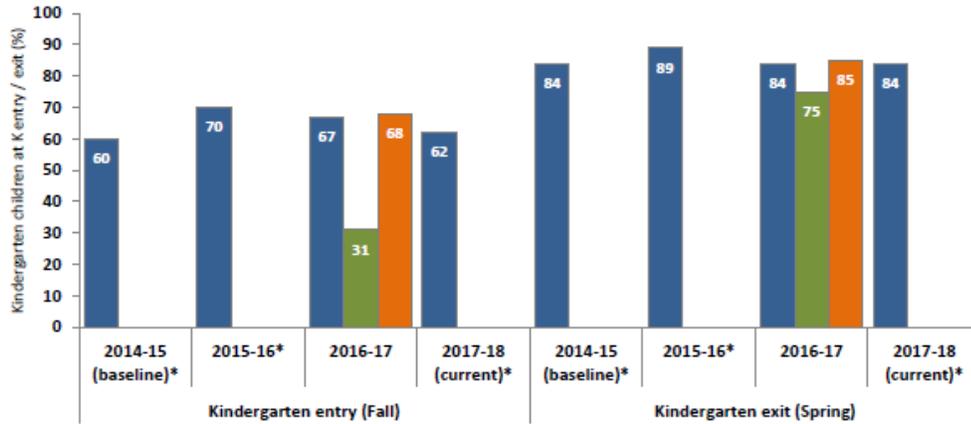
### Early Years Evaluation

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. 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.

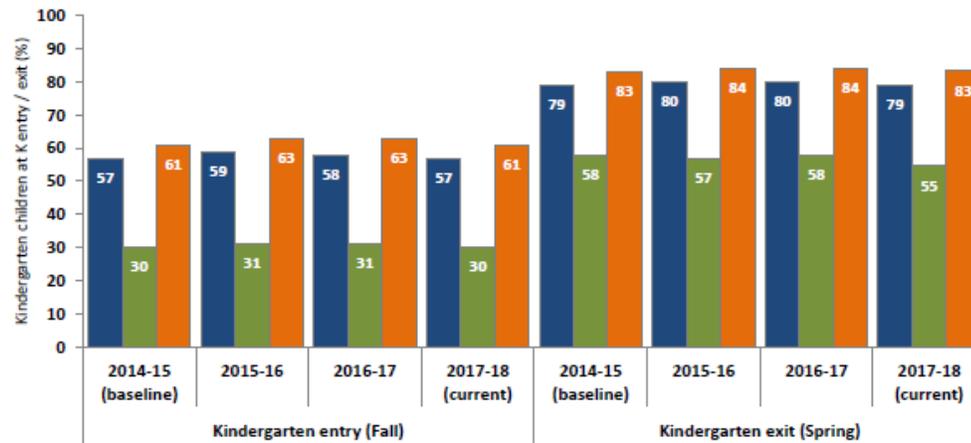
The following displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the three years following, as well as the provincial results for each category.

**Readiness for school: children screened at Tier I (%) on Early Years Evaluation –  
Teacher Assessment (EYE-TA) at Kindergarten entry & exit, 2014-15 (baseline)  
through to 2017-18 (current)**

**Chinook SD 211<sup>1</sup>**



**Saskatchewan (all divisions)**



<sup>1</sup> Results for self-declared First Nations, Métis and Inuit (FNMI) children & non-declared (non-FNMI) children are not shown for certain years (\*) in Chinook SD. In these years (\*), there were too few (or no) children in at least one comparison group.

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

The format of EYE-TA results reported previously in school division annual reports varies from the format used here. Prior to 2016-17, displays showed percentage results for all RTI Tiers at Kindergarten entry and exit of the assessment year. The amended displays now show only the percentage of children assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit. In addition, school division EYE-TA displays also now show results for self-declared First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk children (FNMI), and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify.

Source: Ministry of Education, Early Years Branch, 2018

### **Analysis of results**

The percentage of Kindergarten students in Chinook School Division in 2017-18 that exited Kindergarten in Tier 1 on the EYE was at 84%. That result was identical to the 2016-17 school year. These results are on average 5% higher than the province.

## Demographics

### Students

Grade	2014-15	2015-16	2016-17	2017-18
Kindergarten	434	404	432	422
1	409	450	430	442
2	450	399	445	442
3	414	440	413	442
4	436	406	448	414
5	465	436	415	456
6	430	460	439	410
7	433	426	470	438
8	457	439	445	477
9	493	516	497	494
10	524	486	520	491
11	467	476	469	468
12	526	497	516	509
<b>Total</b>	<b>5,938</b>	<b>5,835</b>	<b>5,939</b>	<b>5,905</b>

PreK	73	75	63	64
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Subpopulation Enrolments	Grades	2014-15	2015-16	2016-17	2017-18
Self-Identified FNMI	K to 3	27	23	29	33
	4 to 6	29	27	26	20
	7 to 9	38	28	35	38
	10 to 12	43	34	41	42
	<b>Total</b>	<b>137</b>	<b>112</b>	<b>131</b>	<b>133</b>
French Immersion	K to 3	124	138	153	150
	4 to 6	63	65	70	85
	7 to 9	47	51	56	49
	10 to 12	32	32	36	40
	<b>Total</b>	<b>266</b>	<b>286</b>	<b>315</b>	<b>324</b>
English as an Additional Language	1 to 3	193	181	163	199
	4 to 6	187	193	188	205
	7 to 9	202	202	197	226
	10 to 12	82	94	80	92
	<b>Total</b>	<b>664</b>	<b>670</b>	<b>628</b>	<b>722</b>

#### Notes:

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

Source: Ministry of Education, 2017

## Staff

Job Category	FTEs
Classroom teachers	379.1
Principals, vice-principals	42.2
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	228.7
Administrative and financial staff – e.g., Chief Financial Officers, accountants, Information Technology people, supervisors, managers, administrative assistants, clerks	30.0
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers	65.2
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors, managers	136.8
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education, superintendents	6.0
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>888.1</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.

Source: Chinook School Division, 2018

## Senior Management Team

The senior management team is defined as the Director of Education and those who report directly to her/him.

Kyle McIntyre	Director of Education
Rod Quintin	Chief Financial Officer
Joanne Booth	Communications Coordinator
Jackie Wiebe	Executive Assistant/Office Manager
Mark Benesh	Superintendent of Schools
Dan Kerslake	Superintendent of Schools
Jan Pogorzelec	Superintendent of Schools
Ken Garinger	Superintendent of Human Resources
Bob Vavra	Superintendent of Learning
Rob Geiger	Manager of Information Systems

## Infrastructure and Transportation

School	Grades	Location
Abbey Hutterite School	K – 8	Abbey
Wheatland Hutterite School	K – 8	Abbey
Pelletier Hill Hutterite School	K – 9	Admiral
Sunset Hutterite School	K – 9	Admiral
Butte Hutterite School	K – 9	Bracken
Burstall School	K – 8	Burstall
Cabri School	K - 12	Cabri
Consul School	K - 12	Consul
East Fairwell Hutterian School	K – 12	Eastend
Eastend School	K – 12	Eastend
Fox Valley School	K – 12	Fox Valley
Frontier School	K – 12	Frontier
Garden Plane Colony School	K – 9	Frontier
Bone Creek Hutterite School	K – 9	Gull Lake
Carmichael Hutterite School	K - 10	Gull Lake
Earview Hutterian School	K – 10	Gull Lake
Gull Lake School	K – 12	Gull Lake
Hazlet School	K – 12	Hazlet
Herbert School	K – 12	Herbert
Southland Hutterite School	K – 9	Herbert
Hodgeville School	K – 12	Hodgeville
Norfolk Hutterite School	K – 10	Hodgeville
Estuary Hutterite School	K – 10	Leader
Haven Hutterite School	K – 10	Leader
Leader Composite School	K - 12	Leader
Capeland Hutterite School	K – 9	Main Centre
Box Elder Hutterite School	K – 10	Maple Creek
Cypress Hutterite School	K – 9	Maple Creek
Downie Lake Hutterite School	K – 10	Maple Creek
Maple Creek Composite School	6 – 12	Maple Creek
Sidney Street School	Pre K – 5	Maple Creek
Spring Creek Hutterite School	K – 12	Maple Creek
McMahon Colony School	K – 8	McMahon
Spring Lake Hutterite School	K – 10	Neville
Pennant Colony School	K – 9	Pennant
Ponteix School	K – 12	Ponteix
Hulbert Hutterite School	K – 10	Pontiex
Creston Bench Hutterian School	K – 10	Shaunavon
Shaunavon High School	8 – 12	Shaunavon

Shaunavon Public School	Pre K – 7	Shaunavon
Sierra Hutterite School	K – 10	Shaunavon
Stewart Valley School	K – 8	Stewart Valley
Success School	K – 9	Success
Central School	Pre K – 8	Swift Current
CAMPS	3 – 10	Swift Current
Chinook Cyber School	10 – 12	Swift Current
École Centennial School	Pre K – 8	Swift Current
Fairview School	K – 8	Swift Current
Maverick School	10 – 12	Swift Current
O.M. Irwin School	K – 8	Swift Current
Ruskin Hutterian School	K – 9	Swift Current
Swift Current Comprehensive High School	9 – 12	Swift Current
Grassy Hill Hutterite School	K – 10	Tompkins
Tompkins Hutterite School	K – 8	Tompkins
Tompkins School	K – 5	Tompkins
Sand Lake Hutterite Elementary	K – 10	Val Marie
Val Marie School	K – 12	Val Marie
Vanguard School	K – 12	Vanguard
Friesen Hutterite School	K – 9	Waldeck
Waldeck School	K – 9	Waldeck
Webb Hutterite School	K – 10	Webb
Wymark Hutterite School	K – 9	Wymark
Wymark School	K – 9	Wymark

## Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2017-18 Cost
Burstall	Classroom Demolition	Remove old portable classrooms and repair exterior where attached <i>(not completed)</i>	\$19,242.00
Eastend	Roof Replacement	Replace EPDM roofing system with an SBS <i>(not completed; design fees only)</i>	\$33,018.00
École Centennial	4 Classroom Addition	Add 4 Classrooms to the North Wing	\$1,739,767.00**
Herbert	Boiler Room Flood	Replace Main Electrical Gear and Boilers, motors Project funded through <b>insurance less \$5,000 deductible</b>	\$378,992.26*
O.M. Irwin	Asbestos abatement and lighting upgrade	Remove acoustical asbestos treatment from ceilings in classrooms 104,200,205,206,207,208,209,210,301,304,305,306	\$450,968.00
SHS	Electrical Main Upgrade	Replaced power feeds and electrical main Project funded through Ministry <b>emergent funding</b>	\$59,596.00
SHS	Roof Replacement	Replace EPDM roofing system with an SBS	\$921,134.00
SCCHS	Controls Upgrade 3	Replace Fans 1-FA, 6E, 22E, heat wheel. Add all shops reheat coils and fans on BMS <i>(not completed)</i>	\$184,181.00
SCCHS	Lighting Control upgrade	Replace original low voltage lighting control system. Add occupancy and vacancy sensors <i>(completed but final payment not made)</i>	\$152,934.79
SCCHS	Controls Upgrade Phase 2	Replace MCC in S-5 fan room, Add fans S-2,3,4,5,6 & Sumps S-5, S-6 to the BMS.	\$77,973.00*
SCCHS	Roof Replacement	Replace roof over the shops <i>(not completed; design fees only)</i>	\$13,162.50
<b>Total</b>			<b>\$4,030,968.55</b>

\*Part of cost of project was paid during 2016/2017

\*\*Part of cost of project was paid during 2015/2016, 2016/2017

## Transportation

Much of Chinook School Division is rural, so a significant number of students are transported to school. Transportation is provided within the city of Swift Current as well.

Chinook School Division operates its own transportation service and owns a fleet of 214 buses of various sizes. In addition, the School Division has contracted transportation services in the Leader and Cabri area's and within the city of Swift Current.

### Student Transportation

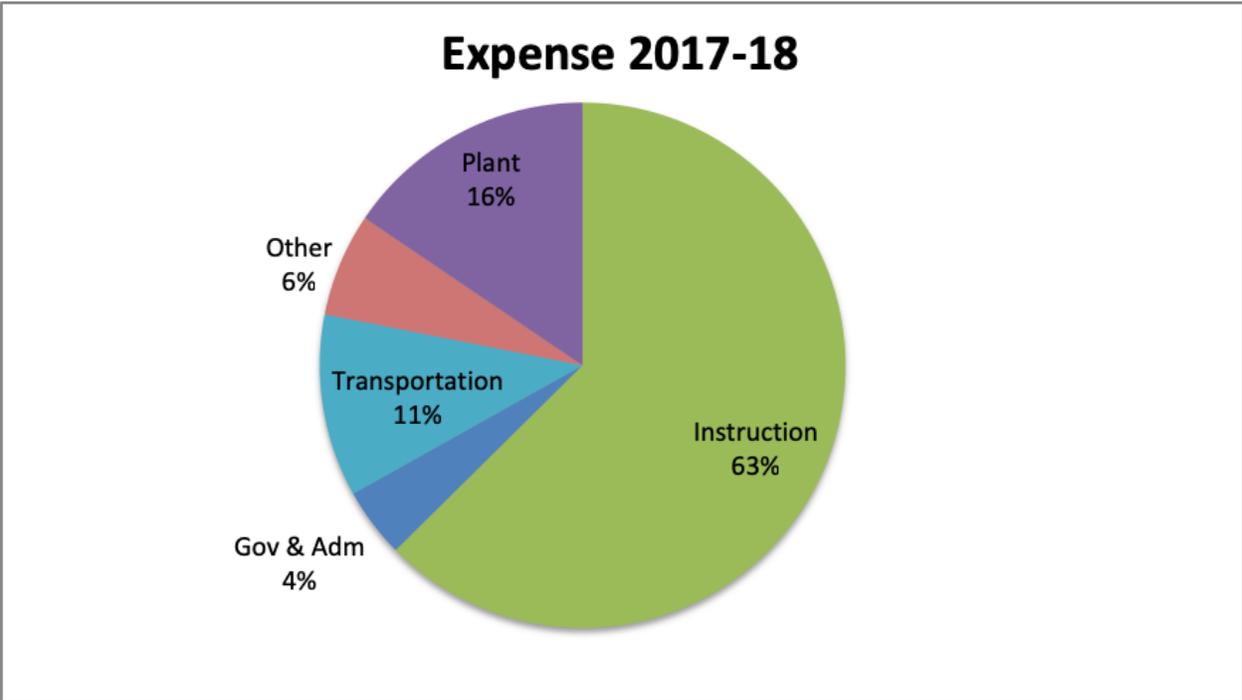
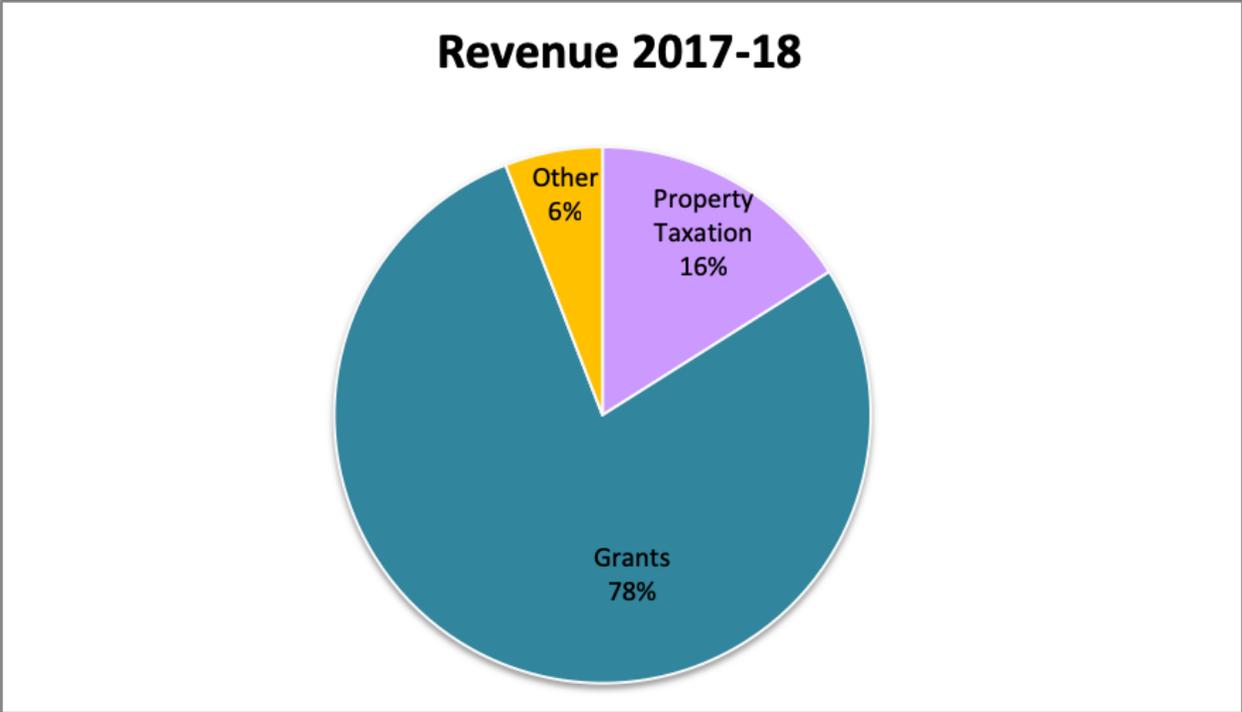
<b>Transportation Statistics</b>	
Number of students transported daily**	3231
In-town students transported (included in above)	1293
Transportation routes	149.5
Number of buses owned	214
Kilometres travelled daily	23,398 Rural 1,191 Urban 24,589 Total
Average age of bus (route only)	4
Capacity utilized on buses	59%
Average one-way ride time	NA*
Longest one-way ride time	93
Cost per student per year	\$3,150
Cost per kilometre travelled	\$2.25

\*Data Not Available.

\*\*Statistics are for daily transportation of students to and from school. Extra-curricular trips are not included. This data reflects transportation of Chinook School Division students. Source: Chinook School Division

# Financial Overview

## Summary of Revenue and Expenses



## Budget to Actual Revenue, Expenses and Variances

	2018	2018	2017	Budget to Actual Variance	Budget to Actual %	Note
	Budget	Actual	Actual	Over / (Under)	Variance	
<b>REVENUES</b>						
Property Taxation	13,499,482	13,307,171	39,747,230	(192,311)	-1%	
Grants	63,549,076	64,837,406	43,485,719	1,288,330	2%	
Tuition and Related Fees	791,343	975,361	898,260	184,018	23%	1
School Generated Funds	2,294,400	2,236,300	2,245,068	(58,100)	-3%	
Complementary Services	413,687	433,928	448,763	20,241	5%	
External Services	85,516	83,229	222,244	(2,287)	-3%	
Other	640,535	1,160,844	698,630	520,309	81%	2
<b>Total Revenues</b>	<b>81,274,039</b>	<b>83,034,239</b>	<b>87,745,914</b>	<b>1,760,200</b>	<b>2%</b>	
<b>EXPENSES</b>						
Governance	353,921	274,546	504,170	(79,375)	-22%	3
Administration	3,469,344	3,453,781	3,763,347	(15,563)	0%	
Instruction	57,325,193	54,472,805	58,031,807	(2,852,388)	-5%	
Plant	12,532,550	13,515,709	12,311,968	983,159	8%	4
Transportation	9,962,578	9,790,057	10,550,543	(172,521)	-2%	
Tuition and Related Fees	521,835	670,879	458,499	149,044	29%	5
School Generated Funds	2,152,386	2,108,962	2,219,999	(43,424)	-2%	
Complementary Services	412,092	377,279	481,856	(34,813)	-8%	6
External Services	72,428	76,980	163,720	4,552	6%	7
Other Expenses	414,029	2,291,349	225,687	1,877,320	453%	8
<b>Total Expenses</b>	<b>87,216,356</b>	<b>87,032,347</b>	<b>88,711,596</b>	<b>(184,009)</b>	<b>0%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>(5,942,317)</b>	<b>(3,998,108)</b>	<b>(965,682)</b>			

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

Note	Explanation
1	Overbudget due to more tuition paying students enrolled than budgeted.
2	Overbudget due to non-budgeted insurance proceeds, and to higher than anticipated interest income from positive cash flows.
3	Underbudget due to efforts made by board to constrain spending.
4	Overbudget due to increasing utility costs and usage and unforeseen emergent maintenance costs that were offset with insurance proceeds recorded in other revenue
5	Overbudget due to higher number of students than budgeted.
6	Underbudget due to lower number of students and direct costs for the Chinook International Program.
7	Overbudget due to expenditures of the Family Advocacy Program being higher than anticipated.
8	Overbudget due to the transfer of property taxes receivable to Ministry at December 31, 2017.

## Appendix A – Payee List

### *Board Remuneration*

Name	Remuneration	Travel		Professional Development		Total
		In Province	Out of Province	In Province	Out of Province	
Andrus, Shane (Chair)	\$ 9,804	\$ 8,499	\$ -	\$ 1,429	\$ -	\$ 19,732
Armstrong, Shannon	2,706	2,665	-	-	-	5,371
Bridal, Allan	2,447	280	-	125	-	2,852
Caswell, Larry	6,524	2,870	-	1,667	-	11,061
Hahn, Dianne	5,886	508	-	795	-	7,189
Mouland, Susan	6,867	3,207	-	2,958	-	13,032
Pridmore, Kimberley (Vice Chair)	9,861	8,501	-	1,683	-	20,045
Ramage, Tim	7,452	508	-	1,844	-	9,804
Toney, Katelyn	6,778	4,683	-	1,458	-	12,919
Weinbender, Tim	7,341	2,822	-	1,996	-	12,159
Total	\$ 65,666	\$ 34,543	\$ -	\$13,955	\$ -	\$114,164

### *Personal Services*

Available upon request.

Email: [info@chinooksd.ca](mailto:info@chinooksd.ca) or call the Chinook Education Centre at (306) 778-9200 or toll-free 1-877-321-9200.

## Supplier Payments

Name	Amount
Alliance Energy Ltd.	180,658
Amazon	64,257
B & A Petroleum Ltd.	125,618
B.A. Robinson Co. Ltd.	123,582
Black & McDonald Limited	55,544
Business Technology Solutions	203,297
C & L Bus	77,241
CDW Canada	55,748
City of Swift Current	878,254
Dietz, Brad	88,735
Federated Co-operatives Ltd	855,076
Great Plains College	403,442
Hale, Wendy	88,104
Hawk's Agro	76,962
HBI Office Plus Inc.	75,009
Hegg, Clarence	114,451
Holy Trinity Catholic School Division	383,761
IBM Canada Ltd.	130,984
J & S Tire Service Ltd.	130,170
Kemsol Products Ltd.	189,837
L.M.O. Landscaping Ltd.	52,311
Leeville Construction Ltd.	371,058
Legacy Bus Sales Ltd.	310,180
MacBean Tessem	1,746,905
Marquardt Mechanical	153,652
Marsh Canada Ltd.	385,038
Melhoff Electric (77) Ltd.	175,267

Name	Amount
MicroAge	59,342
Miller Ford Sales	192,721
Pearson Education Canada	108,529
Pioneer Co-op	87,636
Plato's Superior Roofing Ltd.	859,800
PMGM Architecture Ltd.	119,438
PowerSchool Canada	211,391
Prairie Controls Ltd.	67,694
Prairie Rose School Division	283,419
R & C Cocks & Alex Steier	54,125
Rilling Bus Ltd.	1,208,870
Riverside Electric Ltd.	57,488
RM of White Valley	79,612
Royal Stewart Ltd.	55,746
Sask Energy	529,809
Sask Power	686,869
Sask Tel	181,452
Service Master	60,539
SGI Auto Fund Division	311,100
Skip's Auto Service Ltd.	60,483
Supreme Office Products	117,029
Tech Data Canada Corporation	274,949
Warner Industries	79,026
Waste Management of Canada Corp.	89,969
West Country Energy Services	69,138
X10 Networks	101,367
Xerox Canada Ltd.	337,299

*Other Expenditures*

Name	Amount
Chinook Teachers Association	83,043
Municipal Employees Pension Plan	2,436,508
Receiver General	14,969,975
Sask School Boards Association	1,004,052

Name	Amount
Sask Teachers Federation	5,519,873
Sask Workers Compensation Board	174,052
Teachers Superannuation Commission	71,719

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

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## Audited Financial Statements

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Of the Chinook School Division No. 211

School Division No. 2110500

For the Period Ending: August 31, 2018

Rod Quintin  
Chief Financial Officer

Stark & Marsh CPA 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, Stark and Marsh CPA 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 Chinook School Division No. 211:

  
Board Chair

  
Director of Education

  
Chief Financial Officer

November 26, 2018



## INDEPENDENT AUDITOR'S REPORT

To: The Board of Trustees of Chinook School Division No. 211:

We have audited the accompanying financial statements of Chinook School Division No. 211, which comprise the statement of financial position as at August 31, 2018, and the statements of operations and accumulated surplus from operations, statement of changes in net financial assets and statement of cash flows for the year then ended, 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.

### Auditor's 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 from 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 organization'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 organization'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, the financial statements present fairly, in all material respects, the financial position of Chinook School Division No. 211 as at August 31, 2018, and its financial performance and cash flows for the year then ended in accordance with Canadian Public Sector Accounting Standards.

A handwritten signature in black ink that reads 'Stark &amp; Marsh'.

————— CPA LLP —————  
Chartered Professional Accountants  
Licensed Professional Accountants

Swift Current, SK  
November 26, 2018

**Chinook School Division No. 211**  
**Statement of Financial Position**  
**as at August 31, 2018**

	2018	2017
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	26,472,987	5,410,866
Accounts Receivable (Note 8)	235,018	24,307,881
Assets Held for Sale	-	309,895
Portfolio Investments (Note 4)	59,550	76,274
<b>Total Financial Assets</b>	<b>26,767,555</b>	<b>30,104,916</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities (Note 9)	2,264,514	3,338,802
Long-Term Debt (Note 10)	13,304,315	12,014,000
Liability for Employee Future Benefits (Note 6)	1,906,300	1,794,300
Deferred Revenue (Note 11)	136,766	2,763,649
<b>Total Liabilities</b>	<b>17,611,895</b>	<b>19,910,751</b>
<b>Net Financial Assets</b>	<b>9,155,660</b>	<b>10,194,165</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Schedule C)	93,111,414	95,824,644
Inventory of Supplies for Consumption	522,531	513,040
Prepaid Expenses	311,910	567,774
<b>Total Non-Financial Assets</b>	<b>93,945,855</b>	<b>96,905,458</b>
<b>Accumulated Surplus (Note 14)</b>	<b>103,101,515</b>	<b>107,099,623</b>

Contractual Rights (Note 18)

Contractual Obligations and Commitments (Note 19)

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

Approved by the Board:

 Chairperson

 Chief Financial Officer

**Chinook School Division No. 211**  
**Statement of Operations and Accumulated Surplus from Operations**  
**for the year ended August 31, 2018**

	<b>2018 Budget</b>	<b>2018 Actual</b>	<b>2017 Actual</b>
	\$	\$	\$
<b>REVENUES</b>	(Note 15)		
Property Taxation	13,499,482	13,307,171	39,747,230
Grants	63,549,076	64,837,406	43,485,719
Tuition and Related Fees	791,343	975,361	898,260
School Generated Funds	2,294,400	2,236,300	2,245,068
Complementary Services (Note 12)	413,687	433,928	448,763
External Services (Note 13)	85,516	83,229	222,244
Other	640,535	1,160,844	698,630
<b>Total Revenues (Schedule A)</b>	<b>81,274,039</b>	<b>83,034,239</b>	<b>87,745,914</b>
<b>EXPENSES</b>			
Governance	353,921	274,546	504,170
Administration	3,469,344	3,453,781	3,763,347
Instruction	57,325,193	54,472,805	58,031,807
Plant	12,532,550	13,515,709	12,311,968
Transportation	9,962,578	9,790,057	10,550,543
Tuition and Related Fees	521,835	670,879	458,499
School Generated Funds	2,152,386	2,108,962	2,219,999
Complementary Services (Note 12)	412,092	377,279	481,856
External Services (Note 13)	72,428	76,980	163,720
Other Expenses	414,029	2,291,349	225,687
<b>Total Expenses (Schedule B)</b>	<b>87,216,356</b>	<b>87,032,347</b>	<b>88,711,596</b>
<b>Operating Deficit for the Year</b>	<b>(5,942,317)</b>	<b>(3,998,108)</b>	<b>(965,682)</b>
<b>Accumulated Surplus from Operations, Beginning of Year</b>	<b>107,099,623</b>	<b>107,099,623</b>	<b>108,065,305</b>
<b>Accumulated Surplus from Operations, End of Year</b>	<b>101,157,306</b>	<b>103,101,515</b>	<b>107,099,623</b>

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

**Chinook School Division No. 211**  
**Statement of Changes in Net Financial Assets**  
**for the year ended August 31, 2018**

	<b>2018 Budget</b>	<b>2018 Actual</b>	<b>2017 Actual</b>
	\$	\$	\$
	(Note 15)		
<b>Net Financial Assets, Beginning of Year</b>	<b>10,194,165</b>	<b>10,194,165</b>	<b>10,278,877</b>
<b>Changes During the Year</b>			
Operating Deficit for the Year	(5,942,317)	(3,998,108)	(965,682)
Acquisition of Tangible Capital Assets (Schedule C)	(1,699,000)	(2,362,509)	(4,477,891)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	608,000	173,695	618,578
Net Gain on Disposal of Capital Assets (Schedule C)	-	(77,454)	(48,793)
Amortization of Tangible Capital Assets (Schedule C)	4,878,704	4,979,498	5,052,287
Net Acquisition of Inventory of Supplies	-	(9,491)	(64,598)
Net Change in Other Non-Financial Assets	-	255,864	(198,613)
<b>Change in Net Financial Assets</b>	<b>(2,154,613)</b>	<b>(1,038,505)</b>	<b>(84,712)</b>
<b>Net Financial Assets, End of Year</b>	<b>8,039,552</b>	<b>9,155,660</b>	<b>10,194,165</b>

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

**Chinook School Division No. 211**  
**Statement of Cash Flows**  
**for the year ended August 31, 2018**

	<b>2018</b>	<b>2017</b>
	<b>\$</b>	<b>\$</b>
<b>OPERATING ACTIVITIES</b>		
Operating Deficit for the Year	(3,998,108)	(965,682)
Add Non-Cash Items Included in Deficit (Schedule D)	4,902,044	5,003,494
Net Change in Non-Cash Operating Activities (Schedule E)	21,039,960	1,821,387
<b>Cash Provided by Operating Activities</b>	<b>21,943,896</b>	<b>5,859,199</b>
<b>CAPITAL ACTIVITIES</b>		
Cash Used to Acquire Tangible Capital Assets	(2,362,509)	(4,477,891)
Proceeds on Disposal of Tangible Capital Assets	173,695	618,578
<b>Cash Used by Capital Activities</b>	<b>(2,188,814)</b>	<b>(3,859,313)</b>
<b>INVESTING ACTIVITIES</b>		
Cash Used to Acquire Portfolio Investments	(1,508)	(4,480)
Proceeds on Disposal of Portfolio Investments	18,232	1,904
<b>Cash Provided (Used) by Investing Activities</b>	<b>16,724</b>	<b>(2,576)</b>
<b>FINANCING ACTIVITIES</b>		
Proceeds from Issuance of Long-Term Debt	1,938,635	-
Repayment of Long-Term Debt	(648,320)	(1,150,345)
<b>Cash Provided (Used) by Financing Activities</b>	<b>1,290,315</b>	<b>(1,150,345)</b>
<b>INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>21,062,121</b>	<b>846,965</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>5,410,866</b>	<b>4,563,901</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>26,472,987</b>	<b>5,410,866</b>

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

**Chinook School Division No. 211**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2018**

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
<b>Property Taxation Revenue</b>			
<b>Tax Levy Revenue</b>			
Property Tax Levy Revenue	13,499,482	12,799,010	38,751,364
<b>Total Property Tax Revenue</b>	<b>13,499,482</b>	<b>12,799,010</b>	<b>38,751,364</b>
<b>Grants in Lieu of Taxes</b>			
Federal Government	-	68,082	596,247
Provincial Government	-	159,555	248,589
Railways	-	132,652	645,888
Other	-	201,468	(42,146)
<b>Total Grants in Lieu of Taxes</b>	<b>-</b>	<b>561,757</b>	<b>1,448,578</b>
<b>Other Tax Revenues</b>			
Treaty Land Entitlement - Rural	-	7,133	-
House Trailer Fees	-	(10,524)	29,367
<b>Total Other Tax Revenues</b>	<b>-</b>	<b>(3,391)</b>	<b>29,367</b>
<b>Additions to Levy</b>			
Penalties	-	101,314	74,732
Other	-	(12,591)	161,534
<b>Total Additions to Levy</b>	<b>-</b>	<b>88,723</b>	<b>236,266</b>
<b>Deletions from Levy</b>			
Cancellations	-	(138,232)	(736,588)
Other Deletions	-	(696)	18,243
<b>Total Deletions from Levy</b>	<b>-</b>	<b>(138,928)</b>	<b>(718,345)</b>
<b>Total Property Taxation Revenue</b>	<b>13,499,482</b>	<b>13,307,171</b>	<b>39,747,230</b>
<b>Grants</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	61,498,956	62,507,614	41,336,082
Other Ministry Grants	65,300	67,709	10,058
<b>Total Ministry Grants</b>	<b>61,564,256</b>	<b>62,575,323</b>	<b>41,346,140</b>
Other Provincial Grants	-	-	4,000
Grants from Others	269,103	282,557	352,302
<b>Total Operating Grants</b>	<b>61,833,359</b>	<b>62,857,880</b>	<b>41,702,442</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	1,715,717	1,979,526	1,783,277
<b>Total Capital Grants</b>	<b>1,715,717</b>	<b>1,979,526</b>	<b>1,783,277</b>
<b>Total Grants</b>	<b>63,549,076</b>	<b>64,837,406</b>	<b>43,485,719</b>

**Chinook School Division No. 211**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2018**

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
<b>Tuition and Related Fees Revenue</b>			
<b>Operating Fees</b>			
Tuition Fees			
School Boards	17,000	26,100	26,100
Federal Government and First Nations	502,740	608,290	540,423
Individuals and Other	-	13,955	13,391
<b>Total Tuition Fees</b>	<b>519,740</b>	<b>648,345</b>	<b>579,914</b>
Transportation Fees	271,603	327,016	318,346
<b>Total Operating Tuition and Related Fees</b>	<b>791,343</b>	<b>975,361</b>	<b>898,260</b>
<b>Total Tuition and Related Fees Revenue</b>	<b>791,343</b>	<b>975,361</b>	<b>898,260</b>
<b>School Generated Funds Revenue</b>			
<b>Non-Curricular Fees</b>			
Commercial Sales - GST	4,400	-	-
Commercial Sales - Non-GST	400,000	130,166	148,959
Fundraising	800,000	1,123,617	1,253,221
Grants and Partnerships	190,000	85,211	164,245
Students Fees	250,000	435,293	215,107
Other	650,000	462,013	463,536
<b>Total Non-Curricular Fees</b>	<b>2,294,400</b>	<b>2,236,300</b>	<b>2,245,068</b>
<b>Total School Generated Funds Revenue</b>	<b>2,294,400</b>	<b>2,236,300</b>	<b>2,245,068</b>
<b>Complementary Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	327,237	327,348	336,900
<b>Total Operating Grants</b>	<b>327,237</b>	<b>327,348</b>	<b>336,900</b>
<b>Fees and Other Revenue</b>			
Tuition and Related Fees	86,450	106,580	104,713
Other Revenue	-	-	7,150
<b>Total Fees and Other Revenue</b>	<b>86,450</b>	<b>106,580</b>	<b>111,863</b>
<b>Total Complementary Services Revenue</b>	<b>413,687</b>	<b>433,928</b>	<b>448,763</b>

**Chinook School Division No. 211**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2018**

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
<b>External Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Other Ministry Grants	-	76,896	191,896
Other Provincial Grants	76,516	-	22,584
<b>Total Operating Grants</b>	<b>76,516</b>	<b>76,896</b>	<b>214,480</b>
<b>Fees and Other Revenue</b>			
Other Revenue	9,000	6,333	7,764
<b>Total Fees and Other Revenue</b>	<b>9,000</b>	<b>6,333</b>	<b>7,764</b>
<b>Total External Services Revenue</b>	<b>85,516</b>	<b>83,229</b>	<b>222,244</b>
<b>Other Revenue</b>			
Miscellaneous Revenue	557,105	707,588	434,970
Sales & Rentals	83,430	74,564	95,980
Investments	-	301,238	118,887
Gain on Disposal of Capital Assets	-	77,454	48,793
<b>Total Other Revenue</b>	<b>640,535</b>	<b>1,160,844</b>	<b>698,630</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>81,274,039</b>	<b>83,034,239</b>	<b>87,745,914</b>

**Chinook School Division No. 211**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2018**

	2018 Budget	2018 Actual	2017 Actual
<b>Governance Expense</b>			
Board Members Expense	135,896	100,209	169,971
Professional Development - Board Members	15,000	13,955	34,586
Advisory Committees	60,627	50,971	52,758
Elections	4,000	-	35,246
Other Governance Expenses	138,398	109,411	211,609
<b>Total Governance Expense</b>	<b>353,921</b>	<b>274,546</b>	<b>504,170</b>
<b>Administration Expense</b>			
Salaries	2,329,322	2,448,278	2,720,582
Benefits	255,440	241,993	260,814
Supplies & Services	193,377	234,230	175,541
Non-Capital Furniture & Equipment	71,244	25,836	12,145
Building Operating Expenses	102,500	92,742	93,071
Communications	106,205	89,230	105,189
Travel	83,756	84,456	81,203
Professional Development	53,000	9,027	8,815
Amortization of Tangible Capital Assets	274,500	227,989	305,987
<b>Total Administration Expense</b>	<b>3,469,344</b>	<b>3,453,781</b>	<b>3,763,347</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	40,229,460	38,770,198	40,418,535
Instructional (Teacher Contract) Benefits	1,920,191	1,936,512	1,991,444
Program Support (Non-Teacher Contract) Salaries	8,167,249	7,791,605	8,688,119
Program Support (Non-Teacher Contract) Benefits	1,560,092	1,428,997	1,580,758
Instructional Aids	1,745,415	1,214,623	1,608,146
Supplies & Services	674,987	631,828	675,940
Non-Capital Furniture & Equipment	917,748	1,092,043	1,051,525
Communications	199,101	199,143	222,318
Travel	583,233	454,831	665,747
Professional Development	555,663	234,998	375,532
Student Related Expense	393,135	401,424	307,054
Amortization of Tangible Capital Assets	378,919	316,603	446,689
<b>Total Instruction Expense</b>	<b>57,325,193</b>	<b>54,472,805</b>	<b>58,031,807</b>

**Chinook School Division No. 211**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2018**

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
<b>Plant Operation &amp; Maintenance Expense</b>			
Salaries	3,160,074	3,188,050	3,371,310
Benefits	570,513	565,310	576,253
Supplies & Services	14,200	13,528	14,333
Non-Capital Furniture & Equipment	39,000	31,859	48,938
Building Operating Expenses	5,863,341	6,618,937	5,293,891
Communications	15,258	12,839	13,073
Travel	154,500	137,475	133,604
Professional Development	7,000	18,370	16,193
Amortization of Tangible Capital Assets	2,708,664	2,929,341	2,844,373
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>12,532,550</b>	<b>13,515,709</b>	<b>12,311,968</b>
<b>Student Transportation Expense</b>			
Salaries	3,372,694	3,512,843	3,743,115
Benefits	628,316	587,571	645,761
Supplies & Services	1,449,475	1,220,693	1,332,189
Non-Capital Furniture & Equipment	865,277	832,357	1,096,092
Building Operating Expenses	167,000	156,459	166,007
Communications	28,908	21,287	22,746
Travel	30,000	20,831	22,541
Professional Development	37,168	2,600	15,079
Contracted Transportation	1,877,847	1,941,758	2,063,150
Amortization of Tangible Capital Assets	1,505,893	1,493,658	1,443,863
<b>Total Student Transportation Expense</b>	<b>9,962,578</b>	<b>9,790,057</b>	<b>10,550,543</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	448,835	586,049	353,441
Transportation Fees	73,000	84,830	105,058
<b>Total Tuition and Related Fees Expense</b>	<b>521,835</b>	<b>670,879</b>	<b>458,499</b>
<b>School Generated Funds Expense</b>			
Academic Supplies & Services	5,000	625	2,624
Cost of Sales	620,000	721,679	662,684
Non-Capital Furniture & Equipment	18,000	8,167	3,183
School Fund Expenses	1,500,000	1,367,591	1,541,444
Amortization of Tangible Capital Assets	9,386	10,900	10,064
<b>Total School Generated Funds Expense</b>	<b>2,152,386</b>	<b>2,108,962</b>	<b>2,219,999</b>

**Chinook School Division No. 211**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2018**

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
<b>Complementary Services Expense</b>			
Instructional (Teacher Contract) Salaries & Benefits	231,305	186,381	278,572
Program Support (Non-Teacher Contract) Salaries & Benefits	66,572	99,642	78,393
Transportation Salaries & Benefits	24,946	28,599	39,194
Instructional Aids	1,778	3,482	3,422
Supplies & Services	33,000	15,006	16,296
Non-Capital Furniture & Equipment	-	-	673
Communications	1,100	637	9,239
Travel	2,000	1,486	4,152
Professional Development (Non-Salary Costs)	5,050	341	-
Student Related Expenses	-	3,804	6,393
Contracted Transportation & Allowances	45,000	36,894	44,211
Amortization of Tangible Capital Assets	1,341	1,007	1,311
<b>Total Complementary Services Expense</b>	<b>412,092</b>	<b>377,279</b>	<b>481,856</b>
<b>External Service Expense</b>			
Program Support (Non-Teacher Contract) Salaries & Benefits	59,928	57,499	98,199
Instructional Aids	-	-	147
Supplies & Services	1,000	2,783	49,880
Non-Capital Furniture & Equipment	-	5,300	-
Communications	1,500	1,208	1,390
Travel	8,000	10,190	11,916
Professional Development (Non-Salary Costs)	2,000	-	2,188
<b>Total External Services Expense</b>	<b>72,428</b>	<b>76,980</b>	<b>163,720</b>
<b>Other Expense</b>			
<b>Interest and Bank Charges</b>			
Current Interest and Bank Charges	12,400	717	8,121
Interest on Capital Loans	401,629	403,540	433,322
<b>Total Interest and Bank Charges</b>	<b>414,029</b>	<b>404,257</b>	<b>441,443</b>
Transfer of Taxes Receivable	-	1,887,092	-
Provision for Uncollectable Accounts	-	-	(215,756)
<b>Total Other Expense</b>	<b>414,029</b>	<b>2,291,349</b>	<b>225,687</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>87,216,356</b>	<b>87,032,347</b>	<b>88,711,596</b>

**Chinook School Division No. 211**

**Schedule C - Supplementary Details of Tangible Capital Assets  
for the year ended August 31, 2018**

	Land		Buildings		Buildings	School	Other	Furniture and	Computer Hardware and Audio Visual	Computer	Assets Under	2018	2017
	Land	Improvements	Buildings	Improvements	Short-Term	Buses	Vehicles	Equipment	Equipment	Software	Construction		
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Tangible Capital Assets - at Cost</b>													
Opening Balance as of September 1	1,231,000	2,558,661	118,574,641	1,985,305	9,352,152	15,825,558	1,628,415	9,814,864	5,510,441	1,452,139	35,656	167,968,832	165,433,586
Additions/Purchases	-	-	-	-	-	2,204,571	57,135	64,047	36,756	-	-	2,362,509	4,477,891
Disposals	-	-	-	-	(140,437)	(746,372)	(63,614)	(4,721,176)	(4,475,659)	(1,427,555)	-	(11,574,813)	(1,942,645)
<b>Closing Balance as of August 31</b>	<b>1,231,000</b>	<b>2,558,661</b>	<b>118,574,641</b>	<b>1,985,305</b>	<b>9,211,715</b>	<b>17,283,757</b>	<b>1,621,936</b>	<b>5,157,735</b>	<b>1,071,538</b>	<b>24,584</b>	<b>35,656</b>	<b>158,756,528</b>	<b>167,968,832</b>
<b>Tangible Capital Assets - Amortization</b>													
Opening Balance as of September 1	-	1,159,267	43,288,905	334,832	3,746,268	7,914,652	1,177,235	7,881,259	5,195,974	1,445,796	-	72,144,188	68,464,761
Amortization of the Period	-	93,828	2,440,493	99,264	404,769	1,145,988	142,088	441,366	206,785	4,917	-	4,979,498	5,052,287
Disposals	-	-	-	-	(140,437)	(650,131)	(63,614)	(4,721,176)	(4,475,659)	(1,427,555)	-	(11,478,572)	(1,372,860)
<b>Closing Balance as of August 31</b>	<b>N/A</b>	<b>1,253,095</b>	<b>45,729,398</b>	<b>434,096</b>	<b>4,010,600</b>	<b>8,410,509</b>	<b>1,255,709</b>	<b>3,601,449</b>	<b>927,100</b>	<b>23,158</b>	<b>N/A</b>	<b>65,645,114</b>	<b>72,144,188</b>
<b>Net Book Value</b>													
Opening Balance as of September 1	1,231,000	1,399,394	75,285,736	1,650,473	5,605,884	7,910,906	451,180	1,933,605	314,467	6,343	35,656	95,824,644	96,968,825
Closing Balance as of August 31	1,231,000	1,305,566	72,845,243	1,551,209	5,201,115	8,873,248	366,227	1,556,286	144,438	1,426	35,656	93,111,414	95,824,644
<b>Change in Net Book Value</b>	<b>-</b>	<b>(93,828)</b>	<b>(2,440,493)</b>	<b>(99,264)</b>	<b>(404,769)</b>	<b>962,342</b>	<b>(84,953)</b>	<b>(377,319)</b>	<b>(170,029)</b>	<b>(4,917)</b>	<b>-</b>	<b>(2,713,230)</b>	<b>(1,144,181)</b>
<b>Disposals</b>													
Historical Cost	-	-	-	-	140,437	746,372	63,614	4,721,176	4,475,659	1,427,555	-	11,574,813	1,942,645
Accumulated Amortization	-	-	-	-	140,437	650,131	63,614	4,721,176	4,475,659	1,427,555	-	11,478,572	1,372,860
<b>Net Cost</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>96,241</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>96,241</b>	<b>569,785</b>
Price of Sale	-	-	-	-	86,346	82,890	4,459	-	-	-	-	173,695	618,578
<b>Gain (Loss) on Disposal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>86,346</b>	<b>(13,351)</b>	<b>4,459</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>77,454</b>	<b>48,793</b>

**Chinook School Division No. 211**  
**Schedule D: Non-Cash Items Included in Deficit**  
**for the year ended August 31, 2018**

	<b>2018</b>	<b>2017</b>
	\$	\$
<b>Non-Cash Items Included in Deficit</b>		
Amortization of Tangible Capital Assets (Schedule C)	4,979,498	5,052,287
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(77,454)	(48,793)
<b>Total Non-Cash Items Included in Deficit</b>	<b>4,902,044</b>	<b>5,003,494</b>

**Chinook School Division No. 211**  
**Schedule E: Net Change in Non-Cash Operating Activities**  
**for the year ended August 31, 2018**

	<b>2018</b>	<b>2017</b>
	\$	\$
<b>Net Change in Non-Cash Operating Activities</b>		
Decrease in Accounts Receivable	24,072,863	2,168,232
Decrease (Increase) in Assets Held for Sale	309,895	(309,895)
Increase (Decrease) in Accounts Payable and Accrued Liabilities	(1,074,288)	437,699
Increase in Liability for Employee Future Benefits	112,000	140,100
Decrease in Deferred Revenue	(2,626,883)	(351,538)
Increase in Inventory of Supplies for Consumption	(9,491)	(64,598)
Increase in Prepaid Expenses	255,864	(198,613)
<b>Total Net Change in Non-Cash Operating Activities</b>	<b>21,039,960</b>	<b>1,821,387</b>

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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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 Chinook School Division No. 211” and operates as “the Chinook School Division No. 211”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees.

The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

**2. SIGNIFICANT ACCOUNTING POLICIES**

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

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

**a) Basis of Accounting**

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

**b) 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.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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**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.

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

- the liability for employee future benefits of \$1,906,300 (2017 - \$1,794,300) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$39,747,230 in the previous year because final tax assessments may differ from initial estimates. As per Note 2 j) ii) the School Division no longer collects property tax and a measurement uncertainty does not exist at August 31, 2018.
- uncollectible taxes of \$759,897 in the previous year because actual collectability may differ from initial estimates. As per Note 2 j) ii) the School Division no longer collects property tax and a measurement uncertainty does not exist at August 31, 2018.
- accrued liabilities for contaminated sites of \$500,000 (2017 - \$500,000) because actual remediation costs may differ from valuation estimates.
- useful lives of capital assets and related accumulated amortization of \$65,645,114 (2017 - \$72,144,188) 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.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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

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

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

**f) Financial Assets**

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

**Cash and Cash Equivalents** consist of cash, bank deposits and highly liquid investments with 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.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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

**Assets Held for Sale** consist of school buses which are held for sale in the ordinary course of operations and are valued at the lower of cost and net realizable value. Cost is determined by amortized cost. Net realizable value is the estimated selling price in the ordinary course of business.

**Portfolio Investments** consist of Co-op and Credit Union equity and GICs with a term longer than one year. 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, land improvements, buildings, building improvements, buildings – short-term, school buses, other vehicles, furniture and equipment, computer software, computer hardware and audio visual equipment, 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
Building improvements	20 years
School buses	12 years
Other vehicles – passenger	5 years
Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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

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

**Prepaid Expenses** are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance premiums, Workers' Compensation premiums, software licenses and photocopier copy agreements.

#### **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.

**Liability for Contaminated Sites** arises when contamination is being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds the maximum acceptable concentrations under an environmental standard. A liability for remediation of contaminated sites is recognized when all of the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the school division:
  - is directly responsible; or
  - accepts responsibility
- the school division expects that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

Liabilities are accrued to record the estimated costs related to the management and remediation of contaminated sites where the school division is obligated or likely to be obligated to incur such costs. The liability estimate includes costs that are directly attributable to the remediation activities and reflects the costs required to bring the site up to the current environmental standard for its use prior to contamination. The liability is recorded net of any expected recoveries.

A detail of the accrued Liability for Contaminated Sites is included in Note 9 – Accounts Payable and Accrued Liabilities of the financial statements.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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

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

**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:

**Multi-Employer Defined Benefit Plans**

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

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

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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**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. 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.

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

**iii) Fees and Services**

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

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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**iv) Interest Income**

Interest is recognized as revenue when it is earned.

**v) Other (Non-Government Transfer) Contributions**

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions 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 \$23,000,000 that bears interest at prime less 1.0% per annum with The Bank of Nova Scotia. This line of credit is authorized by a borrowing resolution by the board of education and is secured by operating and capital grants for the current year as well as other revenue. This line of credit was approved by the Minister of Education on May 5, 2011. The balance drawn on the line of credit at August 31, 2018 was \$0 (August 31, 2017 - \$0).

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

**4. PORTFOLIO INVESTMENTS**

Portfolio investments are comprised of the following:

	2018	2017
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
GICs	\$ 32,442	\$ 32,527
Co-op and Credit Union Equity	27,108	43,747
<b>Total portfolio investments reported at cost and amortized cost</b>	<b>\$ 59,550</b>	<b>\$ 76,274</b>

**5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION**

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2018 Actual	2017 Actual
Governance	\$ 100,209	\$ 174,337	\$ -	\$ -	\$ 274,546	\$ 504,170
Administration	2,690,271	535,521	-	227,989	3,453,781	3,763,347
Instruction	49,927,312	4,228,890	-	316,603	54,472,805	58,031,807
Plant	3,753,360	6,833,008	-	2,929,341	13,515,709	12,311,968
Transportation	4,100,414	4,195,985	-	1,493,658	9,790,057	10,550,543
Tuition and Related Fees	-	670,879	-	-	670,879	458,499
School Generated Funds	-	2,098,062	-	10,900	2,108,962	2,219,999
Complementary Services	314,622	61,650	-	1,007	377,279	481,856
External Services	57,499	19,481	-	-	76,980	163,720
Other	-	1,887,092	404,257	-	2,291,349	225,687
<b>TOTAL</b>	<b>\$ 60,943,687</b>	<b>\$ 20,704,905</b>	<b>\$ 404,257</b>	<b>\$ 4,979,498</b>	<b>\$ 87,032,347</b>	<b>\$ 88,711,596</b>

**6. EMPLOYEE FUTURE BENEFITS**

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, accumulating vacation banks, accumulating paid time off (PTO) banks, and retirement gratuity. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2018.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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Details of the employee future benefits are as follows:

	2018	2017
Long-term assumptions used:		
Discount rate at end of period	3.00%	2.69%
Inflation and productivity rate (excluding merit and promotion) - Teachers	2.50%	2.50%
Inflation and productivity rate (excluding merit and promotion) - Non-Teachers	3.00%	3.00%
Expected average remaining service life (years)	13	13

Liability for Employee Future Benefits	2018	2017
Accrued Benefit Obligation - beginning of year	\$ 1,636,800	\$ 1,734,100
Current period service cost	137,000	160,100
Interest cost	46,900	39,100
Benefit payments	(60,200)	(65,200)
Actuarial gains	(297,100)	(231,300)
Accrued Benefit Obligation - end of year	1,463,400	1,636,800
Unamortized Net Actuarial Gains	442,900	157,500
<b>Liability for Employee Future Benefits</b>	<b>\$ 1,906,300</b>	<b>\$ 1,794,300</b>

Expense for Employee Future Benefits	2018	2017
Current period service cost	\$ 137,000	\$ 160,100
Amortization of net actuarial (gain) loss	(11,700)	6,100
Benefit cost	125,300	166,200
Interest cost	46,900	39,100
<b>Total Employee Future Benefits Expense</b>	<b>\$ 172,200</b>	<b>\$ 205,300</b>

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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**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) and Saskatchewan Teachers' Superannuation Plan (STSP)**

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

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

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

	2018			2017
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	540	10	550	576
Member contribution rate (percentage of salary)	11.30%/13.50%	6.05%/7.85%	6.05%/13.50%	6.05%/13.50%
Member contributions for the year	\$ 4,551,147	\$ 10,324	\$ 4,561,471	\$ 4,789,565

**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.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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

Details of the MEPP are as follows:

	2018	2017
Number of active School Division members	584	619
Member contribution rate (percentage of salary)	9.00%/8.15%	8.15%
School Division contribution rate (percentage of salary)	9.00%/8.15%	8.15%
Member contributions for the year	\$ 1,245,705	\$ 1,312,641
School Division contributions for the year	\$ 1,245,705	\$ 1,310,402
Actuarial extrapolation date	Dec-31-2017	Dec-31-2016
Plan Assets (in thousands)	\$ 2,469,995	\$ 2,323,947
Plan Liabilities (in thousands)	\$ 2,015,818	\$ 1,979,463
Plan Surplus (in thousands)	\$ 454,177	\$ 344,484

## 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:

	2018			2017		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ -	\$ -	\$ -	\$ 24,134,912	\$ 759,897	\$ 23,375,015
Capital Grant Receivable	-	-	-	67,560	-	67,560
Receivable from First Nations	13,211	13,211	-	331,515	13,211	318,304
GST Receivable	186,903	-	186,903	321,269	-	321,269
Other	48,115	-	48,115	225,733	-	225,733
<b>Total Accounts Receivable</b>	<b>\$ 248,229</b>	<b>\$ 13,211</b>	<b>\$ 235,018</b>	<b>\$ 25,080,989</b>	<b>\$ 773,108</b>	<b>\$ 24,307,881</b>

During the year, \$1,887,092 of taxes receivable were transferred from the school division to the Government of Saskatchewan. This amount has been expensed in the statements on Schedule B Other Expenses.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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**9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

Details of accounts payable and accrued liabilities are as follows:

	2018	2017
Accrued Salaries and Benefits	\$ 914,557	\$ 869,955
Supplier Payments	778,919	1,958,245
Liability for Contaminated Sites	500,000	500,000
Capital Holdbacks	71,038	10,602
<b>Total Accounts Payable and Accrued Liabilities</b>	<b>\$ 2,264,514</b>	<b>\$ 3,338,802</b>

The school division recognized an estimated liability for contaminated site of \$500,000 (2017 - \$500,000) for the remediation of Sidney Street School using environmental assessment studies. The nature of the liability is hydrocarbon contamination to the soil due to underground gas storage tanks. The assumptions used in estimating the liability include estimation of remediation costs in the environmental studies coupled with past best practices of costs associated with the remediation solutions. The amount of estimated recoveries is \$0 (2017 - \$0).

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

**10. LONG-TERM DEBT**

Details of long-term debt are as follows:

	2018	2017
Capital Loans:		
Bank of Nova Scotia fixed rate (4.09%), secured by security agreement for Municipalities and School Boards, maturing July 2023. Annual blended payments of \$30,410.	\$ 1,914,959	\$ -
TD Bank fixed rate (3.58%), unsecured, maturing April 2033. Monthly blended payments of \$55,379.	7,575,984	7,961,766
TD Bank accrued interest to August 31, 2018	11,889	13,275
TD Bank fixed rate (2.84%), unsecured, matured December 2017. Monthly blended payments of \$18,061.	-	71,818
TD Bank accrued interest to August 31, 2018	-	95
Innovation CU fixed rate (2.98%), secured by general security agreement and assignment of book debts, maturing March 2019. Monthly blended payments of \$6,158.	920,132	965,864
Innovation CU accrued interest to August 31, 2018	1,202	1,257
Innovation CU fixed rate (2.60%), secured by general security agreement and assignment of book debts, maturing December 2019. Monthly blended payments of \$3,129.	498,761	523,004
Royal Bank fixed rate (3.33%), unsecured, maturing November 2035. Annual blended payments of \$173,208.	2,317,089	2,410,042
Royal Bank accrued interest to August 31, 2018	64,299	66,879
<b>Total Long-Term Debt</b>	<b>\$ 13,304,315</b>	<b>\$ 12,014,000</b>

Future principal repayments over the next 5 years are estimated as follows:			
	Capital Loans		Total
2019	\$	940,711	\$ 940,711
2020		876,534	876,534
2021		907,888	907,888
2022		939,905	939,905
2023		973,215	973,215
Thereafter		8,666,062	8,666,062
<b>Total</b>	<b>\$</b>	<b>13,304,315</b>	<b>\$ 13,304,315</b>

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

Principal and interest payments on the long-term debt are as follows:						
	Capital Loans		2018	2017		
Principal	\$	648,320	\$	648,320	\$	1,150,345
Interest		403,540		403,540		433,322
<b>Total</b>	<b>\$</b>	<b>1,051,860</b>	<b>\$</b>	<b>1,051,860</b>	<b>\$</b>	<b>1,583,667</b>

**11. DEFERRED REVENUE**

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2017	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2018
<b>Capital projects:</b>				
Federal capital tuition	\$ 81,444	\$ 15,213	\$ -	\$ 96,657
<b>Total capital projects deferred revenue</b>	<b>81,444</b>	<b>15,213</b>	<b>-</b>	<b>96,657</b>
<b>Other deferred revenue:</b>				
Property Taxation	2,595,595	-	2,595,595	-
Chinook International Program	82,905	-	58,784	24,121
CAMPS - Fundraising	1,620	12,284	-	13,904
English as Additional Language Grant	2,070	-	-	2,070
Rentals	15	-	1	14
<b>Total other deferred revenue</b>	<b>2,682,205</b>	<b>12,284</b>	<b>2,654,380</b>	<b>40,109</b>
<b>Total Deferred Revenue</b>	<b>\$ 2,763,649</b>	<b>\$ 27,497</b>	<b>\$ 2,654,380</b>	<b>\$ 136,766</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 revenue and expenses of the Complementary Services programs operated by the school division:

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Chinook International Program	2018	2017
Revenue:				
Operating Grants	\$ 327,348	\$ -	\$ 327,348	\$ 336,900
Fees and Other Revenue	-	106,580	106,580	111,863
<b>Total Revenue</b>	<b>327,348</b>	<b>106,580</b>	<b>433,928</b>	<b>448,763</b>
Expenses:				
Salaries & Benefits	314,622	-	314,622	396,158
Instructional Aids	1,573	1,909	3,482	3,423
Supplies and Services	-	15,006	15,006	16,969
Communications	-	637	637	9,239
Travel	536	950	1,486	4,152
Professional Development (Non-Salary Costs)	341	-	341	-
Student Related Expenses	-	3,804	3,804	6,393
Contracted Transportation & Allowances	-	36,894	36,894	44,211
Amortization of Tangible Capital Assets	1,007	-	1,007	1,311
<b>Total Expenses</b>	<b>318,079</b>	<b>59,200</b>	<b>377,279</b>	<b>481,856</b>
Excess (Deficiency) of Revenue over Expenses	\$ 9,269	\$ 47,380	\$ 56,649	\$ (33,093)

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

Pre-Kindergarten Programs provide developmental programming within a school setting prior to the traditional kindergarten.

Chinook International Program (CIP) provides opportunity for international students to access an educational experience in a Chinook Division school.

### 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 revenue and expenses of the External Services programs operated by the school division:

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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Summary of External Services Revenues and Expenses, by Program	Family Advocacy Worker	Cafeteria	2018	2017
Revenue:				
Operating Grants	\$ 76,896	\$ -	\$ 76,896	\$ 214,480
Fees and Other Revenue	-	6,333	6,333	7,764
<b>Total Revenue</b>	<b>76,896</b>	<b>6,333</b>	<b>83,229</b>	<b>222,244</b>
Expenses:				
Salaries & Benefits	57,499	-	57,499	98,199
Supplies and Services	8,083	-	8,083	50,027
Communications	1,208	-	1,208	1,390
Travel	10,190	-	10,190	11,916
Professional Development	-	-	-	2,188
<b>Total Expenses</b>	<b>76,980</b>	<b>-</b>	<b>76,980</b>	<b>163,720</b>
Excess (Deficiency) of Revenue over Expenses	\$ (84)	\$ 6,333	\$ 6,249	\$ 58,524

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

The Cafeteria is located within the Swift Current Comprehensive High School.

The Family Advocacy Worker (FAW) program addresses issues encountered by vulnerable Saskatchewan Youth.

#### **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 and school generated funds.

Certain amounts of the accumulated surplus, as approved by the board of education, have been designated for specific future purposes (school generated funds, school based budget, professional development, board election and other programs). 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.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

Details of accumulated surplus are as follows:

	August 31 2017	Additions during the year	Reductions during the year	August 31 2018
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 95,824,644	\$ 2,362,509	\$ (5,075,739)	\$ 93,111,414
Less: Debt owing on Tangible Capital Assets	12,014,000	1,938,635	(648,320)	13,304,315
	<b>83,810,644</b>	<b>423,874</b>	<b>(4,427,419)</b>	<b>79,807,099</b>
<b>PMR maintenance project allocations (1)</b>	<b>2,089,559</b>	<b>1,982,530</b>	<b>(1,765,774)</b>	<b>2,306,315</b>
<b>Internally Restricted Surplus:</b>				
<b>Other:</b>				
School Generated Funds	1,180,107	139,903	-	1,320,010
Professional Development	1,182,380	224,733	(48,286)	1,358,827
School Budget Carryovers	166,901	238,953	-	405,854
Frontier Playground	1,720	-	-	1,720
Board Election	24,000	-	-	24,000
Family Advocacy Project	46,152	-	(85)	46,067
	<b>2,601,260</b>	<b>603,589</b>	<b>(48,371)</b>	<b>3,156,478</b>
<b>Unrestricted Surplus</b>	<b>18,598,160</b>	<b>-</b>	<b>(766,537)</b>	<b>17,831,623</b>
<b>Total Accumulated Surplus</b>	<b>\$ 107,099,623</b>	<b>\$ 3,009,993</b>	<b>\$ 7,008,101</b>	<b>\$ 103,101,515</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:

**School Generated Funds** – Public funds that have been generated at the schools and used to enhance the development of education programs and to support school initiatives and activities.

**Professional Development** – As per the current Local Implementation and Negotiation Committee (LINC) agreement, 1.5% of teacher salaries excluding allowances are budgeted for professional development each year. Any unused funds are reflected as restricted surplus.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

---

School Budget Carryovers – Reflects that balance of yearly budget carryover from allocated budget for decentralized expenditures.

Frontier Playground – Reflects funds that have been generated for a new playground for Frontier School.

Board Election – Reflects funds that are restricted for future board election expenditures.

Family Advocacy Project – Reflects funds that have been generated for the particular program. Unspent funds at the end of the fiscal year are designated for this program.

**15. BUDGET FIGURES**

Budget figures included in the financial statements were approved by the board of education on June 26, 2017 and the Minister of Education on August 28, 2017.

**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, Saskatchewan Health Authority, colleges, and crown corporations under the common control of the Government of Saskatchewan. Related parties of the school division also include its key management personnel, close family members of its key management personnel, and entities controlled by, or under shared control of any of these individuals.

**Related Party Transactions**

Transactions with these related parties have occurred and been settled on normal trade terms.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

	2018	2017
<b>Revenues:</b>		
Ministry of Education	\$ 65,124,556	\$ 43,768,391
Workers' Compensation Board (Saskatchewan)	1,996	141,875
Ministry of Social Services	-	22,584
Saskatchewan School Divisions	351,963	341,561
Saskatchewan Government Insurance	282,557	352,302
Saskatchewan Power Corporation	-	4,000
	<b>\$ 65,761,072</b>	<b>\$ 44,630,713</b>
<b>Expenses:</b>		
Minister of Finance	\$ 3,936	\$ 4,529
Saskatchewan Health Authority	-	133
Good Spirit School Division - Public Section Trust	4,134	52,548
Great Plains College	403,922	232,648
Queen's Printer Revolving Fund	382	483
Saskatchewan School Divisions	424,802	454,907
SaskEnergy Incorporated	529,809	466,193
Workers' Compensation Board (Saskatchewan)	174,052	210,086
Saskatchewan Power Corporation	690,069	671,599
Saskatchewan Telecommunications Holding Corporation	201,463	295,795
Saskatchewan Government Insurance	303,116	184,218
	<b>\$ 2,735,685</b>	<b>\$ 2,573,139</b>
<b>Accounts Receivable:</b>		
Ministry of Education	\$ -	\$ 133,697
Saskatchewan School Divisions	3,857	-
	<b>\$ 3,857</b>	<b>\$ 133,697</b>
<b>Prepaid Expenses:</b>		
Workers' Compensation Board (Saskatchewan)	\$ 73,453	\$ 82,551
	<b>\$ 73,453</b>	<b>\$ 82,551</b>
<b>Accounts Payable and Accrued Liabilities:</b>		
SaskEnergy Incorporated	\$ 9,520	\$ 7,185
Saskatchewan Power Corporation	41,109	44,921
Saskatchewan School Divisions	72,792	10,811
Saskatchewan Telecommunications Holding Corporation	15,095	16,406
	<b>\$ 138,516</b>	<b>\$ 79,323</b>

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.

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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**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:

	Scholarships	
	2018	2017
Cash and short-term investments	\$ 288,562	\$ 296,589
<b>Total Assets</b>	<b>288,562</b>	<b>296,589</b>
Revenues		
Contributions and donations	2,000	-
Interest on investments	4,921	3,306
	<u>6,921</u>	<u>3,306</u>
Expenses		
Receipt and DSLP Payouts	14,948	20,040
	<u>14,948</u>	<u>20,040</u>
Deficiency of Revenues over Expenses	(8,027)	(16,734)
Trust Fund Balance, Beginning of Year	296,589	313,323
<b>Trust Fund Balance, End of Year</b>	<b>\$ 288,562</b>	<b>\$ 296,589</b>

**18. CONTRACTUAL RIGHTS**

Significant contractual rights of the school division are as follows:

- Bussing contract to transport Holy Trinity School Division students based on a yearly calculated cost per student applied to the number of Holy Trinity students transported. This contract is in effect for 5 years effective August 31, 2018

**19. CONTRACTUAL OBLIGATIONS AND COMMITMENTS**

The school division has ongoing service commitments for school/office equipment. Copier contract and commitments are as follows:

	Copier	Total
2019	\$ 289,302	\$ 289,302
2020	289,302	289,302
2021	289,302	289,302
2022	289,302	289,302
2023	289,302	289,302
<b>Total</b>	<b>\$ 1,446,510</b>	<b>\$ 1,446,510</b>

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

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**20. COMPARATIVE INFORMATION**

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

**21. RISK MANAGEMENT**

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

**i) Credit Risk**

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include close monitoring of overdue accounts. The school division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect impairment in collectability.

The aging of other accounts receivable at August 31, 2018 was:

	<b>August 31, 2018</b>				
	<b>Total</b>	<b>0-30 days</b>	<b>30-60 days</b>	<b>60-90 days</b>	<b>Over 90 days</b>
Other Receivables	\$61,326	\$23,666	\$286	-	\$37,374
<b>Gross Receivables</b>	61,326	23,666	286	-	37,374
Allowance for Doubtful Accounts	(13,211)	-	-	-	(13,211)
<b>Net Receivables</b>	<b>\$ 48,115</b>	<b>\$ 23,666</b>	<b>\$ 286</b>	<b>\$ -</b>	<b>\$ 24,163</b>

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

**ii) Liquidity Risk**

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances and continually monitoring budget practices and cash flows. The following table sets out the contractual maturities of the school division's financial liabilities:

**CHINOOK SCHOOL DIVISION NO. 211**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**As at August 31, 2018**

---

	August 31, 2018				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 2,264,514	\$ 1,764,514	\$ -	\$ -	\$ 500,000
Long-term debt	13,304,315	542,848	397,863	3,697,542	8,666,062
<b>Total</b>	<b>\$ 15,568,829</b>	<b>\$ 2,307,362</b>	<b>\$ 397,863</b>	<b>\$ 3,697,542</b>	<b>\$ 9,166,062</b>

Long-term debt repayments of \$9,969,261 included in the above amounts are repayments on unsecured debt.

### iii) Market Risk

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

#### Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents and portfolio investments. The school division also has an authorized bank line of credit of \$23,000,000 with interest payable monthly at a rate of prime less 1.0% 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, 2018.

The school division minimizes these risks by:

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

#### Foreign Currency Risk

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