



SUN WEST

SCHOOL DIVISION

Success for all

SUN WEST SCHOOL DIVISION #207

2019-20 ANNUAL REPORT

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Letter of Transmittal

Honourable Dustin Duncan
Minister of Education

Dear Minister Duncan:

The Board of Education of Sun West School Division #207 is pleased to provide you and the residents of the school division with the 2019-20 annual report.

This report presents an overview of Sun West School Division's goals, activities and results for the fiscal year September 1, 2019 to August 31, 2020.

It provides independently audited financial statements that follow generally accepted Canadian auditing standards.

Respectfully submitted,

A handwritten signature in black ink, reading "Karen Itterman". The signature is written in a cursive style with a large initial 'K'.

Karen Itterman
Board Chairperson
Sun West School Division #207

Introduction

This annual report provides an overview of operations of Sun West School Division #207 for the fiscal year September 1, 2019 to August 31, 2020. Areas covered in this annual report include strategic goals and objectives, governance, administration, school community councils, academics, staff, programs, transportation, and facilities, with measurements to report progress in all of these areas.

Fewer results of student progress are available in this report compared to previous years because several end-of-year data collections were interrupted due to the pandemic.

This annual report also includes the financial overview, audited financial statements and relevant appendices such as a payee list for 2019-20.

In March 2020, Sun West responded to the COVID-19 pandemic by making adjustments, which included having staff work from home and offering remote supplemental learning opportunities for students for the remainder of the school year. By August 31, plans were in place to ensure a safe return to school buildings for students and staff for the new school year.

Governance

The Board of Education



Members of the Sun West School Division #207 Board of Education as of August 31, 2020.
(Front: left to right) Robert Dewey, Scott Sander, John Collins. (Back: left to right) Margaret Irwin, Karen Itterman, Sue Lytle, Ruth Griffith, Cathy Morrow, Barb Cowell.

According to *The Education Act, 1995* a Board of Education has the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division.”

The Sun West School Division #207 is organized into nine subdivisions for election purposes but once elected; the members of the Board of Education represent all students in the division and are committed to providing the very best education possible for every student.

Board of Education members serve four-year terms. Board of Education members on August 31, 2020 were:

Subdivision 1	.....	Margaret Irwin
Subdivision 2	.....	Robert Dewey
Subdivision 3	.....	Karen Itterman (Chair)
Subdivision 4	.....	Sue Lytle
Subdivision 5	.....	Scott Sander
Subdivision 6	.....	John Collins (Vice-Chair)
Subdivision 7	.....	Cathy Morrow
Subdivision 8	.....	Barb Cowell
Subdivision 9	.....	Ruth Griffith

A list of the remuneration paid to board members is provided in Appendix A.

School Community Councils

The Sun West School Division #207 has 23 School Community Councils (SCCs). Each SCC has the required elected and appointed members, including a student representative from schools with a high school component. Due to their busy academic and extra-curricular schedules, students are not always able to attend regular meetings.

Elected members often serve multiple terms. Ongoing recruitment is encouraged and practiced through social media, school communication and special events.

Throughout the year, several opportunities were provided to SCCs for orientation, training and development. In November, members of the Sun West Senior Executive Leadership Team (SWELT), members of the Sun West School Division Board of Education and 17 of Sun West's School Community Council Chairs met for the annual Chairperson Meeting. Discussions and activities were focused on parent learning walks, health and wellness in Sun West, factors affecting student learning and MySchoolSask. Time for networking and parent/community engagement planning was also provided.

The core mandate of SCCs is to facilitate the engagement of parents and community members in improving student achievement and well-being. SCCs are invited to join school staff to review data and plan for school improvement during staff planning days in June and August. In 2019-20 SCCs played an active role in planning and supporting activities directly related to enhancing family and community engagement. Activities included literacy evenings for families, informational sessions for parents, welcoming new families to the school community, family photo projects, community expert fairs and 'meet the family' events.

In past years during March, The Board of Education and SWELT held a public meeting that was live streamed to all Sun West schools. SCCs along with staff, parents and community members were invited to their local schools to attend the meeting. This year, the meeting was cancelled due to COVID-19 and school closures.

Also in past years during May, SCC annual workshops have been held to provide additional professional development and networking opportunities for SCC members. Feedback from SCCs was collected throughout the year and used to determine the sessions offered at the workshop. This year, the meeting was cancelled due to COVID-19.

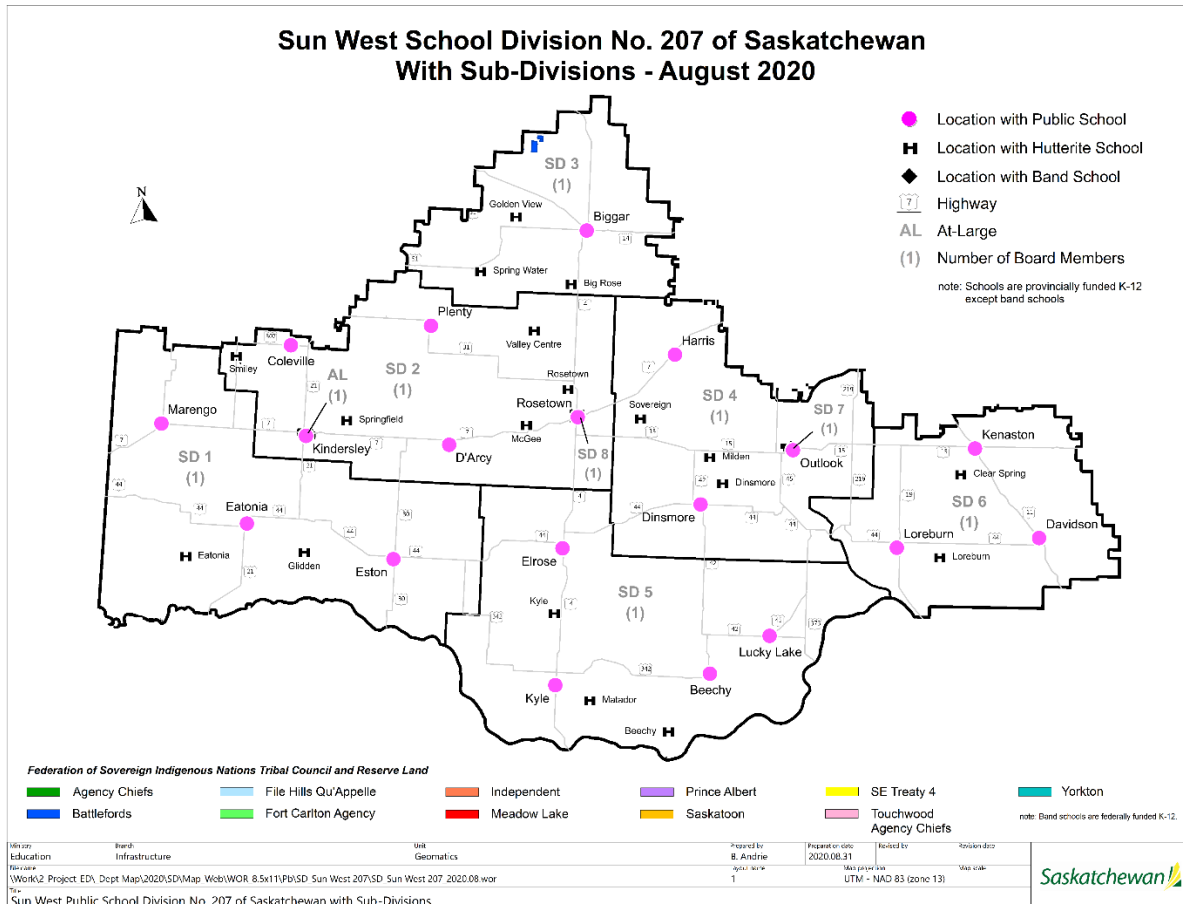
In 2019-20 school year, SCCs and school staff were offered the opportunity to work collaboratively at the local level to explore the meaning of authentic parent and community engagement through a workshop facilitated by the Superintendent of Operations responsible for SCCs. SCCs and staff members worked together to create a vision of engagement for their school community and generate a collection of practical parent and community engagement activities. Activities were based on the following pillars: welcoming all families into the school community; communicating effectively; supporting student success; speaking up for every

child; sharing power; and, collaborating with the community. To date Davidson School, Beechy School, Elrose Composite School, Eaton School, Outlook High School, Westcliffe Composite School and Lucky Lake School have hosted workshops.

In 2019-20, the Board provided a grant of \$ 1,982 to each School Community Council for operational purposes. Sun West School Division uses a survey at SCC Annual General Meetings to assess SCC engagement and effectiveness. This year, School Community Council AGMs were postponed due to COVID-19; therefore, no data was collected.

School Division Profile

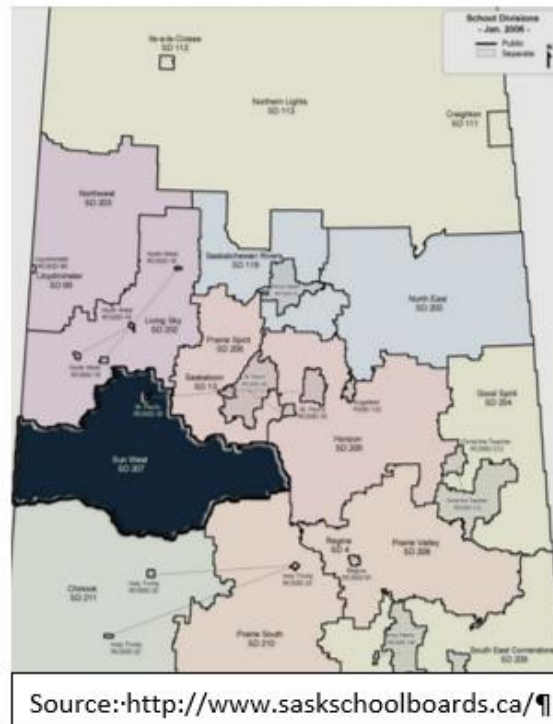
About Us



The Sun West School Division #207 is an entirely rural school division with no cities within its boundaries. It is located in west central Saskatchewan and covers 31,220 square kilometres. The map above shows its exact boundaries but a general description of the division would be that the Alberta border marks its most westerly point, its southern border runs along the South Saskatchewan River until Elbow where it continues to the Davidson area in the east with Davidson and Kenaston being the division's most easterly communities. The northern boundary runs like a hill from Kenaston, to Outlook, to Harris and topping near Biggar where it then goes downwards towards Plenty, Coleville and Marengo. The map on the following page situates Sun West within Saskatchewan.

The largest towns in the school division are Kindersley, Rosetown, Biggar and Davidson. The division has 42 schools of which 18 are Hutterite colony schools. The remaining 24 schools are located in 19 different communities. The Division head office is located in Rosetown.

Land in the school division is predominantly prairie that have been cultivated for agricultural purposes most notably for growing wheat, canola and other crops and for ranching. Significant geographic features in the area include Lake Diefenbaker, Gardiner Dam, Danielson Provincial Park and the South Saskatchewan River. Other notable features include the Beechy Sandcastles and Sunken Hills and the Bad Hills near Herschel. Agriculture and the oil and gas industry are the two main drivers of the local economy. There are a number of large agricultural businesses throughout the division including agricultural implement dealerships as well as inland grain terminals and elevators. Outlook is the centre of a large irrigation area and is billed as the “irrigation capital of Canada.”



Map above shows the location of Sun West in west central Saskatchewan.

The Coal Mine Ravine near Herschel has been the site of major archeological excavations indicating that dinosaurs and other pre-historic animals lived in the area in the past. It is also known that area was home to a buffalo jump and 1500-year-old ceremonial site used by First Nations people. Tipi rings, medicine wheel and turtle effigies and vision quest sites have also been identified along with three petroglyphs.

Most of Sun West is within Treaty Six territory excepting a small portion in the south east corner that is within Treaty Four territory. There are Métis Nation Homelands within the Sun West School Division.

Division Philosophical Foundation

Division Vision Statement - Success for all

Division Mission Statement - Learning Together

Division Guiding Values

Accountability

We value individual and organizational accountability. We champion responsibility toward each other as individuals, as governing bodies, schools and communities.

Respect

We value a culture of mutual respect, trust and understanding. We champion the creation of safe and positive and caring environments.

Cooperation

We value cooperative and collaborative relationships, which promote responsible citizenship and the appreciation of rural culture. We strive to be approachable, active listeners who openly share information, express our ideas and attempt to understand the ideas of others.

Life Long Learning

We value teaching the whole child in learning environments that develop the student's potential. We strive to provide meaningful, creative and innovative learning opportunities.

Leadership

We value responsible leadership, which is committed to creating and maintaining a positive, productive and unified division. We strive for excellence in teamwork and shared effective leadership in our division.

Community Partnerships and Sun West Innovation

Sun West School Division #207 continues to develop partnerships for the benefit of our students.

During the 2019-20 school year, this included an expansion of our partnership with the Western Equipment Dealers Association (WEDA) to develop a 30 level course in Agricultural Equipment Technician (AET). This partnership also includes Saskatchewan Polytechnic, as their role includes the offering of a two-day 'boot camp' for students to explore their campus, learn about their AET program at the post-secondary level and to shadow third and fourth year apprenticeship students. Future plans are in place for an expansion into a Parts Management Technician program and a Precision Agriculture Technician program.

Sun West also expanded its partnership with Saskatchewan Polytechnic through the development of a Parts Management course. The process described above regarding boot camps will also be part of this program.

Sun West worked with SaskTech to develop high school tech pathways programs. The foundations of pathways were developed in 2019-20 and will evolve into full credit and certificate programs in the coming years.

The Royal Bank Foundation has been a great partner in support of the Sun West Distance Learning Centre Mental Wellness 30 course.

In 2019-20, Sun West partnered with the Saskatoon Tribal Council to support teachers in gaining further knowledge and confidence in weaving Indigenous perspectives throughout their teaching.

In the later part of the 2019-20 school year, Sun West developed partnerships with multiple other Saskatchewan school divisions to work together to support at home learning and the professional development of staff. The partnership also included the work of collaborative cross-division professional learning communities.

In addition, Sun West has established a partnership with Agriculture in the Classroom Canada (AITC) to support the inclusion of agriculture education within the curriculum. This partnership involves the secondment of a Sun West teacher to support the development of AITC programs and the development of an agriculture matrix for curriculums across the country. Agriculture education is an area of interest for a number of Sun West teachers, and this partnership helps to develop resources to support those classroom teachers. In addition, AITC has also been willing to share all of their resources on the Sun West Resource Bank.

Sun West has also developed a partnership with Great Plains Community College for the Sun West Distance Learning Centre Class 4 Power Engineering program. Great Plains has shifted their programs to align with the Sun West program, so that students can directly enter the Third Class program at Great Plains upon the completion of the Sun West Fourth Class program.

Great Plains also provides significant scholarship funds to support those students through local industry support.

Sun West also partnered with the Ministry of Justice, Corrections and Policing to deliver an Adult 12 program to inmates within the Corrections facilities. Sun West developed the program in both online and paper based formats that can be accessed within individual cells or within classrooms that are supported by Corrections personnel.

This partnership was very well received by Corrections staff and has had some excellent initial success. It contributed to the tripling of credit attainment within the women's institution at Pine Grove. The men's facility in Prince Albert also saw inmates attaining their first high school credits and 12 inmates obtained their high school diploma. This had never previously happened before at the men's institution.

The Ministry of Justice, Corrections and Policing has noted that according to its research each inmate who is able to receive their grade twelve results in a significant savings to society in terms of costs to the justice, health and social services systems.

This program looks very promising to benefit this at-risk population in the future.

Program Overview

The students in the Sun West School Division are diverse. They vary in age, personal circumstances, learning styles, interests, individual strengths and needs. In order to provide the best education possible for all our students, Sun West offers a wide range of programs in all its schools.

In order to better meet the unique needs of students in Grades K-12, Sun West continued down the path of personalized learning through the Personalized electronically Blended Learning (PeBL) philosophy. In the past, 'differentiation,' and teacher-led learning were practiced by educators and this differentiation is now shifting towards a student-led approach, all the while being intensified through the use of technology. By using technology as a tool to support learning, teachers are able to use this method to offer self-directed learning opportunities to students within their regular classrooms. In addition, the PeBL philosophy details the gradual and deliberate transfer of responsibility between educator and student. This means that students gradually take more ownership of the planning, instruction and assessment of their learning. All of this work is done in conjunction with their teachers, parents and community. The student, when ready, has more control over the time, place, path and/or pace of their learning.

In 2019-20, the Sun West Board of Education approved a three-year strategic plan focusing on three main goals to support growth of both students and staff. These areas were academic achievement, engagement and well-being.

To support the well-being goal, a divisional wellness committee was formed and Sun West created the position of Supervisor of Mental Health. This position was the first of its kind in Saskatchewan school divisions and had a major positive impact on all Sun West schools.

To facilitate and support engagement and academic achievement Sun West continued to emphasize personalized professional development to assist teachers in changing their teaching pedagogy with the aim of activating student learning within their learning environments. One such support was the PeBL Mentors. PeBL Mentors were assigned to each of the non-colony schools for a percentage of their time at that school. PeBL Mentors are not only integrated into the fabric of their own school culture, but also in the PeBL Mentor team(s) where they develop supports and resources for the entire division.

One such support was the development of the Sun West Resource Bank, which was launched in October 2018. The Resource Bank is an online searchable collection with over 18,500 resources, and the number of resources growing each year through contributions from users around the world. It provides supports for all educators, students and parents who have access to the internet. It is very much in line with the PeBL philosophy and is geared towards supporting all Sun West learners and their mentors. As the PeBL philosophy is advanced, teachers continue to play an integral role in working with students to manage learning environments, lead instruction and guide students to take ownership of their learning.

Central to the program in every school is the provincially mandated core curricula, broad areas of learning and cross-curricular competencies. Classroom instruction was designed to incorporate differentiated instruction, Indigenous content, perspectives and ways of knowing as well as the adaptive dimension.

In addition, each school in the division offered specialized programming that responded to the needs of its students. The following list identifies programs that operated in 2019-20 at one or more of the division's schools:

- Independent Education programming for "at risk" students (IndEP)
- Community school programming
- Core French instruction
- Distance education (through the Sun West Distance Learning Centre - DLC)
- English as an Additional Language programming
- Apprenticeship programming
- Music/band programming
- Nutrition programs
- Prekindergarten programs
- Technology-enhanced learning
- Dual Credit programming
- Agriculture technology programming
- Mental Wellness 30 course

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

- Supervisor of Mental Health
- Addictions Educator
- Data and Assessment Consultant
- Learning Consultants
- Educational Psychologists
- Colony School PeBL Mentor
- Career Guidance Counsellors
- Career Work Experience Consultant
- Student Support Services Consultants
- Speech and Language Pathologists
- Student Counsellors
- Technology Coaches
- Occupational/Physical Therapists
- Instructional Design Consultant (DLC)
- PeBL Mentors in each school
- Divisional Professional Learning Communities

Strategic Direction and Reporting

The Education Sector Strategic Plan

Members of the education sector have worked together to develop an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP describes the strategic direction of the education sector. The ESSP priorities and outcomes align the work of school divisions and the Ministry of Education. The plan continues to shape the direction in education for the benefit of all Saskatchewan students. 2019-20 was the fifth year of deployment of the 2014-2020 ESSP.

Enduring Strategies of the 2014-2020 ESSP:

- 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.

In 2018, prior to the 2019-2020 school year, the education sector partners began to co-construct a provincial education plan for 2020-2030. In November 2019, a framework which had been developed collaboratively by the education sector partners was released. This framework provides the foundation within which a plan for education for 2020-2030 will be developed. The Education Sector Strategic Plan will continue to guide the education sector until the provincial education plan is in place.

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

Education partners in Saskatchewan continue to work together to implement *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*. This umbrella policy provides a framework for the development of First Nations and Métis education plans provincially and at the school division level in alignment with the goals of the ESSP. *Inspiring Success* guides and informs planning and implementation of initiatives aimed at improving outcomes for First Nations, Métis and Inuit students.

The goals of *Inspiring Success* are:

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

Reading, Writing, Math at Grade Level

ESSP Outcome:

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

ESSP Improvement Targets:

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

<p>School division goals aligned with Reading, Writing and Math at Grade Level outcome</p>	<p>Sun West School Division goals for 2019-20 for Reading, Writing and Math at Grade Level focused on Reading, Writing and Math. Sun West had the opportunity to view and work with provincial Math rubrics. Work also continued in the area of Reading through teachers exploring the use of PeBL and personalizing the learning programs for students.</p> <p>They identified gaps and areas of need/strength of students and planned a classroom environment to address student needs.</p> <p>The goals for the year included:</p> <ul style="list-style-type: none"> • Continued use of provincial writing rubrics and continuums with teachers in Grades K-12, with specific focus on supports for Grades 4, 7 and 9 teachers. • Assess all Grades 4, 7 and 9 students with the provincial writing rubric and use the information derived from the rubrics to inform instruction and the setting of school goals. • Assess all Grades 1-5 students every January and June by using the Developmental Reading Assessment to inform classroom instruction including individualized goals. • Refine the use of data to track student achievement in Sun West and bring assessment data into the hands of teachers. • Continue to reinforce <i>Saskatchewan Reads for Administrators</i> and promote use of <i>Saskatchewan Reads</i> with teachers. • Implementation of MySchoolSask and Gradebook division-wide including the roll-out of the Sun West assessment process aligned with PeBL.
<p>School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome</p>	<p>The actions for 2019-20 in the areas of Reading, Writing and Math included:</p> <ul style="list-style-type: none"> • Continued use of provincial writing rubrics and continuum by English Language Arts teachers in Grades 1-12. • Using Moodle writing courses to support provincial writing rubrics. • Using continuum and resources to assist with building strong writing programs for teachers in all grades with specific emphasis on those teachers responsible for Grades 4, 7 and 9. • Reviewing Moodle writing courses and continuum and resources with Sun West teachers.

- Holding professional learning discussions to review alignment, calibration, effective assessment and instructional strategies related to reading and writing.
- Teachers were encouraged to attend provincial professional learning sessions and conferences focused on writing and reading strategies.
- Continued to ensure Grades 1-5 student reading was assessed using the Developmental Reading Assessment (DRA).
- Continued to leverage the Sun West Triad model, where PeBL Mentors, Student Support Teachers and Administrators met regularly to discuss what Tier 1, 2 & 3 supports were required.
- Development of the Supporting All Learners Team (SALT), which included the Learning and Student Support Consultants. They worked together to identify divisional needs.
- Division-wide interventions to support Tier 1 reading instruction, the implementation of a Tier 2 Leveled Literacy Intervention (LLI) and Tier 3 Roadways programs were reinforced and used in schools across the division.
- Phonological awareness interventions and training for Prekindergarten and Kindergarten teachers continued.
- The Kilpatrick model of reading instruction was implemented in schools across the division.
- Monitoring of student achievement results and using the results to plan instruction continued to be a focus with teachers analyzing student progress at sub-skills of reading measured by the DRA.
- Continued use of the provincial writing rubrics and continuum and support given for using these tools.
- Continued incorporation of 21st century learning skills into teaching and learning through development of guidebooks and rubrics for Grades K-12.
- Provided opportunities in all subject areas with an emphasis on reading, writing and math.
- Continued to use programs such as Pearson e-texts and Mathletics to support classroom instruction.
- Introduction of the CommonLit program to support reading in Grades 3-12.
- School-based mentors provided with training to support teacher collaboration and acquisition of new teaching strategies to ensure gaps in learning are addressed.
- New Teacher professional learning focused on reading, writing and math.
- School-based Administrator professional learning in area of math enabled instructional leadership opportunities.
- Continued refinement of instructional models and strategies including outcome-based math/ELA supported personalized learning opportunities and growth in these subject areas.
- Continued use of provincially created pre and post assessments to track student progress with regard to mastery of math outcomes.

	<ul style="list-style-type: none"> • Reviewed the draft provincial math rubrics and supporting documents with school administrators, school-based mentors and teachers through a variety of methods, including email, workshops and virtual and face-to-face presentations. • Reviewed professional learning for teachers regarding reading and writing, developing K-12 alignment plans, effective Tier 1, 2 and 3 planning, instruction and assessments and using the <i>Transfer of Responsibility</i> model. • A two-day professional learning for PeBL Mentors and Student Support Teachers to align with the “Big 5” of Math instruction was delivered, recorded and shared with all Sun West schools. • A four-part assessment webinar series aligned with the PeBL philosophy and the transfer of responsibility was developed to support the implementation of the Sun West Assessment process. • Continued use of the online professional learning supports for outcome based math, reading and writing in the Sun West Resource Bank. • An Assessment Hub including learning resources to support the Sun West Assessment Process was developed.
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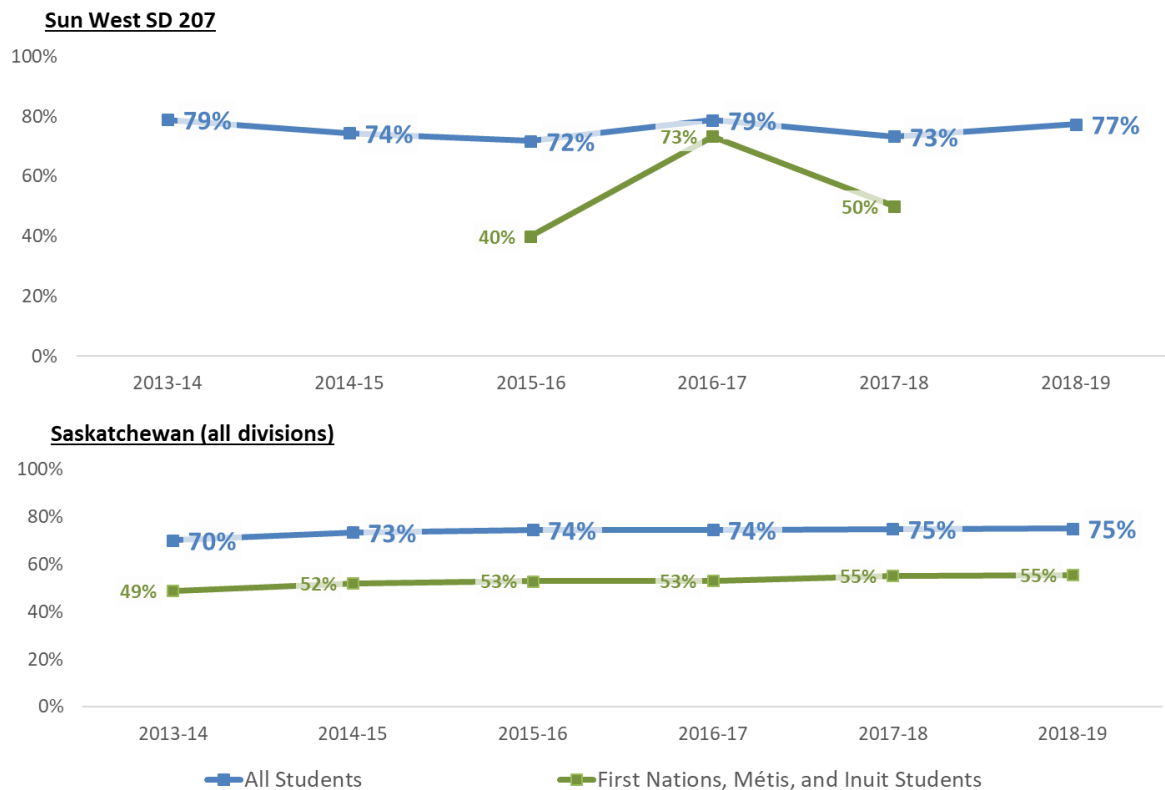
Measures for Reading at Grade Level

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 *Saskatchewan Plan for Growth* improvement target, Grade 3 reading levels were tracked using provincially developed benchmarks that have been used since 2014. Ensuring that each year a greater proportion of Grade 3 students 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 data displays the six-year trend (2013-14 to 2018-19) overall and for Indigenous students. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.

Percentage of Grade 3 Students Reading At or Above Grade Level, 2013-14 to 2018-19



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

Source: Ministry of Education, 2020

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

In the 2018-19 school year, of the Grade 3 students with reported reading levels, 77% of Sun West students were at or above the reading level benchmark. Upon examining the data, approximately 10% were one level below; slightly more than 10% were more than one level below but within one grade of the reading level benchmark; and less than 10% were more than a full grade below the reading level benchmark for the grade. There has been some fluctuation in results from year to year, but 2018-19 results were about 4% higher than the results for 2017-18 (73.2%) and significantly higher than 2015-16 results (71.7%). There was a slightly higher percentage of Sun West students reading at or above grade level in 2016-17 (78.7%). It was only slightly lower than the original reported scores of 2013-14, which were 78.9%. Sun West continues to review data and look for trends in the various schools to address gaps and improve the number of students reading at grade

level. A consistent division-wide approach regarding Tier 1, Tier 2 and Tier 3 interventions and supports is in place to move Sun West students even closer to the goal of 2019-20, which was 80% or more Grade 3 students reading at grade level or higher.

It is also worthy to note that in 2018-19, Sun West had too few or no students in the division in at least one comparison group for the Indigenous category. In previous years, the percentage of Indigenous students in Sun West reading at or above Grade level has been lower than results for the division overall. It is understood that there will be greater fluctuations in percentages reading at or above grade level from year-to-year for smaller populations of students.

While the percentage of Sun West students reading at or above Grade level in 2018-19 increased from previous years, the percentage of Sun West students reading at or above Grade level was above the provincial results for all years in the range provided (2013-2019). Sun West is proud of the level of participation in the testing. In all schools, many practices were in place to address the various levels of reading supports required to assist students in reading at Grade level. With these in place, Sun West should be successful in reaching the provincial goal of 80% of students in Grade 3 reading at or above Grade level by June 30, 2021.

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 2020, 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 2020, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures (Student Engagement, Inclusion and Learning).

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

In 2019-20, Sun West had four overarching goals to support First Nations and Métis student engagement and graduation rates outcomes:

- Equitable outcomes for First Nations and Métis learners.
- All learners to have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan.
- Data collection and reporting on measures outlined in the Ministry's provincial First Nations and Métis Education Policy Framework that demonstrate accountability towards improved educational outcomes would be carried out.
- There will be shared management of the provincial education system by partnering with First Nations and Métis peoples at the provincial and local levels.

School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome

Actions during the 2019-20 school year to support the First Nations and Métis student engagement, graduation rates and equitable outcomes for First Nations and Métis Learners were:

- Examination of student progress/assessment scores by grade, gender and culture to determine if there is correlation.
- Designed interventions to assist with improving graduation rates and developing retention and intervention processes.

More accurate tracking of demographic information for all students in Sun West schools became possible with the revised enrolment form adopted in the Fall of 2013. This form gives students the option of self-identifying. This has allowed for greater examination of student progress/assessment scores by grade, gender and culture to determine if there is any correlation and need for intervention. Sun West has a fairly low enrolment of First Nations and Métis students (around 15%), but has noted a slight increase in number of students who are self-identifying and reporting over the past few years, which is believed to be a result of the revised enrolment forms. Sun West has also established a more effective method of tracking interventions and measuring student progress and growth.

All learners to have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan

- School capacity was built in the selection and development of equitable resources and materials.
- The book *Picking up the Pieces* was purchased and each school worked in collaboration with school librarians to promote and take a deep dive into the content of the book.
- Applied to participate in the Leading to Learn professional development model for 2020-21.
- Established the positions of division Elder and Knowledge Keeper.
- Developed Indigenous Professional Learning Communities to:
 - Improve teacher understanding of, and ability to, integrate/actualize First Nations and Métis ways of knowing into various curriculum subject areas.
 - Provide positive opportunities, anti-racist information and education for students and staff that encouraged their examination and deconstruction of their current beliefs and knowledge base.
 - Partner with the Saskatoon Tribal Council to share resources and knowledge.
- Investigated the Four Seasons of Reconciliation program with a Superintendent becoming certified. A 2020-21 implementation plan was developed.

	<p>Data collection and reporting on measures outlined in the provincial First Nations and Métis Education Policy Framework that demonstrate accountability towards improved educational outcomes.</p> <ul style="list-style-type: none"> • Continued to track reading levels of all students in Grades 1-5. • Tracked writing levels with provincial rubric. • Completed initial baseline Math assessment in 2019-20. • Developed and refined learning interventions and strategies to address areas of need. • Completed comparison of Developmental Reading Assessment (DRA) scores, writing levels and graduation and persistence rates for all Sun West Students. <p>Improved tracking of students allowed for more responsive intervention processes for all students, including First Nation and Métis learners to ensure they are progressing at an acceptable pace. Currently, the graduation rate for First Nation, Métis and Inuit students in Sun West is comparable to the overall Sun West graduation rate.</p> <p>Shared management of the provincial education system by partnering with First Nations and Métis peoples at the provincial and local level.</p> <p>Sun West continued its partnerships and relationships with the Office of the Treaty Commissioner (OTC) to enable Sun West teachers and students to have access to Elders and Knowledge Keepers. This enabled meaningful integration of First Nations ways of knowing into curricula.</p>
Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation	
Average Final Marks	
<p>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.</p> <p>The following table displays average final marks in selected secondary-level courses for all students, and by non-Indigenous and Indigenous student subpopulations in the division, along with provincial results for each category.</p>	

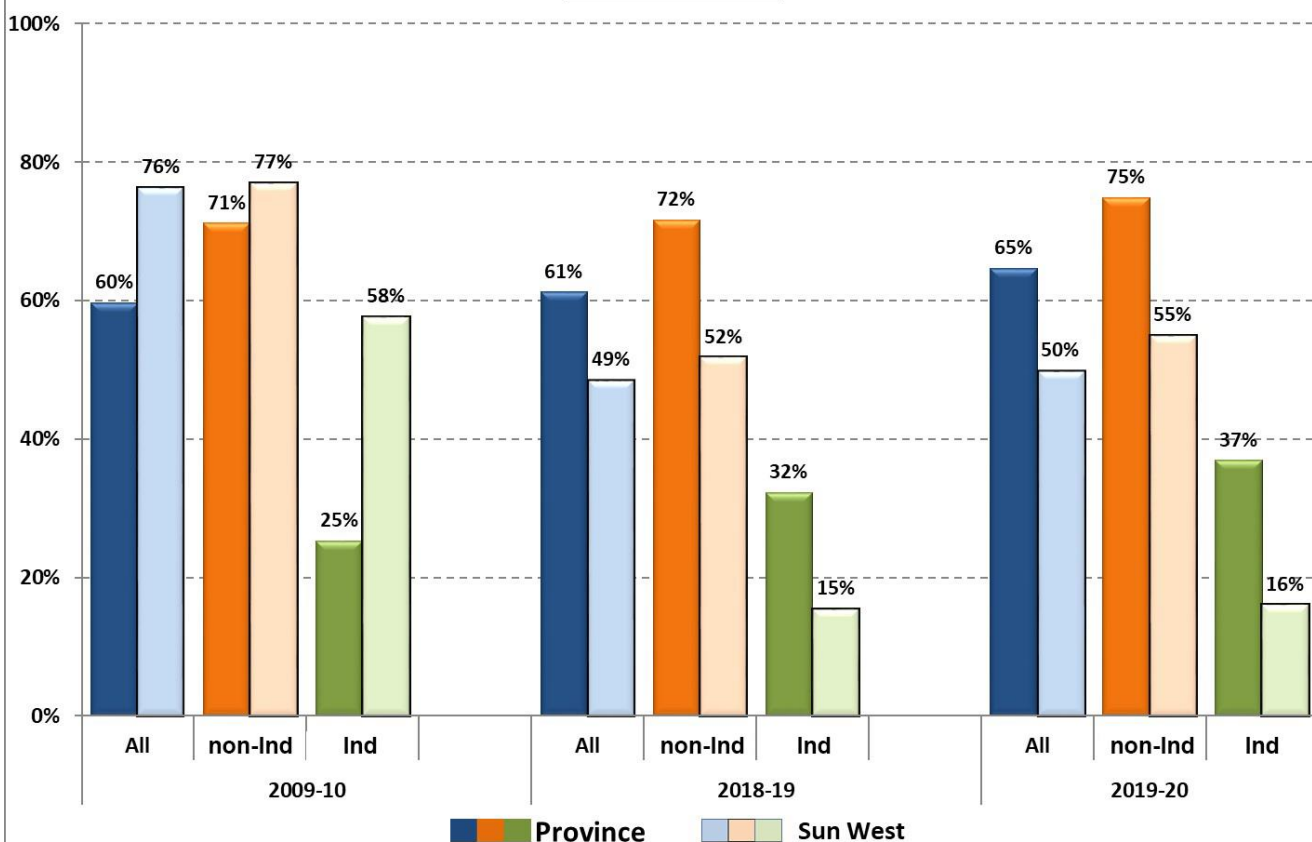
Average Final Marks in Selected Secondary-Level Courses, 2019-20						
Subject	All Students		Non-Indigenous		Indigenous	
	Province	Sun West	Province	Sun West	Province	Sun West
English Language Arts A 10 (Eng & Fr equiv)	75.1	76.5	78.5	76.7	62.9	74.3
English Language Arts B 10 (Eng & Fr equiv)	75.7	78.6	79.1	79.1	64.3	72.0
Science 10 (Eng & Fr equiv)	73.8	75.8	77.5	76.1	61.8	70.5
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.5	79.3	77.1	79.4	63.0	77.3
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	76.8	79.2	79.0	79.9	65.5	71.4
English Language Arts 20 (Eng & Fr equiv)	77.3	79.2	79.6	79.6	67.0	72.8
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	70.0	76.0	72.7	76.1	64.9	74.6
Math: Foundations 20 (Eng & Fr equiv)	77.4	78.1	79.1	78.2	67.8	76.9

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

Source: Ministry of Education, 2020

Analysis of Results – Average Final Marks						
Sun West students, overall and by subpopulation, continue to have final marks consistent with or slightly above provincial data in selected secondary-level courses as indicated by the chart above. Sun West Indigenous students achieved slightly lower averages than non-Indigenous students in all subjects. Sun West Indigenous students achieved considerably higher averages in all subjects compared to results for Indigenous students provincially. At present time, we are satisfied with our students' progress and will continue to monitor this data on a student-by-student basis.						
Credit Attainment						
Credit attainment provides a strong predictive indicator of a school system's three-year graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of beginning Grade 10 than those who do not achieve eight or more credits per year. The following graph displays the credit attainment of secondary students attaining eight or more credits per year for all students, and by non-Indigenous and Indigenous 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 Sun West SD 207



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

Source: Ministry of Education, 2020

Analysis of Results – Credit Attainment

In the 2019-20 school year, the percentage of Grades 10-12 students obtaining eight or more credits per year remained similar to the 2018-19 results. There is a downward trend from previous years, where Sun West was equal to or above the provincial results. This trend for Sun West to have results lower than provincial averages is being examined on a school-by-school and student-by-student basis to ensure the data is accurate and that our students have the appropriate number of credits to graduate on time. A focus on putting a face to this data is occurring in our graduation rates strategic plan.

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.
- 90% of students will have at least 80% attendance in 2019-20.

<p>School division goals aligned with the Graduation Rates outcome</p>	<p>Sun West 2019-20 graduation rate goals were:</p> <ul style="list-style-type: none"> • By June 2020, 90% of Sun West face-to-face students will graduate in three years after Grade 10. • By June 2020, 60% of Sun West distance learning students will graduate in three years after Grade 10. • Sun West student engagement results will increase by 5% as measured in the OurSCHOOL survey results.
<p>School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Graduation Rates outcome</p>	<p>Sun West actions to improve graduation rates were:</p> <ul style="list-style-type: none"> • Participated in the Provincial Graduation Rates Symposium to share best practices and generate ideas for improvement. • Graduation plans for all Grade 9 students were implemented at all Sun West schools. • myBlueprint, an online education and career-planning tool, was used by each Grade 9-12 Sun West student. • Student First expectations were embedded in PeBL plans for personalized learning for every Sun West student. • Student data for on-track to graduate, attendance, failed credits was shared with Sun West schools. • An Early Warning Indicators tracking document was developed to identify students in K-12 who may be off track to graduate. This document includes attendance, behaviour concerns, wellness concerns, low parental engagement, trauma and low literacy levels. • Credit Recovery processes were put in place, including failed grades reporting. • Independent education programs were put in place for at-risk students who are not successful in traditional school programs. • Behavioural issue supports were available to schools. • An online Mental Wellness 30 course was developed to support high school students improve their mental health literacy. • Expanded programming opportunities were made available to students to increase student engagement. • Learner profiles and personalized learning plans were developed as part of the division's PeBL plans.

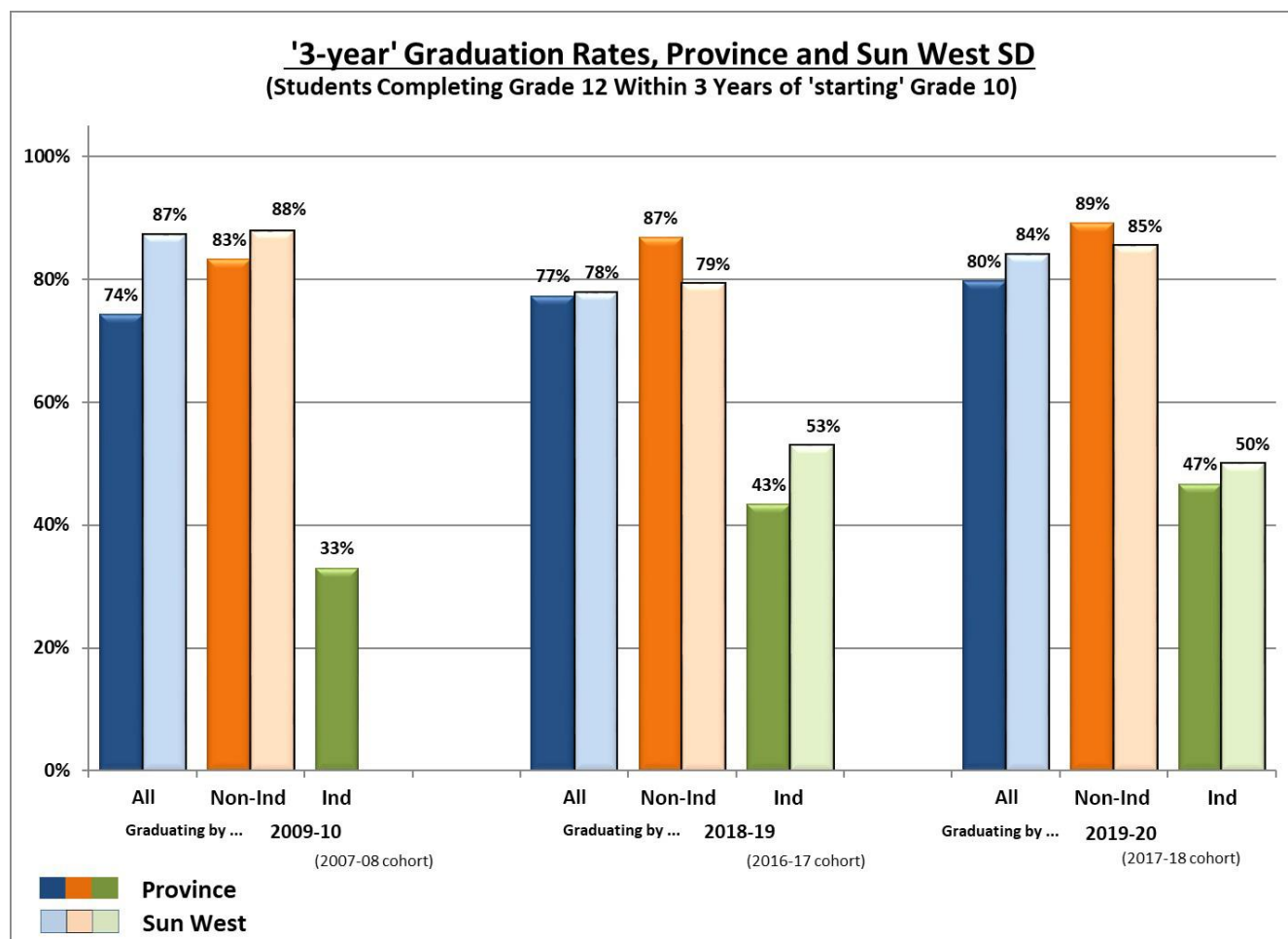
- Graduation Rate Improvement Plan (GRIP) training was attended by division committee members.

Measures for Graduation Rates

Three-Year Graduation Rate

To graduate with Grade 12 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. Three-year graduation rates are one measure of the efficiency of a school system.

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



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

Source: Ministry of Education, 2020

Analysis of Results – Three-Year Graduation Rates

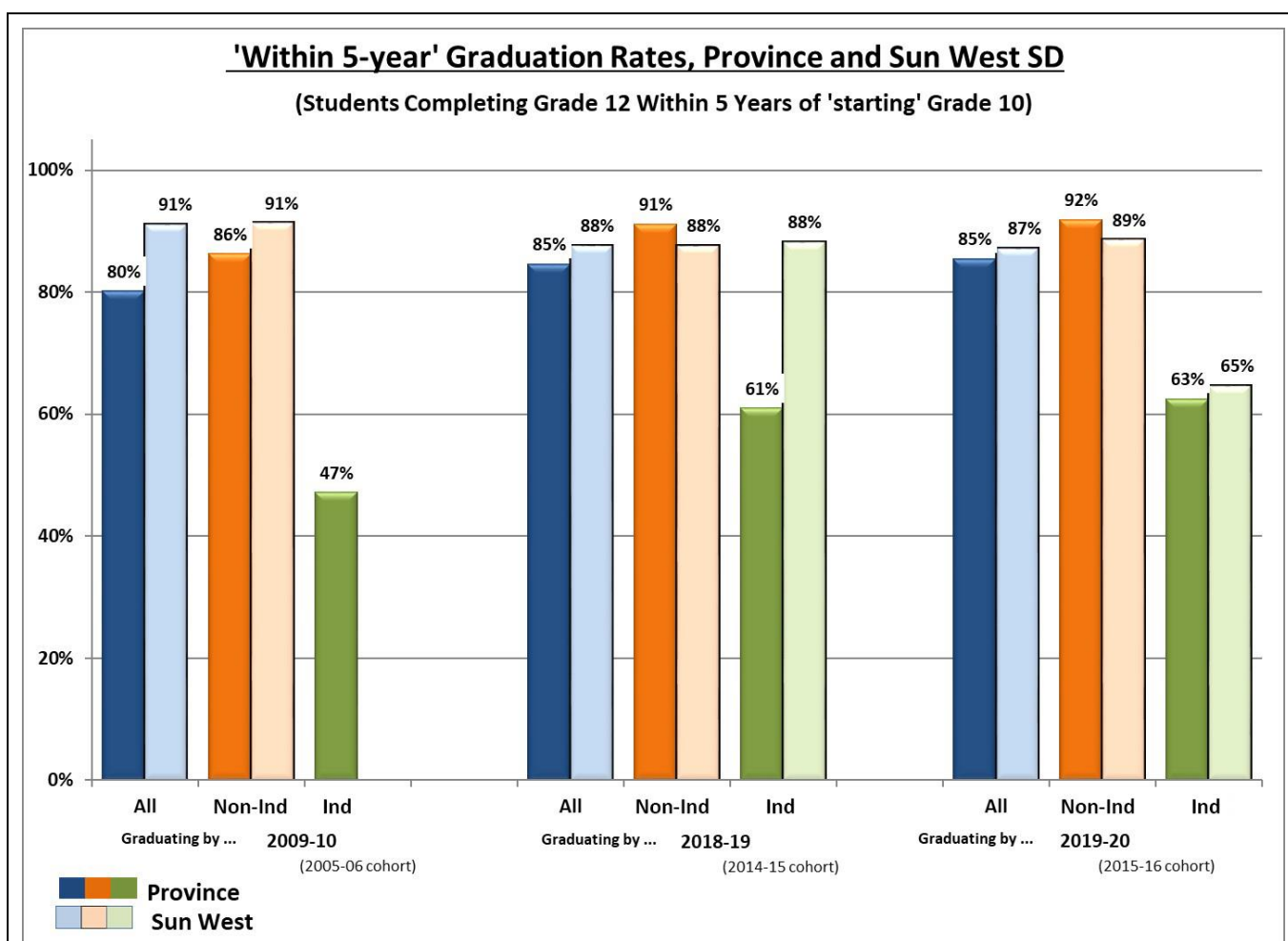
In looking at the historical trend, the data had shown a steady decline for Sun West graduation rates. We are pleased to report the data shows a significant increase from 78% in 2018-2019 to 84% in 2019-2020. In looking at the individual school data, it is evident that the trend in results for the school division is influenced by the increasing enrolment at the Sun West Distance Learning Centre where graduation rates are lower than traditional schools. The data shows improvement in graduation rates of Indigenous students in Sun West, which have risen to 50%. While the improvement is positive, Sun West still views lower graduation rates for Indigenous students as an area of concern.

Provincial policies set in place in response to the COVID-19 pandemic, along with school operational and instructional responses, likely contributed to a larger than usual year-over-year percentage point increase in graduation rates for June 2020.

Grade 12 Graduation Rate: Within Five 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. Graduation rates within five years are one measure of the responsiveness of a school system.

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



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

Source: Ministry of Education, 2020

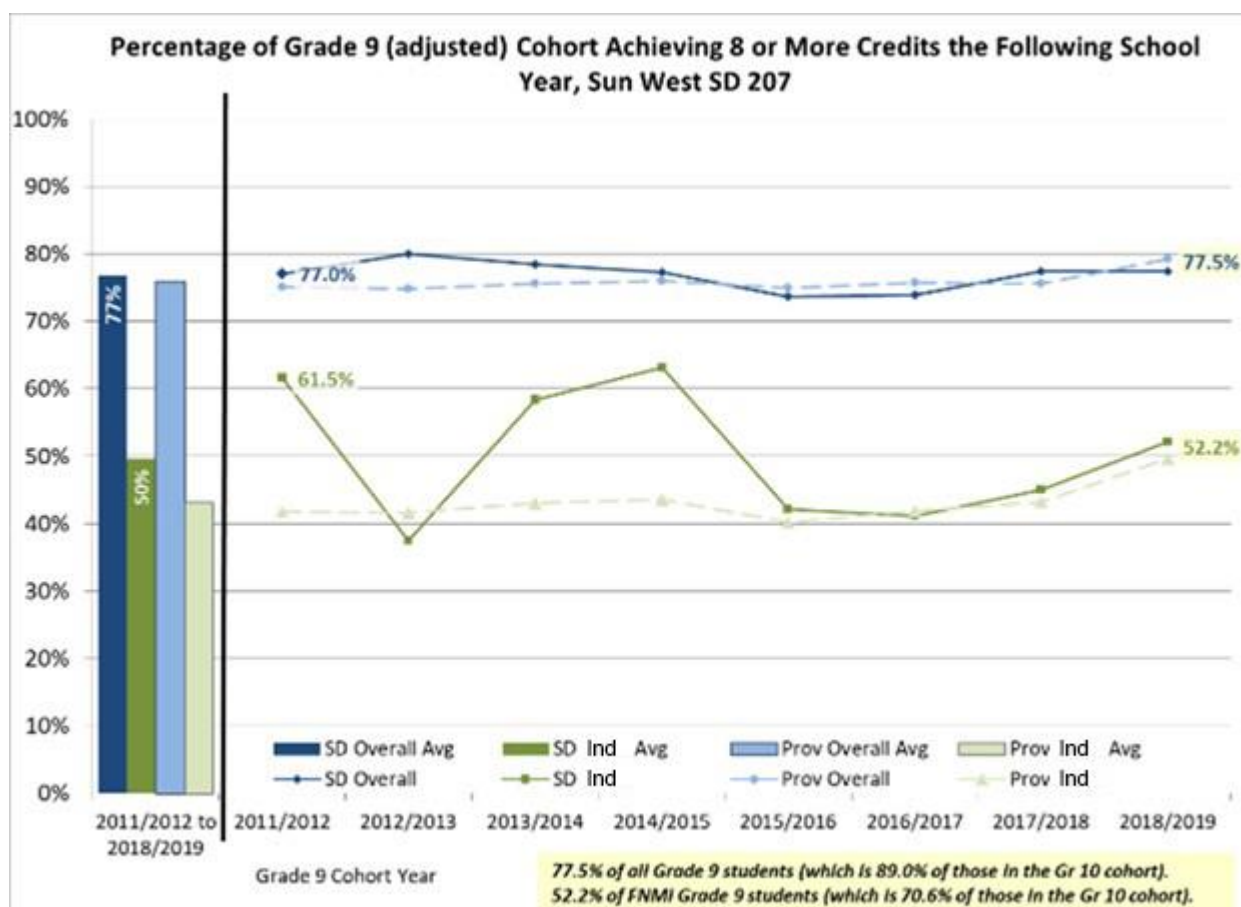
Analysis of Results – Graduation Rates 'within five-years'

The Sun West extended time graduation rates has remained relatively consistent over the past 10 years. There was a slight decline in the overall rate for 2019-20 to 87%, but within 1% of the previous year rate of 88%. Sun West is pleased to see the extended time rate remain high, but we remain focused on improving the data (the results) to exceed 90% of students graduating within five years of starting Grade 10. Results for Indigenous students in Sun West are very similar to division results overall and are significantly higher than the on-time graduation rates for Indigenous students in the division at 65%.

Grade 9 to 10 Transition

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

The following chart displays the percentage of Grade 9 students (all students and the Indigenous population) 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. Indigenous students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-Indigenous students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include Indigenous students who choose not to self-identify.

Source: Ministry of Education, 2020

Analysis of Results – Grade 9 to 10 Transition

The Grade 9 to 10 Transition data for Sun West School Division showed a slight decline for the 2019-2020 school year. However, the results are similar to the ten-year historical level and slightly below the provincial results for 2019-20. Results for Indigenous students in Sun West have shown significant shifts from one year to the next, in part due to the relatively small number of students in Sun West who self-identify as Indigenous. Results for Indigenous students that have attained eight or more credits for 2019-20 show an impressive increase from 45.0% in 2018-19 to 52.2%, which is higher than the provincial average (49.6%).

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 2020, 75% of in-service PreK educators will have completed Responding to Children's Interests (SPDU) workshop and 75% of in-service Kindergarten educators will have completed Literacy Practices in Kindergarten.

School division goals aligned with the Early Years outcome

Sun West's 2019-20 goals were:

- Gather division data of the Ages and Stages Questionnaire (Prekindergarten) to inform divisional and school level programs and support.
- Gather division data of the EYE-TA (Kindergarten) to inform divisional and school level programs and support.
- Continue to build relationships with interagency teams to develop a model for supports and interventions for children ages 0 – 5.
- Use data from the 2019 Kindergarten Insightrix survey to determine areas of professional growth.
- In 2018-19, Prekindergarten teachers identified that they would like continued support for observation and documentation and EAL/culturally responsive classrooms. This will be a continued focus.
- Use the baseline data collected of completed teacher professional development opportunities to assess areas of proficiency and areas of priority for future growth.

School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Early Years outcome

Actions taken by Sun West during 2019-20 were:

- The Ages and Stages Questionnaire was completed with all Prekindergarten families in the fall of 2019 through family evenings and home visits. Results were shared with families and used to inform programming and interventions.
- EYE-TA face-to-face training, along with online webinars, for new Kindergarten teachers was carried out. Directions for EYE-TA administration and analysis of data was shared with all Kindergarten teachers and school-based administrators.
- The EYE-TA data was reviewed in December 2019. Team meetings were held in every school to review the data and set Tier 1, 2, and 3 classroom and student interventions. Individual student data was shared with each student's parents/guardians. Those students scoring in Tier 3 were brought to the attention of the Student Support Services team to observe and monitor for program planning. As a result of COVID-19 school closures, Student Support Services were unable to measure the growth of these students throughout the year so the plan is to monitor them closely in 2020-21.

	<ul style="list-style-type: none"> • The Superintendent of Student Support Services collaborated with Regional Kids First and Early Childhood Intervention Programs (ECIP) to determine a screening model, which includes family involvement and engagement. It was used in all Sun West communities not just those with a Prekindergarten program and the model was ready for trial in two communities but was placed on hold due to COVID-19 and school closure. This will be a continued focus for 2020-21. • Provided time during professional development days for Kindergarten teachers to complete the Literacy Practices in Kindergarten online modules, the Family Engagement Video Series and professional development options from the ESSP Early Years Outcome: Professional Learning Tracking Process. • Reviewed the Essential Learning Experiences with the Kindergarten Teachers to make connections to the new provincial Kindergarten report card. • English as an Additional Language (EAL) Catalyst Teachers focused on the importance of first languages to learn a second language. The use of dual language books was encouraged in our early years' classrooms. • Continued support from the Speech-Language Pathologist team in implementing Hanen techniques as well as phonological awareness. As a result of COVID-19 school closures, Sun West was not able to collect the data from Kindergarten phonological awareness screening to support Grade 1 programming. This screening will be a priority in September 2020. • Prekindergarten teachers held at least one family evening each month in addition to their home visits. During the period of school closure, meetings were held virtually. Families were engaged through invitations to learn through the See Saw platform. Through shared See Saw posts families were able to stay connected with one another. • Aligning with the Insightrix survey for professional development needs, the Early Years Teachers established four professional learning communities. One was focused on Prekindergarten family engagement and invitations to learning, the second was focused on literacy skills documentation and assessment in Kindergarten, the third focused on the multi-grade Kindergarten – Grade 2 classrooms and the fourth focused on family engagement. • Continued to develop relationships with the West Central Literacy Committee, West Central Early Years Coalition, Early Child Intervention Program (ECIP) and the Saskatchewan Health Authority. These interagency groups partnered in Sun West to hold Family Literacy/Informational fairs for two Sun West Prekindergarten programs.
Measures for Early Years	
Early Years Evaluation	
<p>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.</p>	

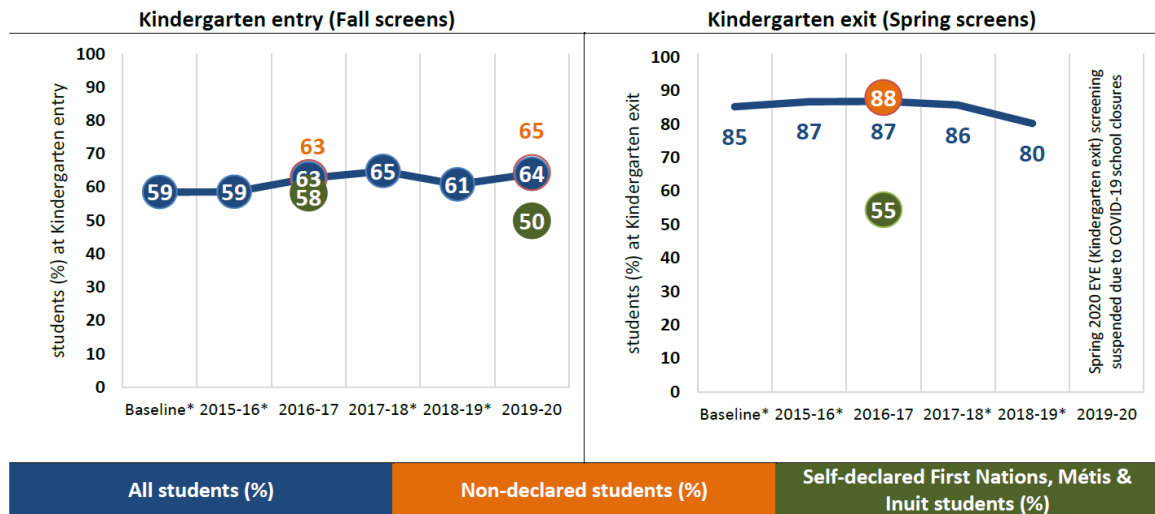
Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify the students most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. The collaboration planned to use the screening model as a trail project in two communities but it was placed on hold due to COVID-19 and school closures.

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

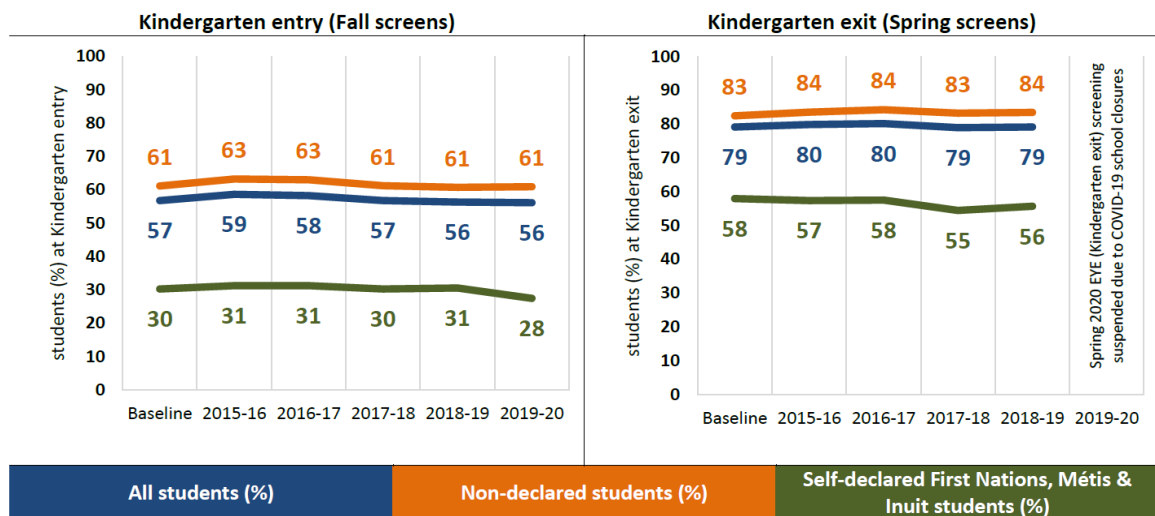
The following charts display the percentage of students (all, non-Indigenous and Indigenous) who were assessed as Tier 1 at Kindergarten entry and after the Kindergarten year at exit since 2014-15 (baseline year). EYE-TA was used to assess Kindergarten students at entry in 2019-20. As a result of the COVID-19 pandemic response, Spring 2020 EYE data is unavailable.

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

Sun West 207¹



Saskatchewan (all divisions)



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

reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

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

Source: Ministry of Education, Early Years Branch, 2020

Analysis of Results – Early Years Evaluation

The Fall 2019 data collection showed a slight increase in students entering Kindergarten at Tier 1 from 61% to 64%. However, Sun West remains fairly consistent for the last six years from 59% - 65%. This range keeps Sun West consistent with the provincial trend.

It has been noted that Sun West First Nations, Métis and Inuit/Inuk students are scoring significantly lower (50%) than their non-declared student peers (65%). Although 50% of students assessed at Tier 1 is higher than the provincial average, it is still concerning and will require an action plan for the 2020-21 school year. In the 2019-20 school year a number of the Sun West Kindergarten teachers were trained in *Help Me Tell My Story*. As this is completed with our students this year, an analysis of this data will be helpful along with increased family engagement and monitoring strategies.

Sun West is starting to build a cadre of teachers who have years of experience in the early years. With their inclusion among Professional Learning Communities, the Prekindergarten and Kindergarten teachers are gaining valuable face-to-face professional development and networking opportunities. This is building stronger early years classrooms. A continued focus on professional development and encouragement to pursue additional qualifications in early learning is a priority area for Sun West.

School Division Local Priority Area

Outcome: By June 2020, all Sun West schools will report student engagement levels at or above the Canadian average on the OurSCHOOL survey results

<p>School division goals aligned with local priority area</p>	<p>Goals for 2019-20 included:</p> <ul style="list-style-type: none"> • Embed language promoting a division culture of mentoring relationships, flexible environments, opportunities for voice and choice, resources, innovation, distribution of leadership, evaluation and recognition. • Promote innovation and increase opportunities for collaboration. • Improve communication processes. • Using embedded models of instruction to encourage teachers to become activators through professional learning. • Develop diversity in programming. • Provide personalized professional learning opportunities. • Expand partnerships with outside agencies. • Improve Infrastructure.
<p>School division actions taken during the 2019-20 school year to support local priority area</p>	<p>Actions for 2019-20 included:</p> <ul style="list-style-type: none"> • Technology plan was reviewed to allow 1:1 access to technology for each school. • Mobile device deployment in classroom pods was implemented division-wide. • Infrastructure projects were implemented that supported related projects such as wireless upgrades, bandwidth upgrades and mobile device management system. • The Middle Years Practical and Applied Arts Pathways program was expanded increasing voice and choice from students. • New programming was developed for an online delivery parts management course. • Increased dual credit opportunities were obtained with Saskatchewan Polytechnic and the University of Saskatchewan. • Division-wide PeBL implementation and application of personalized learning, included focused professional development, workshops, conferences, teacher collaboration opportunities and support of local school initiatives. • To support personalized learning, specific focus was placed on character development (self-regulation) and building school culture. • Focus was placed on the gradual and deliberate transfer of responsibility between educator and student. • Personalized professional learning via the division was initiated through Professional Learning Communities based on teacher interest, need or expertise. • PeBL Mentors were allocated to each school to support student voice and choice.

- There was extensive development of online courses to support delivery of electives.
- Resources were continued to be added to Sun West's online Resource Bank. This included both internally developed resources and resources from outside the division.
- A strategic focus on the areas of academic achievement, engagement and well-being was established.
- The position of Supervisor of Mental Wellness was established and filled.
- All Sun West teachers participated in personalized professional learning communities.
- A Wellness Committee was formed.
- Modified course supports were developed to support all learners.
- The Supporting all Learners Team (SALT) was created to support all learners.
- A family engagement focused learning opportunity featuring Deb Pushor was provided to all staff.
- Partnerships were developed with other Saskatchewan school divisions to share resources and professional development through professional learning communities and the Resource Bank.
- A Partnership was with the Saskatoon Tribal Council to support Sun West Indigenous Perspectives Professional Learning Community.

Local Measures for Engagement Priority

Elementary School OurSCHOOL Data

Figure 2: Percentage of students socially engaged in SK Sun West SD

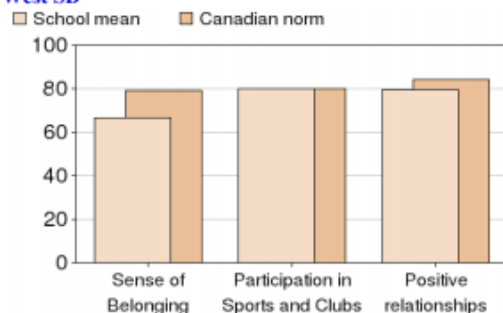


Figure 4: Percentage of students intellectually engaged in SK Sun West SD

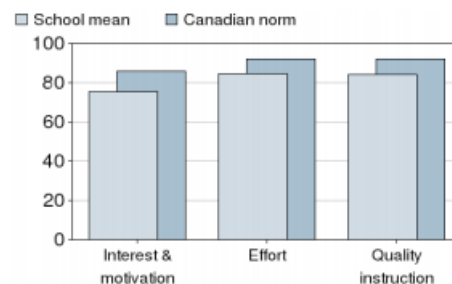
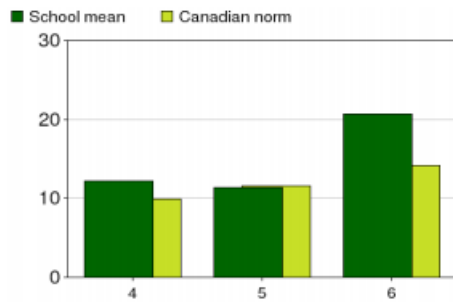


Figure 5: Percentage of students in SK Sun West SD displaying early signs of disengagement.



High School OurSCHOOL Data

Figure 1: Percentage of students socially engaged in SK Sun West SD

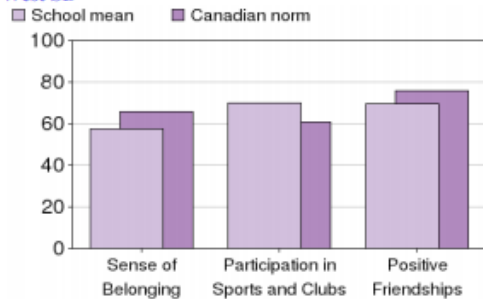
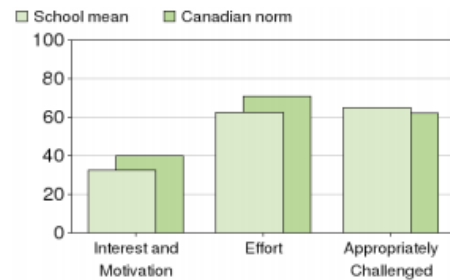


Figure 3: Percentage of students intellectually engaged in SK Sun West SD



Analysis of Results

The previous graphs represent student engagement (interest and motivation) at both the Grade 4-8 level and Grade 9-12 level. The application of PeBL has been predominantly at the Grades K-8 level and the results clearly demonstrate a significant impact with engagement levels going up from 60% in 2014-15 (not shown in the previous graph) up to an average of 80% based on the intellectual engagement indicators from 2019-20 as reported in Figure 4. It is anticipated to increase further as more classrooms shift into personalized learning. In the second graph that reports on Sun West high school students being intellectually engaged, there is an improvement from historical levels of around 20-22% to an increase to 37% (see Figure 3). This can be attributed to the impact of PeBL as it works its way up into the high schools with increased programming opportunities engaging more students. In the 2019-20 OurSCHOOL survey elementary reports, there is much evidence that the Sun West PeBL philosophy is helping to ensure that a lower percent of students at the Grades 4 to 6 levels were disengaged with their learning. (see Figure 5).

Demographics

Students

Overall, Sun West experienced an increase of 234 students in 2019-20 compared to the previous school year. The large portion of this increase can be attributed to increased enrollment at the Sun West Distance Learning Centre. Enrollment in Sun West's brick and mortar schools remains fairly stable.

Compared to previous years, the number of students who identified as First Nations, Métis or Inuit/Inuk in Sun West increased markedly by 91. The number of English as an Additional Language students decreased marginally by nine.

Overall enrollment figures

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	330	356	348	305	361
1	383	360	390	375	338
2	405	396	370	387	381
3	351	399	390	376	387
4	360	354	407	390	384
5	339	371	370	404	399
6	353	334	385	367	416
7	377	354	362	377	385
8	356	379	387	366	391
9	360	350	363	344	366
10	414	413	413	392	388
11	383	412	393	398	400
12	611	658	768	838	957
Total	5,022	5,136	5,346	5,319	5,553

PreK	99	86	82	79	80
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Enrollment of Self-identified Indigenous students and English as an Additional Language students

Subpopulation Enrolments	Grades	2015-16	2016-17	2017-18	2018-19	2019-20
Self-Identified First Nations, Métis, or Inuit	K to 3	31	40	40	31	36
	4 to 6	35	34	42	44	47
	7 to 9	31	37	49	48	63
	10 to 12	90	127	123	148	216
	Total	187	238	254	271	362
English as an Additional Language	1 to 3	115	142	152	158	142
	4 to 6	129	133	158	144	140
	7 to 9	101	119	134	116	114
	10 to 12	28	50	72	62	75
	Total	373	444	516	480	471

Notes:

- Enrolment numbers are based on the Student Data System (SDS) as of September 30 for each school year.
- Enrolments include all residency types, all ages, home-based and homebound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
- Prekindergarten (Prekindergarten) enrolments are the three and four-year-old student enrolments, which includes those children who occupy the ministry-designated Prekindergarten spaces and those in other school division-operated Prekindergarten or preschool programs.
- Indigenous students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk).
- In the previous two years, there were minor inaccuracies in reporting overall enrollment for Sun West School Division due to clerical error. The numbers reported this year for those two years have been updated.

Source: Ministry of Education, 2020

Staff

Job Category	FTEs
Classroom teachers	316.7
Principals, vice-principals	57*
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	201.5
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	14.0
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	48.4
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	115.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	6.0
Total Full-Time Equivalent (FTE) Staff	701.6

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.

*While we have 57 administrators, many have partial teaching responsibilities in addition to their administrative duties, so the Sun West FTE for administrators is only 26.3.

Source: Human Resources, Sun West School Division, 2020.

Senior Management Team

In 2019-20, under the leadership of the Director of Education/CEO, Sun West's senior leadership team included five Superintendents of Education, one Superintendent of Business and one Human Resources Manager. The Superintendents of Education have assigned areas of responsibility such as student support services, curriculum and assessment, distance learning and school operations. The team supports and provides professional guidance to division level personnel, managers, supervisors, school-based administrators, teachers, consultants, student support services personnel, educational assistants, librarians, secretaries. Division level managers provide support and leadership for the transportation, information technology and facilities personnel.

Director of Education/Chief Executive Officer

Dr. Guy G. Tétrault (August 2019 – June 2020)

Randy Emmerson (July 2020 to present)

Superintendent of Business

Ryan Smith

Superintendents of School Operations

Shari Martin

Vicki Moore

Superintendent of Technology

Darren Gasper

Superintendent of Learning

Kelli Boklaschuk

Superintendent of Student Support Services

Carole Butcher

Business Manager

Rhonda Saathoff

Human Resources Manager

Michelle Leith

Facilities and Information Technology Manager

Michael Zummack

Transportation Manager

Rick McKeil

Executive Assistant

Linda Klassen

Infrastructure and Transportation

School	Grades	Location
Beechy School	Kindergarten – Grade 12	Beechy
Beechy Colony School	Kindergarten – Grade 9	Beechy
Big Rose Colony School	Kindergarten – Grade 12	Biggar
Biggar Central School 2000	Prekindergarten - Grade 12	Biggar
Cherry Grove School, Loreburn Colony	Grade 1 – Grade 9	Loreburn
Clear Spring Colony School	Kindergarten – Grade 9	Kenaston
Cleland School, Rosetown Colony	Kindergarten – Grade 9	Rosetown
D'Arcy School	Kindergarten – Grade 6	D'Arcy
Davidson School	Kindergarten – Grade 12	Davidson
Dinsmore Colony School	Kindergarten – Grade 9	Dinsmore
Dinsmore Composite School	Kindergarten – Grade 12	Dinsmore
Eaton School	Kindergarten – Grade 12	Eatonia
Eatonia Colony School	Kindergarten – Grade 9	Eatonia
Elizabeth Middle School	Grade 5 – Grade 8	Kindersley
Elrose Composite School	Kindergarten – Grade 12	Elrose
Eston Composite School	Kindergarten – Grade 12	Eston
Glidden Colony School	Kindergarten – Grade 9	Glidden
Goldenview Colony School	Kindergarten – Grade 9	Landis
Harris-Tessier Central School	Kindergarten – Grade 6	Harris
Kenaston School	Kindergarten – Grade 12	Kenaston
Kindersley Composite School	Grade 9 – Grade 12	Kindersley
Kyle Colony School	Kindergarten – Grade 9	Elrose
Kyle Composite School	Kindergarten – Grade 12	Kyle
Loreburn Central School	Kindergarten – Grade 12	Loreburn
Lucky Lake School	Kindergarten – Grade 12	Lucky Lake
Matador Colony School	Kindergarten – Grade 9	Kyle
McGee Colony School	Kindergarten – Grade 9	McGee
Milden Colony School	Kindergarten – Grade 9	Rosetown
North West Central School	Kindergarten – Grade 12	Plenty
Outlook Elementary School	Prekindergarten – Grade 5	Outlook
Outlook High School	Grade 6 – Grade 12	Outlook
Prairieland School, Sovereign Colony	Kindergarten – Grade 9	Rosetown
Rosetown Central High School	Grade 7 – Grade 12	Rosetown
Rossville School	Kindergarten – Grade 7	Coleville
Smiley Colony School	Kindergarten – Grade 9	Smiley
Springfield Colony School	Kindergarten – Grade 9	Kindersley
Springwater Colony School	Kindergarten – Grade 9	Ruthilda
Sun West Distance Learning Centre	Kindergarten – Grade 12	Kenaston
Valley Centre Colony	Kindergarten – Grade 9	Rosetown
Walter Aseltine School	Prekindergarten – Grade 6	Rosetown
Westberry Elementary School	Prekindergarten – Grade 4	Kindersley
Westcliffe Composite School	Kindergarten – Grade 12	Marengo

- There are 42 schools located in 19 communities and 18 Hutterite Colonies. The average age of these schools is 55 years. The oldest school is 66 years old and the newest is 31 years old.
- The Division head office is located in Rosetown.
- Five bus garages are located in Kindersley, Biggar, Elrose, Outlook and Davidson. The bus garages are used for maintenance and repair of school division vehicles.
- Maintenance shops serve four quadrants of the division and are located in Elrose, Kindersley, Outlook and Rosetown.

Sun West School Division works continuously to improve and repair schools. Repairs are often viewed as the opportunity to upgrade infrastructure. All schools are cleaned every day and major cleaning such as washing of walls, waxing floors and steaming carpets takes place during the summer.

Infrastructure Projects

During the 2019-20 fiscal year, Sun West had no projects valued at \$200,000 or greater.

Source: Facilities, Sun West School Division, 2020.

Transportation

Much of the Sun West School Division is rural, so a significant number of students are transported to school. Some students within the town of Kindersley are transported as well, due to factors including distance, special needs and prekindergarten.

Sun West operates its own transportation service and owns a fleet of 155 buses of various sizes. In addition, the school division provides transportation for special needs students and students in remote areas of these communities. The Sun West School Division also provides transportation services for the St. Gabriel School in Biggar, which is a school in the Greater Saskatoon Catholic School Division.

Transportation Statistics	
Students transported (rural)	1903
In-town students transported (not included in above)	294
Students transported by parents/guardians (reimbursed allowance)	5
Students transported requiring special needs	6
Prekindergarten students transported	23
Number of buses	155
Number of bus routes	105
Kilometres travelled daily (does not include special event trips)	20,695
Kilometres per year travelled on school trips daily	17,743

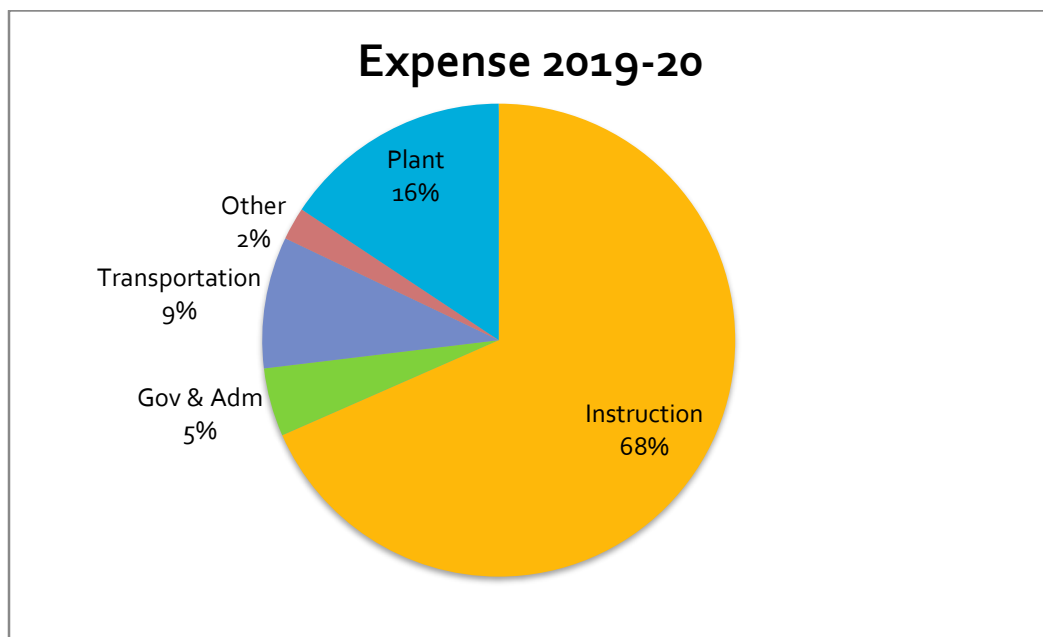
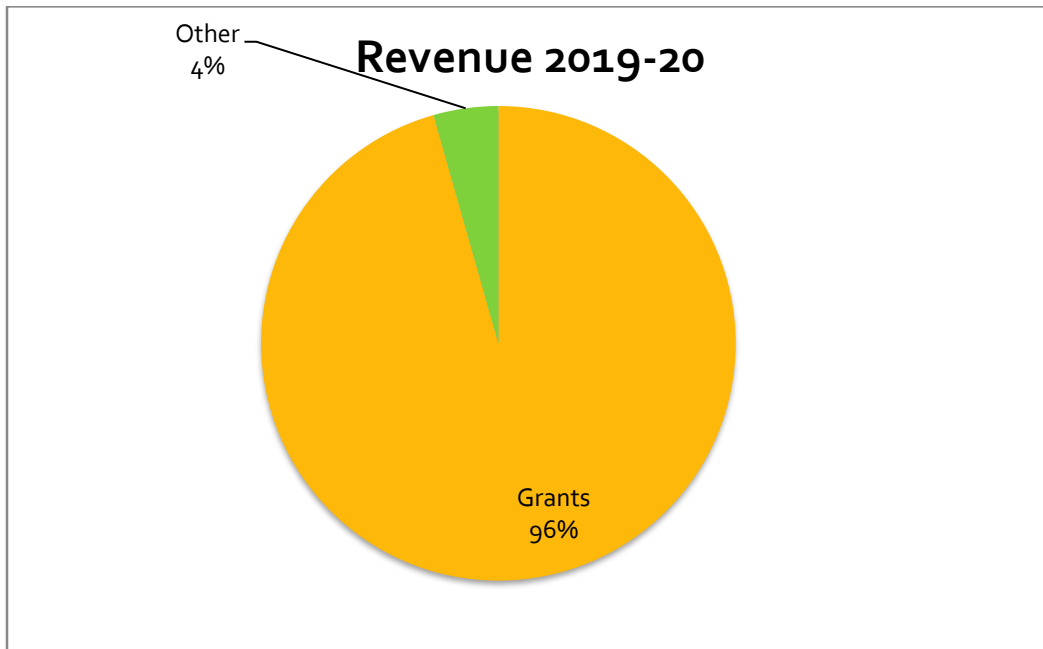
Average age of bus	2011
Average one-way ride time	27 minutes
Longest one-way ride time	92 minutes
Cost per student per year	\$2,679
Cost per kilometre travelled	\$2.41

Note: This data reflects transportation of Sun West School Division students and applicable St. Gabriel School students in Biggar.

Source: Transportation, Sun West School Division SCMP Transportation Manager, 2020

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2020	2020	2019	Budget to Actual Variance	Budget to Actual %	
	Budget	Actual	Actual	Over / (Under)	Variance	Note
REVENUES						
Grants	60,946,274	62,044,363	59,827,450	1,098,089	2%	
Tuition and Related Fees	711,678	634,514	519,901	(77,164)	-11%	1
School Generated Funds	1,600,000	1,050,979	1,669,000	(549,021)	-34%	2
Complementary Services	336,622	336,622	333,391	-	0%	
Other	660,139	841,166	740,143	181,027	27%	3
Total Revenues	64,254,713	64,907,644	63,089,885	652,931	1%	
EXPENSES						
Governance	358,329	274,456	325,155	(83,873)	-23%	4
Administration	2,697,598	2,836,376	2,400,214	138,778	5%	5
Instruction	45,913,948	45,485,073	44,720,207	(428,875)	-1%	
Plant	10,386,778	10,424,662	10,201,947	37,884	0%	
Transportation	6,639,610	5,978,532	6,371,138	(661,078)	-10%	6
Tuition and Related Fees	72,400	87,805	106,032	15,405	21%	7
School Generated Funds	1,600,000	1,085,972	1,600,513	(514,028)	-32%	8
Complementary Services	277,681	291,275	305,469	13,594	5%	
Other Expenses	1,120	22,457	2,893	21,337	1905%	9
Total Expenses	67,947,464	66,486,608	66,033,568	(1,460,856)	-2%	
(Deficit) for the Year	(3,692,751)	(1,578,964)	(2,943,683)			

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

Note	Explanation
1	Decreased revenue is due to distance learning students being registered as Sun West students rather than as tuition students.
2	Decreased revenues as fundraising for school generated funds were limited due to school closure from March to June.
3	Increased revenues as air quality pool insurance refund and proceeds from two insurance claims received were not budgeted.
4	Decreased expenses due to board members attended meetings virtually and professional development was canceled.
5	Increased expenses due to a new communication position and renovations to division office including windows and flooring.
6	Decreased expenses in transportation costs as a result of the school closures related to COVID-19.
7	Increased expenses due to more regional college students and out-of-province students that were not budgeted.
8	Decrease in school generated funds expenses due to school closure from March to June.
9	Increased amortization expenses from the demolition of portal classrooms that was not budgeted.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Dewey, Robert	10,036	2,693	-	1,085	-	466	14,280
Lytle, Susan	9,659	1,033	-	1,067	-	466	12,225
Itterman, Karen*	20,480	2,758	-	1,125	-	467	24,830
Griffith, Ruth	10,181	1,530	-	1,112	-	467	13,290
Irwin, Margaret	7,425	1,879	-	881	-	467	10,652
Collins, John**	16,838	2,974	-	1,126	-	467	21,405
Morrow, Cathy	11,422	740	-	970	-	467	13,599
Sander, Scott	10,608	2,346	-	1,066	-	467	14,487
Cowell, Barbara	5,551	-	-	-	-	467	6,018

*Board Chair

**Board Vice-Chair

Personal Services

Name	Amount
Adair, Donna	50,388
Adams, Dana	87,320
Adelman, Nicole	59,066
Adnam, Dave	86,521
Adnam, Steven	82,400
Aitken, Cameron	87,003
Amewotowu, Cara	98,789
Anderson, Brenda	81,809

Name	Amount
Anderson, Darren	62,383
Andrew, Michelle	56,552
Argue, Derek	71,668
Armitage, Jacqueline	61,993
Arnal, Amy	57,909
Arntsen, Carissa	52,138
Bailey, Garrett	73,415
Baldwin, Sandra	99,361

Name	Amount
Ballek, Natalie	127,451
Baratta, Suzanne	50,539
Bayda, Taelor	58,982
Beattie, Lori	50,744
Becker, Stacy	103,234
Bennett, Miles	57,555
Berezowski, Paula	91,309
Berezowski, Richard	91,097
Bergerman, Dana	91,452
Besharah, Candace	102,498
Biberdorf, Aaron	116,674
Bilinski, Kaleah	56,944
Billett, Chelsea	78,374
Blackwell Jones, Karen	91,236
Block, Fern	95,567
Bokitch, Allison	114,429
Boklaschuk, Kelli	148,328
Bourassa, Aaron	62,406
Boyle, Magan	66,134
Brodie, Acacia	69,999
Brown, Paul	83,638

Name	Amount
Bucko, Eugene	91,673
Burkell, Alanna	73,078
Burton, Rebekka	79,570
Bustillo, Nicole	61,602
Butcher, Carole	148,328
Buxton, Joel	54,372
Calkins, Danine	75,049
Cardiff, Brooke	71,097
Carlson, Kent	90,128
Cates, James	96,240
Chabot, Megan	67,680
Chambers, Jason	101,026
Chambers, Rebecca	68,996
Chupik, Natalie	104,236
Clarke, Ashley	81,368
Cochran, Natasha	104,507
Cockerill, Natrass, Melanie	90,199
Coffey-Olson, Janet	87,646
Coles, Adina	91,097
Cordes, Elena	78,860
Cowell, Jamie	86,521

Name	Amount
Dabek, Sydney	64,642
Dansereau, Charlene	91,175
Danskin, Anthony	71,925
Danz, Joerg	87,095
Darroch, Taylor	56,348
Davey, Jennifer	101,832
Davidson, Amelia	91,300
Davis, Crystal	91,416
de Hoop, Allison	74,813
Delorme, Cassandra	70,573
Denning, Brianne	70,278
Diemert, Tammy	109,726
Dimitroff, Shannon	87,244
Dingle, Eli	96,723
Dingle, Morgan	92,029
Dinsmore, Brett	83,163
Doll, Derek	86,834
Donald, Megan	62,318
Dows, Andrea	54,073
Dows, Kenneth	91,079
Dragseth, Collin	65,523

Name	Amount
Drews, Hannah	75,305
Drury, Trevor	87,823
Dubasov, Becky	78,413
Duchesne, Karla	91,056
Edgar, Trevor	90,926
Elaschuk, Darryl	87,790
Elder, Kirsten	62,249
Epp, Rebecca	88,662
Epp, Terence	86,834
Evans, Colette	74,092
Evans, Jaiden	56,347
Fast, Amanda	91,070
Fedyk, Mike	87,145
Fick, Kimberly	120,914
Flynn, Janis	87,845
Follensbee, Shelley	86,846
Foster, Jessica	75,097
Francoeur, Nicole	71,671
Freedden, Nicole	50,734
Freistadt, Darcy	86,521
Frick-Davis, Rietta	91,304

Name	Amount
Friedrick, Meaghan	104,285
Fries, Taryn	62,083
Fry, Tessa	66,804
Galay, Melissa	57,354
Ganzert, Jessica	67,808
Gartner, Molly	70,142
Gasper, Darren	166,933
Gebhard, Shari	86,394
Gelowitz, Nicole	67,561
Genereux, Matthew	53,943
George, Shauna	91,102
German, Tammy	95,510
Gibbons, Katilyn	92,429
Giles, Bonnie	54,073
Gillanders, Marlene	100,267
Gowen, Cory	104,159
Grad, Kathleen	96,403
Graham, Alexandra	59,113
Graham, Janice	82,745
Grande, Lisa	87,144
Grasby Sawatzky, Pamela	91,257

Name	Amount
Grassing, Laura	87,927
Gray, Tricia	62,985
Greene, Meaghan	86,888
Greschner, Ashley	90,738
Guebert, Philip	109,880
Guillet, Darren	69,427
Guilmette, Elaina	91,056
Haas, Linda	86,928
Hadden, Stephen	83,806
Hagel, Monica	74,963
Halkyard, Jordan	62,435
Hall, Terry	103,328
Hansen, Tawna	86,942
Harrison, Renee	96,240
Haugen, Kimberly	87,299
Hayes, Clinton	92,020
Hayes, Teana	95,101
Heath, Kurtis	107,097
Heath, Leanne	88,809
Heatherington, Novalee	55,672
Helmeczi-Dolan, Amanda	78,325

Name	Amount
Herbert, Brett	81,463
Herman, Lisa	58,371
Herrem, Nathan	79,999
Hertz, Patricia	95,101
Hey, Leia	110,790
Hilbig, Blain	114,899
Hillacre, Patti	86,915
Hill-Bird, Cinthia	53,057
Hingston, Melissa	52,595
Hintz, Leanne	90,595
Hintze, Kari	86,899
Hobbs, Kimberley	112,285
Hofer, James	81,709
Hoffinger, Donna	95,101
Holden, Patricia	96,209
Holt, Laura	84,347
Hom, Timothy	91,935
Hopkins, Courtney	66,539
Hoult, Michael	92,925
Hounjet, Camille	107,308
Hritzuk, Karrie	94,895

Name	Amount
Hrycak, Mark	70,506
Hutchison, Kyle	69,427
Hynd, Melissa	51,055
Ives, Stephanie	75,930
Jamieson, Amy	52,284
Jamieson, Danielle	91,177
Jamieson, Johnathon	80,570
Jeffries, Karen	105,533
Johnson, Allison	58,665
Johnson, Amanda	58,936
Johnson, Angylla	91,557
Johnson, Crystal	77,962
Johnson, Kimberly	86,838
Johnson, Lindsay	87,244
Johnson, Roy	88,000
Johnson, Ryan	86,835
Johnston, Brian	76,972
Jones, Shirley	114,408
Kahovec, Janelle	91,297
Kapiniak, Carolin	86,836
Kapustinsky, Alicia	76,692

Name	Amount
Kelly, Mary	70,566
Kelman, Cheryl	92,208
Kerpan, Melanie	73,843
Killoh, Paulette	87,921
King, Lisa	109,024
Kingwell, Jeffrey	90,462
Kirtzinger, Lisa	87,149
Klassen, Crystal	100,742
Klassen, Douglas	86,834
Klassen, Linda	74,217
Klippenstein, Amy	67,795
Knowles, Emily	76,786
Korchinski, David	64,368
Krahn, Charlene	98,854
Krahn, George	86,834
Krause, Daniel	85,812
Kurulak, Darren	88,164
Kurulak, Wilma	98,536
Lachica, Kayla	65,864
Lander, Melissa	99,923
Lang, Ashley	67,920

Name	Amount
Langen, Emily	66,118
Larwood, Brent	96,364
LeBlanc, Robert	87,833
Lehman, Tannis	82,227
Lehman, Tavis	73,283
Lehmkuhl, Rheanne	86,832
Lehnert, Tanya	91,774
Leith, Michelle	122,148
Lewis, Carol	54,073
Lewis, Vanessa	111,051
Libke, Shannon	87,238
Litzenberger, Harold	81,457
Loken, Jennifer	92,457
Long, Jill	105,507
Longmire, Celene	85,896
Lorer, Carla	101,854
Low, Arlene	107,097
Low, Jason	113,877
Lowe, James	101,816
Lutz, Alexandra	93,593
Lyons, Leanne	59,381

Name	Amount
Mahoney, Lesley	96,347
Maki, Rodney	87,015
Marchant, Heidi	87,651
Marsh, Daniel	65,330
Marsh, Paula	94,867
Martin, Shari	166,933
Mastel, Kevin	101,722
Matro, Mary Ann Agnes	58,703
McConnell, Karen	87,008
McDonald, Carolyn	88,003
McDonald, Courtney	76,923
McDonald, Patricia	100,591
McJannet, Correne	74,235
McJannet, Shannon	67,650
McKeil, Rick	119,457
McKeller, Lyle	97,518
McKenney, Deanne	103,904
McLachlin, Nicole	83,122
McLauchlin, Todd	73,470
McLay, Joanie	77,355
McMahon, Denaye	86,837

Name	Amount
McPhee, John	96,761
Menzies, Cindy	51,113
Miller, Jesse	67,426
Mills, Suellen	67,880
Milton, Penny-Jo	91,056
Minish, Jennelle	64,880
Moffat, Melanie	87,168
Monique, Millar	75,275
Moore, Aaron	77,289
Moore, Aleisha	70,937
Moore, Jaclyn	65,342
Moore, Vicki	162,971
Morari, Aidan	73,621
Moreside, Shawna	87,172
Morey Walker, Chantal	91,097
Morrison, Lance	91,635
Morrison, Shauna	91,297
Moser, Kelsi	67,788
Motier, Samuel	65,935
Murphy, Jennifer	80,509
Nadeau, Marlow	81,486

Name	Amount
Ness Bredy, Nichole	70,638
Nisbet, Rayshelle	66,815
Norrish, Heather	88,460
Norrish, Janaya	91,065
Noseworthy, James	87,917
Olivier, Natasha	91,370
Olson, Steve	81,474
O'Neill, Alisha	70,297
Oscar, Christopher	121,462
Osmond, Ian	93,825
Ostrom, Angel	94,632
Owens, Cara	53,499
Padayachee, Keisha	64,442
Padberg, Elizabeth	87,899
Padberg, Greg	64,437
Palaschak, Harmony	61,387
Paproski, Gary	98,967
Peardon, Shannon	84,043
Pearson, Donna	87,329
Perkins, Jason	59,852
Peterson, Deborah	91,900

Name	Amount
Peterson, Mitchell	56,388
Phillips, Heather	91,056
Pincemin, Erin	96,764
Poletz, Linda	105,857
Polowick, Jody	77,394
Potratz, Sondra	54,718
Quagraine, Theodocia	54,686
Reichert, Tami	74,326
Rettger, Catherine	98,245
Rewerts, Colleen	59,852
Richardson, Lisa	67,499
Robertson, Katrina	86,891
Robson Gilchrist, Carly	82,980
Roddam, Alison	61,721
Roger, Harder	51,927
Rohrke, Kaitlyn	60,057
Ross, Jessica	73,515
Ross, Robert	65,121
Rouse, Clayton	71,236
Ruten, Nathan	78,709
Ruten, Wendy	59,635

Name	Amount
Ryan-Dobbin, Maureen	66,874
Rychlo, Carol	91,239
Saathoff, Rhonda	122,148
Sakundiak, Lindsay	60,929
Sampson, Kristin	91,231
Samuels-Houston, Saudia	59,164
Sarada, Sheldon	87,035
Schlosser, Katie	61,209
Schmaltz, Pamela	94,646
Schultz, Monika	96,540
Sheppard, Colleen	66,301
Shirley, Jessica	64,358
Siemens, James	98,653
Siemens, Jesse	61,228
Simonson, Karin	70,886
Singer, Jennifer	86,397
Siroski, Brenna	66,562
Sloboda, Maureen	105,612
Slocombe, Laurie	96,240
Smadu, Blair	91,056
Smid, Katelyn	56,416

Name	Amount
Smith, Glen	86,834
Smith, Kailyn	64,048
Smith, Ryan	166,861
Sobkowicz, Kim	98,956
Sobkowicz, Kimberly	69,141
Sopczak, Jeffrey	110,710
Sparks, Angela	81,933
Stalwick, Gary	52,625
Stein, Rebecca	68,863
Stephenson, Shannon	91,246
Stinson, Paul	96,240
Swan, Colleen	87,410
Swan, L. Erin	62,485
Tan, Jonah	59,852
Telfer, Patrick	93,470
Tetrault, Guy	252,350
Theoret, Keith	91,929
Thiessen, Ryan	84,087
Thomson, Cindy	116,204
Thorstad, Darla	110,864
Torrance, Sarah	61,115

Name	Amount
Torwalt-Lawrence, Renee	87,313
Triffo, Brent	87,400
Triffo, Nicole	86,834
Trytten, Erin	83,565
Tulp, Cindy	96,366
Tulp, Lloyd	88,824
Uhrich, Tracey	96,240
Vanthuyne, Craig	123,138
Vanthuyne, Deavin	88,329
Vavra, Danielle	91,056
Wagner, Jackie	104,038
Wakelin, Wade	62,012
Waldner, Marcy	91,056
Walker, James	109,266
Walker, Janine	88,647
Wall, Jessica	64,813
Walters, Kolin	86,834
Walzak, Tracey	68,603
Wanner, Tamara	94,632
Ward, Aileen	91,056

Name	Amount
Ward, Kristin	70,116
Warren, Janet	86,820
Watson, Jacey	66,577
Weber, Daniel	91,951
Weber, Jaimes	84,375
Wenaas, Krista	50,701
Werstiuk, David	79,991
Whitell, Diedra	69,811
Willner, Karielle	88,257
Willner, Laura	87,116
Wilyman, Joely	59,306
Wintonyk, Mitchell	79,195
Wood, Walter	115,371
Wright, Ross	102,961
Yausie Thompson, Amber	91,427
Zagoruy, Jacqueline	86,836
Zerebeski Walters , Connie	86,907
Zerr, Alanna	67,254
Zummack, Michael	119,457

Supplier Payments

Name	Amount
VALLEN CANADA INC.	50,762
GREAT PLAINS COLLEGE	51,059
RACK PETROLEUM LTD.	53,064
TRADE WEST EQUIPMENT LTD.	53,541
CENTRAL PLAINS CO-OP	55,506
MCS COMMUNITY DEVELOPMENT	56,942
CDW CANADA INC.	58,829
CP DISTRIBUTORS LTD.	59,299
GASPER, LORI	61,230
INLAND AUDIO VISUAL	62,144
KINDERSLEY CO-OP	63,962
BROADWAY MILLWORK & CONSTRUCTION LTD	72,591
MILLSAP FUEL DISTRIBUTORS LTD.	74,634
CHARTER TELECOM INC.	82,317
TIGCHELAAR, HANS	82,998
EECOL ELECTRIC CORP.	88,242
RBC ROYAL BANK	88,242
K3 EXCAVATING LTD.	92,329
SASKATCHEWAN SCHOOL BOARDS	95,514
CHOICE ELECTRICAL SUPPLY	98,930
PEARSON CANADA INC.	100,956
CONCENTRA BANK	102,241
BEE-J'S OFFICE PLUS	104,852
EMCO CORPORATION	105,558
ST. JOHN'S MUSIC	110,779
TOSHIBA BUSINESS SOLUTIONS	114,606
KLEIN'S CABLING & ELECTRIC	126,678

Name	Amount
SASKTEL	128,187
SASKATCHEWAN WORKERS' COMPENSATION BOARD	146,170
SGI	152,166
HBI OFFICE PLUS INC.	175,832
PINNACLE DISTRIBUTION INC.	180,614
DANRICH ENVIRONMENT CONTROL	199,212
R & D COMMERCIAL	207,694
MACKER TEK LTD.	220,720
GENX SOLUTIONS	322,647
SOFTCHOICE LP	332,102
BMO MASTERCARD	339,818
SASKENERGY	343,805
INSIGHT CANADA INC.	347,074
APPLE CANADA INC.	369,037
J.O.B. HEATING & AIR	399,669
MARSH CANADA LIMITED	438,251
DIAMOND INTERNATIONAL	536,200
FEDERATED CO-OPERATIVES	611,500
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION EMPLOYEE BENEFITS PLAN	669,758
MIKKELSEN COWARD & CO. LTD.	685,685
SASKPOWER	824,459
MUNICIPAL EMPLOYEES PENSION PLAN	1,108,768
WESTERN CANADA BUS	1,295,053
RECEIVER GENERAL FOR CANADA	2,319,586

Appendix B – Management Report and Audited Financial Statements

(See following pages)

Audited Financial Statements

Of the Sun West School Division No. 207

School Division No. 2070500

For the Period Ending: August 31, 2020

Ryan Smith
Chief Financial Officer

Rhonda Saathoff
Business Manager

Jamie Cowell
Business Supervisor

Close Hauta Bertoia Blanchette
Auditor

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



Management's Responsibility for the Financial Statements

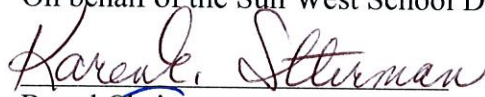
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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


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

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

The external auditors, Close Houta Bertoia Blanchette, 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 Sun West School Division No. 207:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 24, 2020

Close Hauta Bertoia Blanchette
Chartered Professional Accountants

Telephone (306) 463-6591
Fax (306) 463-4292



A.E. Bower, B.Comm., CPA, CA*
M.W. Close, B.Comm., CPA, CA*
A.R. Bertoia, B.Comm., CPA, CA*
K.L. Blanchette, B.Comm., CPA, CA*

117 - 1st Avenue W - PO Box 1507
KINDERSLEY SK S0L 1S0

INDEPENDENT AUDITOR'S REPORT

To the Chair and Board Members of the Sun West School Division No. 207

Opinion

We have audited the accompanying financial statements of Sun West School Division No. 207, which comprise the statement of financial position as at August 31, 2020, and the statements of operations and accumulated surplus from operations, changes in net financial assets, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Sun West School Division No. 207 as at August 31, 2020, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Sun West School Division No. 207 in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

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

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

In preparing the financial statements, management is responsible for assessing the Sun West School Division No. 207's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Sun West School Division No. 207 or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Sun West School Division No. 207's financial reporting process.

Auditor's Responsibilities for the Audit of Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Sun West School Division No. 207's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Sun West School Division No. 207's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Sun West School Division No. 207 to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Clois Horta Bertoia Blanchette

KINDERSLEY, Saskatchewan

Chartered Professional Accountants

November 24, 2020

Sun West School Division No. 207

... page 1

**Statement of Financial Position
as at August 31, 2020**

	2020	2019
	\$	\$
Financial Assets		
Cash and Cash Equivalents	16,726,987	16,118,856
Accounts Receivable (Note 7)	738,584	218,886
Portfolio Investments (Note 3)	78,046	77,758
Total Financial Assets	17,543,617	16,415,500
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	73,645	142,523
Liability for Employee Future Benefits (Note 5)	760,800	697,600
Deferred Revenue (Note 9)	660,776	450,882
Total Liabilities	1,495,221	1,291,005
Net Financial Assets	16,048,396	15,124,495
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	54,347,359	56,957,453
Inventory of Supplies for Consumption	319,950	221,266
Prepaid Expenses	241,435	232,890
Total Non-Financial Assets	54,908,744	57,411,609
Total Accumulated Surplus (Note 11)	70,957,140	72,536,104

Contractual Rights (Note 13)

Contractual Obligations and Commitments (Note 14)

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

Approved by the Board:



Chairperson



Chief Financial Officer

Sun West School Division No. 207
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$ (Note 12)	\$	\$
REVENUES			
Grants	60,946,274	62,044,363	59,827,450
Tuition and Related Fees	711,678	634,514	519,901
School Generated Funds	1,600,000	1,050,979	1,669,000
Complementary Services (Note 10)	336,622	336,622	333,391
Other	660,139	841,166	740,143
Total Revenues (Schedule A)	64,254,713	64,907,644	63,089,885
EXPENSES			
Governance	358,329	274,456	325,155
Administration	2,697,598	2,836,376	2,400,214
Instruction	45,913,948	45,485,073	44,720,207
Plant	10,386,778	10,424,662	10,201,947
Transportation	6,639,610	5,978,532	6,371,138
Tuition and Related Fees	72,400	87,805	106,032
School Generated Funds	1,600,000	1,085,972	1,600,513
Complementary Services (Note 10)	277,681	291,275	305,469
Other	1,120	22,457	2,893
Total Expenses (Schedule B)	67,947,464	66,486,608	66,033,568
Operating (Deficit) for the Year	(3,692,751)	(1,578,964)	(2,943,683)
Accumulated Surplus from Operations, Beginning of Year	72,536,104	72,536,104	75,479,787
Accumulated Surplus from Operations, End of Year	68,843,353	70,957,140	72,536,104

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

Sun West School Division No. 207
Statement of Changes in Net Financial Assets
for the year ended August 31, 2020

... page 3

	2020 Budget	2020 Actual	2019 Actual
	\$ (Note 12)	\$	\$
Net Financial Asset, Beginning of Year	15,124,495	15,124,495	14,376,150
Changes During the Year			
Operating (Deficit) for the Year	(3,692,751)	(1,578,964)	(2,943,683)
Acquisition of Tangible Capital Assets (Schedule C)	(1,313,000)	(2,216,779)	(1,366,118)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	8,824	33,400
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	-	10,803	(33,400)
Amortization of Tangible Capital Assets (Schedule C)	4,953,651	4,807,246	5,022,716
Net Acquisition of Inventory of Supplies	-	(98,684)	13,519
Net Change in Other Non-Financial Assets	52,100	(8,545)	21,911
Change in Net Financial Assets	-	923,901	748,345
Net Financial Assets, End of Year	15,124,495	16,048,396	15,124,495

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

Sun West School Division No. 207
Statement of Cash Flows
for the year ended August 31, 2020

... page 4

	2020	2019
	\$	\$
OPERATING ACTIVITIES		
Operating (Deficit) for the Year	(1,578,964)	(2,943,683)
Add Non-Cash Items Included in Deficit (Schedule D)	4,818,049	4,989,316
Net Change in Non-Cash Operating Activities (Schedule E)	(422,711)	380,409
Cash Provided by Operating Activities	2,816,374	2,426,042
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(2,216,779)	(1,366,118)
Proceeds on Disposal of Tangible Capital Assets	8,824	33,400
Cash (Used) by Capital Activities	(2,207,955)	(1,332,718)
INVESTING ACTIVITIES		
Cash (Used) to Acquire Portfolio Investments	(288)	(650)
Cash (Used) by Investing Activities	(288)	(650)
INCREASE IN CASH AND CASH EQUIVALENTS	608,131	1,092,674
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	16,118,856	15,026,182
CASH AND CASH EQUIVALENTS, END OF YEAR	16,726,987	16,118,856

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

Sun West School Division No. 207
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	59,228,358	59,662,925	58,026,537
Other Ministry Grants	1,547,772	1,629,732	28,046
Total Ministry Grants	60,776,130	61,292,657	58,054,583
Other Provincial Grants	170,144	151,706	225,095
Federal Grants	-	-	-
Grants from Others	-	100,000	-
Total Operating Grants	60,946,274	61,544,363	58,279,678
Capital Grants			
Ministry of Education Capital Grants	-	500,000	1,547,772
Total Capital Grants	-	500,000	1,547,772
Total Grants	60,946,274	62,044,363	59,827,450
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
Individuals and Other	11,678	-	11,062
Total Tuition Fees	11,678	-	11,062
Other Related Fees	700,000	634,514	508,839
Total Operating Tuition and Related Fees	711,678	634,514	519,901
Total Tuition and Related Fees Revenue	711,678	634,514	519,901
School Generated Funds Revenue			
Curricular			
Student Fees	60,000	32,377	44,314
Total Curricular Fees	60,000	32,377	44,314
Non-Curricular Fees			
Commercial Sales - Non-GST	332,000	249,173	416,485
Fundraising	564,000	309,397	552,703
Grants and Partnerships	19,000	23,305	51,680
Students Fees	210,000	111,038	151,331
Other	415,000	325,689	452,487
Total Non-Curricular Fees	1,540,000	1,018,602	1,624,686
Total School Generated Funds Revenue	1,600,000	1,050,979	1,669,000
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	336,622	336,622	333,391
Total Operating Grants	336,622	336,622	333,391
Total Complementary Services Revenue	336,622	336,622	333,391

Sun West School Division No. 207
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Other Revenue			
Miscellaneous Revenue	393,999	611,802	433,884
Sales & Rentals	26,000	11,200	12,101
Investments	240,140	209,340	260,758
Gain on Disposal of Capital Assets	-	8,824	33,400
Total Other Revenue	660,139	841,166	740,143
TOTAL REVENUE FOR THE YEAR	64,254,713	64,907,644	63,089,885

Sun West School Division No. 207
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	162,969	130,342	151,885
Professional Development - Board Members	45,000	444	30,512
Grants to School Community Councils	45,356	43,536	45,356
Elections	-	500	-
Other Governance Expenses	105,004	99,634	97,402
Total Governance Expense	358,329	274,456	325,155
Administration Expense			
Salaries	2,106,931	2,186,540	1,803,975
Benefits	226,906	251,730	211,927
Supplies & Services	112,133	134,784	128,987
Non-Capital Furniture & Equipment	12,000	14,330	14,222
Building Operating Expenses	51,000	113,795	68,785
Communications	35,558	32,913	38,713
Travel	67,000	36,558	48,847
Professional Development	48,032	27,688	46,720
Amortization of Tangible Capital Assets	38,038	38,038	38,038
Total Administration Expense	2,697,598	2,836,376	2,400,214
Instruction Expense			
Instructional (Teacher Contract) Salaries	31,364,376	31,069,195	31,050,647
Instructional (Teacher Contract) Benefits	1,503,035	1,592,431	1,535,579
Program Support (Non-Teacher Contract) Salaries	6,064,273	6,340,930	5,885,296
Program Support (Non-Teacher Contract) Benefits	1,234,421	1,351,716	1,220,338
Instructional Aids	1,252,712	947,508	935,183
Supplies & Services	1,160,064	1,251,521	1,357,646
Non-Capital Furniture & Equipment	1,119,410	1,218,571	474,775
Communications	188,634	172,333	167,041
Travel	289,310	202,300	315,365
Professional Development	277,513	161,799	233,502
Student Related Expense	110,200	89,092	144,340
Amortization of Tangible Capital Assets	1,350,000	1,087,677	1,400,495
Total Instruction Expense	45,913,948	45,485,073	44,720,207

Sun West School Division No. 207
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	2,362,441	2,451,668	2,337,226
Benefits	474,368	478,905	450,605
Supplies & Services	50,000	42,520	14,875
Non-Capital Furniture & Equipment	120,000	108,052	67,157
Building Operating Expenses	4,535,000	4,463,371	4,496,472
Communications	25,714	15,314	14,984
Travel	120,000	119,512	112,873
Professional Development	14,000	24,084	19,560
Amortization of Tangible Capital Assets	2,685,255	2,721,236	2,688,195
Total Plant Operation & Maintenance Expense	10,386,778	10,424,662	10,201,947
Student Transportation Expense			
Salaries	2,880,688	2,800,085	2,856,703
Benefits	622,620	601,646	580,821
Supplies & Services	1,332,346	904,910	1,225,239
Non-Capital Furniture & Equipment	550,000	463,378	519,808
Building Operating Expenses	78,300	105,886	79,414
Communications	37,000	29,122	31,461
Travel	31,000	13,444	9,411
Professional Development	20,000	4,862	17,817
Contracted Transportation	207,301	94,904	154,476
Amortization of Tangible Capital Assets	880,355	960,295	895,988
Total Student Transportation Expense	6,639,610	5,978,532	6,371,138
Tuition and Related Fees Expense			
Tuition Fees	67,400	75,879	94,106
Transportation Fees	5,000	11,926	11,926
Total Tuition and Related Fees Expense	72,400	87,805	106,032
School Generated Funds Expense			
Academic Supplies & Services	20,000	29,773	35,084
Cost of Sales	396,000	299,875	412,961
Non-Capital Furniture & Equipment	22,000	3,995	17,643
School Fund Expenses	1,162,000	752,329	1,134,825
Total School Generated Funds Expense	1,600,000	1,085,972	1,600,513

Sun West School Division No. 207
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	214,699	192,765	197,373
Program Support (Non-Teacher Contract) Salaries & Benefits	32,993	76,433	85,999
Transportation Salaries & Benefits	20,489	17,994	17,748
Instructional Aids	9,000	3,069	2,762
Non-Capital Furniture & Equipment	-	703	-
Travel	500	39	1,381
Professional Development (Non-Salary Costs)	-	272	-
Student Related Expenses	-	-	206
Total Complementary Services Expense	277,681	291,275	305,469
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	1,120	2,830	2,893
Total Interest and Bank Charges	1,120	2,830	2,893
Loss on Disposal of Tangible Capital Assets	-	19,627	-
Total Other Expense	1,120	22,457	2,893
TOTAL EXPENSES FOR THE YEAR	67,947,464	66,486,608	66,033,568

Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2020

Sch C

Sun West School Division No. 207
Schedule D: Non-Cash Items Included in Deficit
for the year ended August 31, 2020

	2020	2019
	\$	\$
Non-Cash Items Included in Deficit		
Amortization of Tangible Capital Assets (Schedule C)	4,807,246	5,022,716
Net (Gain) Loss on Disposal of Tangible Capital Assets (Schedule C)	10,803	(33,400)
Total Non-Cash Items Included in Deficit	4,818,049	4,989,316

Sun West School Division No. 207
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2020

	2020	2019
	\$	\$
Net Change in Non-Cash Operating Activities		
(Increase) in Accounts Receivable	(519,698)	(30,951)
(Decrease) in Accounts Payable and Accrued Liabilities	(68,878)	(44,570)
Increase in Liability for Employee Future Benefits	63,200	29,200
Increase in Deferred Revenue	209,894	391,300
(Increase) Decrease in Inventory of Supplies for Consumption	(98,684)	13,519
(Increase) Decrease in Prepaid Expenses	(8,545)	21,911
Total Net Change in Non-Cash Operating Activities	(422,711)	380,409

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SUN WEST SCHOOL DIVISION NO. 207
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

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 Sun West School Division No. 207" and operates as "the Sun West School Division No. 207". The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

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

a) Basis of Accounting

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

b) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$ 760,800 (2019 - \$ 697,600) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$ 73,271,337 (2019 - \$ 71,126,789) 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.

c) Financial Instruments

Financial instruments are any contracts that give rise to financial assets of one entity and financial liabilities or equity instruments of another entity. A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver

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SUN WEST SCHOOL DIVISION NO. 207
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

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, and accounts payable and accrued liabilities.

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

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

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

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

d) Financial Assets

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

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

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

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

SUN WEST SCHOOL DIVISION NO. 207
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

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Portfolio Investments consist of GICs and Co-op Equity. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (c).

e) Non-Financial Assets

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

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

Tangible capital assets are recorded at cost (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 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.)	10-20 years
Buildings	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

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

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

f) Liabilities

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

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

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

g) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

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

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

h) Revenue Recognition

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

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

i) Government Transfers (Grants)

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

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ii) 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.

iii) Interest Income

Interest is recognized as revenue when it is earned.

iv) Other (Non-Government Transfer) Contributions

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

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2020	2019
Portfolio investments in the cost or amortized cost category:	<u>Cost</u>	<u>Cost</u>
GICs	\$ 35,692	\$ 35,301
Co-Op Equity	42,354	42,457
Total portfolio investments	\$ 78,046	\$ 77,758

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4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Amortization of TCA	2020 Actual	2019 Actual
Governance	\$ 130,342	\$ 144,114	\$ -	\$ 274,456	\$ 325,155
Administration	2,438,270	360,068	38,038	2,836,376	2,400,214
Instruction	40,354,272	4,043,124	1,087,677	45,485,073	44,720,207
Plant	2,930,573	4,772,853	2,721,236	10,424,662	10,201,947
Transportation	3,401,731	1,616,506	960,295	5,978,532	6,371,138
Tuition and Related Fees	-	87,805	-	87,805	106,032
School Generated Funds	-	1,085,972	-	1,085,972	1,600,513
Complementary Services	287,192	4,083	-	291,275	305,469
Other	-	22,457	-	22,457	2,893
TOTAL	\$ 49,542,380	\$ 12,136,982	\$ 4,807,246	\$ 66,486,608	\$ 66,033,568

5. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2020. The benefits consulting practice, previously owned by Morneau Shepell Inc., was acquired by HUB International Limited in March 2020.

Details of the employee future benefits are as follows:

	2020	2019
Long-term assumptions used:		
Discount rate at end of period (per annum)	1.54%	1.93%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	3.00%	3.00%
Expected average remaining service life (years)	14	14

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Liability for Employee Future Benefits	2020	2019
Accrued Benefit Obligation - beginning of year	\$ 737,000	\$ 624,500
Current period service cost	65,200	53,300
Interest cost	15,200	19,600
Benefit payments	(26,700)	(47,000)
Actuarial losses	38,000	86,600
Accrued Benefit Obligation - end of year	828,700	737,000
Unamortized net actuarial (losses)	(67,900)	(39,400)
Liability for Employee Future Benefits	\$ 760,800	\$ 697,600

Employee Future Benefits Expense	2020	2019
Current period service cost	\$ 65,200	\$ 53,300
Amortization of net actuarial loss	9,500	3,300
Benefit cost	74,700	56,600
Interest cost	15,200	19,600
Total Employee Future Benefits Expense	\$ 89,900	\$ 76,200

6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

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

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

	2020			2019
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	462	4	466	476
Member contribution rate (percentage of salary)	9.50%-11.70%	6.05%-7.85%	6.05%-11.70%	6.05%-11.70%
Member contributions for the year	\$ 3,168,353	\$ 6,852	\$ 3,175,205	\$ 3,101,313

ii) Municipal Employees' Pension Plan (MEPP)

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

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

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

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

Details of the MEPP are as follows:

	2020	2019
Number of active School Division members	478	472
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 1,108,768	\$ 1,057,244
School Division contributions for the year	\$ 1,108,768	\$ 1,055,883
Actuarial extrapolation date	Dec-31-2019	31-Dec-2018
Plan Assets (in thousands)	\$ 2,819,222	\$ 2,487,505
Plan Liabilities (in thousands)	\$ 2,160,754	\$ 2,024,269
Plan Surplus (in thousands)	\$ 658,468	\$ 463,236

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7. ACCOUNTS RECEIVABLE

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

	2020		2019	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Provincial Grants Receivable	\$ 500,000	\$ 500,000	\$ -	\$ -
Other Receivables	238,584	238,584	218,886	218,886
Total Accounts Receivable	\$ 738,584	\$ 738,584	\$ 218,886	\$ 218,886

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2020	2019
Accrued Salaries and Benefits	\$ 1,878	\$ 717
Supplier Payments	71,767	141,806
Total Accounts Payable and Accrued Liabilities	\$ 73,645	\$ 142,523

9. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2019	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2020
Non-Capital deferred revenue:				
Donations for scholarships, donations for schools	\$ 450,882	\$ 249,426	\$ 223,919	\$ 476,389
Climate Action Incentive Fund	-	184,387	-	184,387
Total Deferred Revenue	\$ 450,882	\$ 433,813	\$ 223,919	\$ 660,776

10. COMPLEMENTARY SERVICES

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

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

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Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2020	2019
Revenues:			
Operating Grants	\$ 336,622	\$ 336,622	\$ 333,391
Total Revenues	336,622	336,622	333,391
Expenses:			
Salaries & Benefits	287,192	287,192	301,120
Instructional Aids	3,069	3,069	2,762
Non-Capital Equipment	703	703	-
Travel	39	39	1,381
Professional Development (Non-Salary Costs)	272	272	-
Student Related Expenses	-	-	206
Total Expenses	291,275	291,275	305,469
Excess of Revenues over Expenses	\$ 45,347	\$ 45,347	\$ 27,922

11. ACCUMULATED SURPLUS

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

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

Details of accumulated surplus are as follows:

	August 31 2019	Additions during the year	Reductions during the year	August 31 2020
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 56,957,453	\$ 2,216,779	\$ 4,826,873	\$ 54,347,359
	56,957,453	2,216,779	4,826,873	54,347,359
PMR maintenance project allocations (1)	1,984,819	1,546,620	1,046,650	2,484,789
Designated Assets:				
Other:				
School generated funds	823,894	-	32,960	790,934
School budget carryovers	250,373	165,982	-	416,355
Teacher professional development	67,825	-	6,741	61,084
Wellness 10	-	48,150	-	48,150
	1,142,092	214,132	39,701	1,316,523
Unrestricted Surplus	12,451,740	356,729	-	12,808,469
Total Accumulated Surplus	\$ 72,536,104	\$ 4,334,260	\$ 5,913,224	\$ 70,957,140

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- (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.

12. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on May 28, 2019 and the Minister of Education on August 26, 2019.

13. CONTRACTUAL RIGHTS

Significant contractual rights of the school division are as follows:

- Climate Action Incentive Fund (CAIF) contracts of \$184,388 with the Government of Saskatchewan for Rosetown Central High School and Loreburn School building automation systems. These projects are expected to be completed in March 2021.

14. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Operating lease obligations of the school division are as follows:

	Operating Leases		
	Copier Leases	Computer Leases	Total Operating
Future minimum lease payments:			
2021	\$ 116,559	\$ 32,842	\$ 149,401
2022	81,834	32,842	114,676
2023	90,525	32,842	123,367
2024	30,619	32,842	63,461
Total Lease Obligations	\$ 319,537	\$ 131,368	\$ 450,905

15. SUBSEQUENT EVENTS

Subsequent to the year end the school division entered into an agreement to purchase 5 school buses at a total cost of \$557,483.

16. 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.

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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 are minimal and related largely to school generate funds. All accounts are settled on a monthly basis and as such aging of accounts receivable rarely occur. The credit risk related to other receivables are considered to be minimal. Management reviews accounts receivable on a case-by-case basis to determine if a valuation allowance is necessary to reflect and impairment of collectability

The aging of grants and other accounts receivable as at August 31, 2020 was:

August 31, 2020			
	Total	0-30 days	30-60 days
Grants Receivable	\$ 500,000	\$ -	\$ 500,000
Other Receivables	26,076	26,076	-
Net Receivables	\$ 526,076	\$ 26,076	\$ 500,000

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 balance and utilizing budgeting practices.

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

August 31, 2020			
	Total	Within 6 months	1 to 5 years
Accounts payable and accrued liabilities	\$ 73,645	\$ 69,509	\$ 4,136
Total	\$ 73,645	\$ 69,509	\$ 4,136

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 portfolio investments.

The school division also has an authorized bank line of credit of \$5,100,000 with interest payable monthly at a rate of prime minus 0.6% 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, 2020.

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

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.

17. COVID-19 PANDEMIC

The COVID-19 pandemic is complex and rapidly evolving. It has caused material disruption to businesses and has resulted in an economic slowdown. The school division continues to assess and monitor the impact of COVID-19 on its financial condition. The magnitude and duration of COVID-19 is uncertain and, accordingly, it is difficult to reliably measure the potential future impact on the school division's financial position and operations.