



**Regina
Catholic Schools**

Regina Roman Catholic Separate School Division No. 81

2022-23 Annual Report

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School Division Contact Information



Regina Roman Catholic Separate School Division No. 81

2160 Cameron Street
Regina, SK S4T 2V6

Phone: (306) 791-7200
Fax: (306) 347-7699
Website: www.rcsd.ca
Email: rcs@rcsd.ca

An electronic copy of this report is available at www.rcsd.ca

Letter of Transmittal

Honourable Jeremy Cockrill
Minister of Education

Dear Minister Cockrill:

The Board of Education of Regina Roman Catholic Separate School Division No. 81 is pleased to provide you and the residents of the school division with the 2022-23 annual report. This report presents an overview of 2022-23 School Division's goals, activities and results for the fiscal year September 1, 2022 to August 31, 2023. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Shauna Weninger', with a long horizontal flourish extending to the right.

Shauna Weninger
Board Chair

Introduction

This annual report provides information about the Regina Catholic School Division (RCSD) in its 2022-23 fiscal year, its governance structures, students, staff, partnerships, programs, infrastructure, and finances. In addition to detailing the school division's goals, activities and performance, this report outlines how the division deployed the second year of the interim provincial education plan in relation to its school division plan.

The 2022-23 school year again prioritized the importance of maintaining the safety and well-being of students and staff and the continuation of learning. This report will include details of actions undertaken in accordance with the school division's priorities and goals for the 2022-23 academic year.

Governance

The Board of Education

The Regina Catholic School Division (RCSD) is governed by a seven-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division.” The current Board was elected on November 9, 2020, to serve a four-year term.

A list of remuneration paid to all Board members in 2022-23 is provided in Appendix A.

Board of Education Trustees as of August 31, 2023:



Shauna Weninger
Board Chair



Ryan Bast
Deputy Chair



Vicky Bonnell
Trustee



Rob Bresciani
Trustee



Juliet Bushi
Trustee*



Bob Kowalchuk
Trustee



Darren Wilcox
Trustee

*Trustee Juliet Bushi submitted her resignation to the Board effective August 30, 2023. At the request of the Board of Education, the Minister of Education granted approval for the school division to operate with a six-person board, rather than seven, until the next municipal election in the fall of 2024.

School Community Councils

The Board of Trustees for the RCSD has established a Catholic School Community Council (CSCC) for 31 schools in the Division. School based administrators continue to provide leadership to parents/guardians with the development of the CSCCs, the constitutions, and establishing operating norms. Membership within our CSCC is made up of volunteers from each school community.

In communities such as Sacred Heart Community School and St. Augustine Community School, where Indigenous populations are higher, there is representation by parents, grandparents, and Knowledge Keepers. As well, each of our four high schools have student representatives. These representatives attend the monthly CSCC meetings and provide a student perspective and support the initiatives in their school.

In 2022-23, the RCSD's CSCCs were provided with either a \$1,000 or \$2,000 operating grant depending on the needs of the school. The total funding allocation for CSCCs was \$32,000. RCSD used [Baragar Systems'](#) super indicators to analyze data and assess various aspects of schools to make data-driven decisions. These indicators included level of education, family type, mobility and transiency, employment status, and income. This funding was used in various ways including meeting expenses, school community-building events, and supporting school-level plans. The RCSD refers to this school-level plan as the School Improvement Plan (SIP). CSCCs are required to submit three reports annually to the Board that provide the following:

- information on their support of the school and the SIP;
- the overall success of their work throughout the school year; and,
- a budget report explaining how their annual funding was used.

The *Education Regulations, 2019*, requests that school divisions undertake orientation training and networking opportunities for their School Community Council (SCC) members. In response to this regulation, the Board/CSCC Linkage Meetings are held twice a year, once in the fall and once in the spring. In 2022-23, meetings were held in November and March. Executive Council used *ThoughtExchange* to survey our CSCCs and generate agenda items for these meetings.

Schools worked to retain and increase their membership through the Annual General Meeting (AGM). Each September or June schools hold their AGM in conjunction with a welcome back barbeque, open house, or year-end celebrations. The AGM allows schools to celebrate and promote the CSCC to new families and to encourage them to join council and make a difference in their school community.

In adherence to the *Education Regulations, 2019*, CSCCs work with schools to support the SIP. At one of the fall CSCC meetings, each principal shares the completed SIP that outlines the educational goals developed by the school's staff. These goals are based on a variety of different data results from previous year. The CSCC then determines which areas they want to support to help improve student learning. These efforts may require financial support for new resources or programs. The CSCC Chair then signs the SIP indicating that it has been reviewed and agreed upon for the upcoming year.

CSCCs continue to be strong supporters of literacy and math programs within the RCSD schools; two areas of data for analysis at the Ministry, Division, and school levels. CSCCs support literacy through literacy evenings and purchasing levelled books for reading programs, as well as additional reading materials for the library. They also support reading levels by providing materials for reading stations within the guided reading and balanced literacy programs.

CSCCs support math learning through math nights, computer software and hardware, online programs such as *Mathletics* and *IXL Math*, and support for materials required for RCSD math stations and guided math programs.

The 2022-23 school year continued to look differently at fundraising opportunities and engaging parents/guardians. Many fundraisers focused on engaging students and parents/guardians and bringing them back into the schools. With this focus, CSCCs worked hard to provide events in the school that engaged the entire family. Many schools hosted evening potluck meals celebrating diverse cultures and the richness of family traditions.

Schools returned to hot lunch fundraisers, working with local restaurants to provide individually packed hot lunches. RCSD school communities continue to use online lunch planning and collection programs such as *Munch-a-Lunch* and *Healthy Hunger*. *SchoolCash* (RCSD's online payment platform) was available to CSCCs to reduce the need for cash in the school.

Fundraising events also included the return of school family dances, craft nights, family literacy and math nights, movie nights and walkathon promoting physical activity and community involvement.

CSCCs have returned to pre-pandemic norms and continued to support the Division Improvement Plans (DIP) and SIP through their events and fundraising events.

School Division Profile

Founded in 1899, the Regina Roman Catholic Separate School Division No. 81 (RCSD) is an urban school division situated on Treaty 4 Territory and the staff and students are beneficiaries of this treaty. Treaty 4 encompasses the lands of the Cree, Saulteaux, Dakota, Nakota, Lakota, and on the homeland of the Métis Nation.

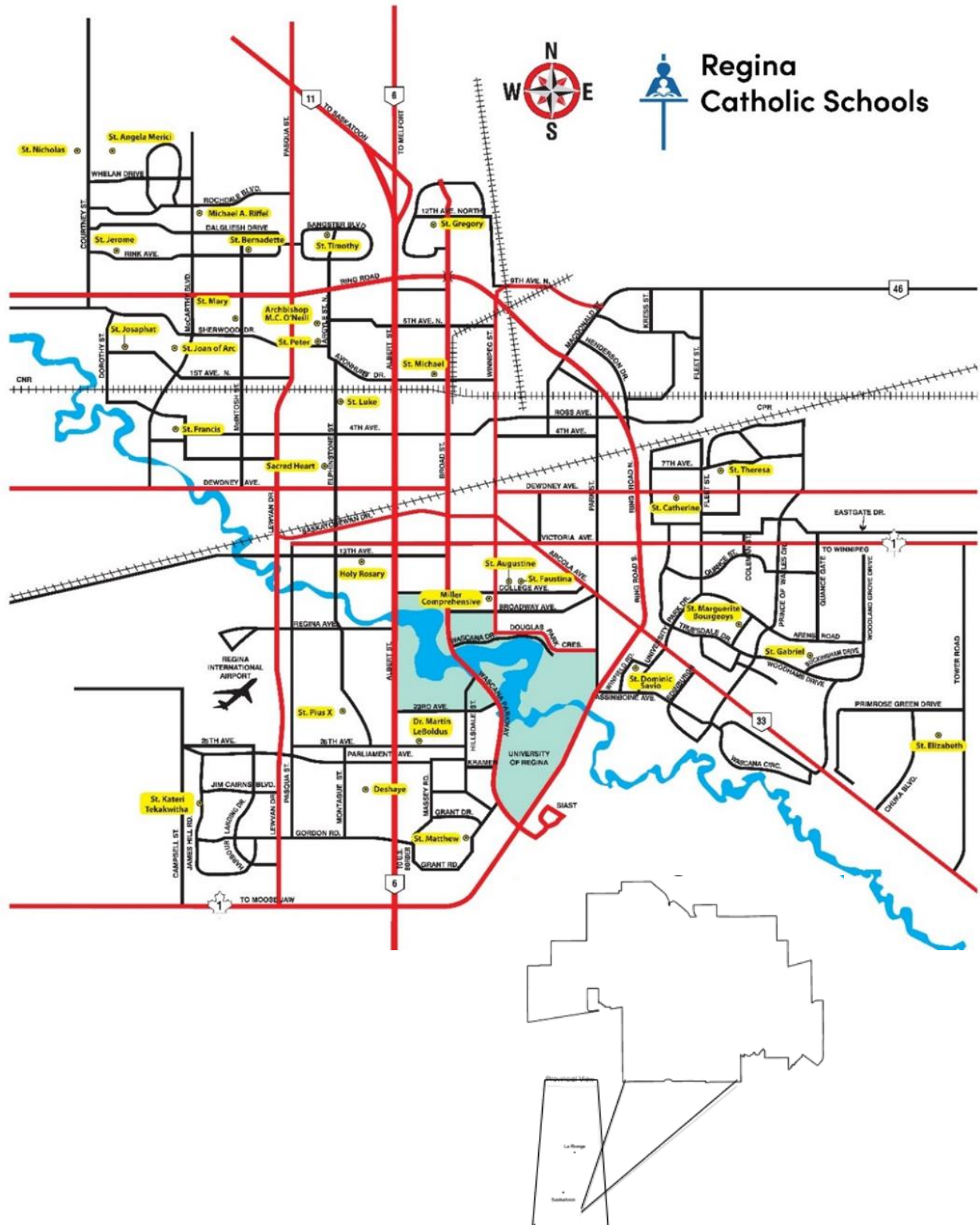
The RCSD continues to experience rapid growth, a testimony to its history of offering quality Catholic education for over a century. As of June 2023, RCSD serves almost 13,000 students in the City of Regina from Prekindergarten through Grade 12.

The RCSD is comprised of 33 schools which include 25 elementary schools, four high schools, and four specialized schools; one K-12 school supporting complex needs, one K-12 alternative school, learning online, one associate middle school and home-based education.

The RCSD offers a wide range of academic courses, practical and applied arts courses, student support services and extracurricular activities. Schools within the RCSD are faith-filled communities where the values and teachings of Jesus Christ guide every aspect of learning.

RCSD's schools are places where all can freely teach and practice the Catholic faith and where school, home, and Church work together to help students become informed, compassionate, and responsible citizens, in environments committed to embodying the principles of diversity, equity and inclusion.

Map



Division Philosophical Foundation

Mission Statement

RCSD will work with the community and local church to provide a quality Catholic education which respects the diversity of all staff, students and families and fosters academic excellence and the development of informed, responsible citizens.

Vision Statement

RCSD will provide a quality Catholic education that is faith-based, student-centered, and results-oriented.

Goals

1. Trustees, staff and students demonstrate commitment to the Catholic faith.

- Trustees, staff and students can articulate the Catholic faith through their words and actions.
- Trustees, staff and students are servant-leaders and proclaimers of our Catholic faith.
- Trustees, staff and students demonstrate commitment to the teachings of Jesus Christ modeling Diversity, Equity, Inclusion and walking together in Truth and Reconciliation.
- Trustees, staff and students demonstrate stewardship of talent, treasure and time.

2. Students have foundations for success.

- Students demonstrate achievement consistent with curriculum requirements.
 - Students demonstrate continuous academic growth.
 - Students demonstrate proficiency in the use of technology.
- Students demonstrate social skills for success.
- Students demonstrate healthy life-style choices.
- Students are engaged in learning.
- Graduates are able to meet the entrance requirements for the post-secondary education of their choice, and/or have skills for meaningful employment.
- Students have an environment conducive to learning.

3. The community understands and supports the value of Catholic education.

Core Commitments to Students and Families

Catholic Communities of Faith

The school community understands, nurtures and supports the value of Catholic education.

Literacy / Numeracy

Students meet or exceed grade level expectations in reading, writing and mathematics.

Equitable Opportunities & Transitions

Student diversity, wellbeing and overall development is supported.

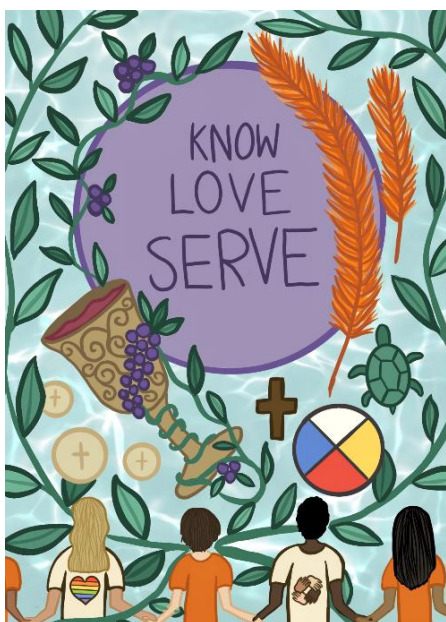
Essential Skills & Practices in 21st Century Education

Students develop and share their skills, gifts and knowledge.



Three-year Faith Initiative

“Know, Love, Serve” was a wonderful way to consider how we bring God's love and goodness to others as RCSD’s Three-Year faith initiative.



Knowing, Loving & Serving Prayer

*Eternal God,
Who are the light of the minds that know
you,
The joy of the hearts that love you,
And the strength of the wills that serve you.
Grant us so to know you
That we may truly love you,
And so to love you
That we may fully serve you.*

St. Augustine

2022-23 Board Strategic Plan

After two years of pausing the process while awaiting the release of the long-term Provincial Education Plan (PEP), the RCSD developed a new strategic plan in consultation with its stakeholders during the 2022-23 school year which will guide the school division through the next three years from 2023-2026. This plan was officially released at the September 2023 Board Meeting.

The Board chose to extend its pause and follow its previously adopted one-year plan from 2021-22 and extend it to the 2022-23 school year based upon several factors:

- The Ministry of Education had delayed the release of the PEP for an additional year due to the ongoing pandemic, and through consultation with school divisions.
- Engagements with provincial division stakeholders in the Fall 2021 indicated the extended focus would be the most logical step given the sustained levels of general uncertainty due to the pandemic.
- RCSD stakeholder engagement in early 2023 would provide crucial feedback to the Board in determining its future plans, as would the official release of the multi-year PEP.
- Data from the 2020-21 and 2021-22 school years indicated that continued narrowed focus would be necessary to address the learning needs of division students during and post pandemic.
- The transition back to physical school for at-home learners, and the division's continuing commitment to supporting medically fragile students/families through flexible learning options.

2022-23 Provincial Priorities (Level 1)

- Mental Health & Well-Being
- Learning Response
- Learning Response – Reading

Division Goals – Detailed Implementation Plans (Level 2)

- Mental Health & Well-Being
- Early Learning
- Reading/Writing/Math
- Indigenous Educational Achievement
- Graduation Rates
- Faith Permeation
- English as an Additional Language

School Improvement Plans (Level 3)

- Responsive to Level 1 priorities and Level 2 Goals
- Locally determined goal based upon data analysis

Community Partnerships

Within the RCSD elementary and high schools have established a wide range of formal and informal partnerships to support and to promote student learning and ensure that school experiences for students are both positive and successful.

This, along with the school division's focus on improved connections to a wide variety of post-secondary organizations has been an integral part of the school division's strategic planning in the past and continues going forward. All the schools in RCSD have developed partnerships with the intent of enriching the students' educational experience and helping students connect what they learn at school to the outside world. RCSD partners include Regina District Industry Education Council (RDIEC), Saskatchewan Polytechnic, the Service Hospitality Safety Association (SHSA), and Regina Trades and Skills Centre.

Regina District Industry Education Council

One of the school division's most noteworthy partnerships continues to be with the RDIEC. This cohesive partnership involving the RCSD, the Regina Public School Division, Prairie Valley School Division, and the File Hills Qu'Appelle Tribal Council continues its mandate to develop career connections between senior students and local businesses. Site visits were allowed during the 2022-23 school year and RDIEC and their partners returned to in person and virtual presentations.

The blend of virtual and in person allowed RDIEC to reach a greater audience. Classroom teachers were able to stream the presentations live to their entire class. Students could access all the materials from the RDIEC website. Online views, and student interest level continued to be high.

RDIEC hosted its annual Grade 9 *Try a Career Days* at the Balgonie Rink and Multiplex. Just over 1,050 RCSD students were able to attend in-person and enjoy the activities and information sharing. The goal of the day is to assist students in thinking about their post-secondary/career plans and encourage them to start investigating possible career futures, and by doing so, it is hoped that students will carefully consider their course selections in Grades 10, 11 and 12. Students also participated in a presentation from *Work Safe Saskatchewan*.

Saskatchewan Polytechnic

The RCSD's partnership with Saskatchewan Polytechnic continued during the 2022-23 school year. Students had access to dual credit opportunities offered by Saskatchewan Polytechnic. The opportunity to receive both a Saskatchewan Polytechnic credit and a high school credit is a valuable educational pathway in the province.

Service Hospitality Safety Association

Another highlight was the RCSD's partnership with the SHSA, which focuses on safety at home, school, play, and work. This program reached over 1,000 of RCSD's Grade 4, 6, 7, 8 and high school students. In addition, approximately 1,000 Grade 8 students participated in presentations related to mental health and resiliency skills. SHSA continued to virtually host their *Youth Safety Education Week* in September. This allowed all RCSD high schools to participate with a focus on Practical and Applied Arts (PAA) classes. The event was well attended and enjoyed by the students.

Regina Trades and Skills

The Regina Trades and Skills Construction Apprenticeship Program (TASCAP) engages Grade 11 and 12 learners in all aspects of the residential housing industry. The end project is the construction of a home starting with the foundation and upwards to the completion of the building. TASCAP is offered in both semesters and is designed for students interested in pursuing a career in the construction industry. Successful students gain five high school credits while taking part in a major construction project. In 2022-23, each of the RCSD high schools had participants explore and engage in this opportunity. Twelve RCSD students successfully completed the course.

Mental Health Capacity Building

The Mental Health Capacity Building (MHCB) Program is supported by Saskatchewan Health Authority (SHA), located in Dr. Martin LeBoldus Catholic High School. MHCB promotes collaboration between schools and communities to recognize and address barriers to well-being through evidence-informed prevention and mental health promotion efforts and activities. The goal of the MHCB initiative is to promote positive mental health in children, youth, families, and school staff, as well as the surrounding communities with a vision to shift school community culture. The MHCB Program delivers evidence-based programs and services which promote mental well-being for pupils and their school community. RCSD is an original pilot site for Saskatchewan. RCSD's MHCB program is seen as a model for other school divisions. The MHCB program continues to have a positive impact for students and supports the provincial Mental Health and Well-Being Priority.

Addictions Resource and Drug Education

The on-going partnership with Mental Health and Addictions Counsellor Rand Teed has served RCSD well. This position was formed in response to growing drug use among young people. Rand Teed facilitates a Drug Education and Mental Health class in all RCSD high schools. Rand is an expert in addictions and mental health and his expertise is sought out internationally, where he shares his knowledge and expertise including RCSD's model. Rand offers an alternative to suspensions program called Alternative Choices. This program is offered throughout the school year at the division level. A student who attends would have been suspended for drug/ alcohol related issues in their high school. Students attend a three-day program that focuses on education, to inform students, about substance use. For many years Rand shares accolades received for the commitment and investment RCSD has made to students to help them with addictions and mental health challenges.

United Way of Regina

The RCSD has a longstanding and valuable partnership with the United Way of Regina. United Way is a strong supporter of education and learning. 2022-23 was the third year of the Campaign for Grade Level Reading. This was the final year of the campaign at four schools – St. Augustine Community School, Sacred Heart Community School, St. Francis Community School, and St. Michael Community School.

The United Way campaign focuses on the following four pillars:

- **School Readiness**

We were thrilled that all four schools were able to run a Kinder Camp this past year. Readiness Bags were distributed to all four schools to ensure students had the supplies they needed to be successful at school.

- **Access to Books**

The United Way is committed to students having more access to books through classroom libraries. These grade-appropriate books allow students easy access to books in their classroom. Each year, more libraries are added into classrooms at all schools for students in Grades 1-3.

- **Chronic Absence**

This campaign focuses on supporting students to be at school every day and so a van was donated to support this initiative by picking students up who may need assistance getting to school. This included various attendance initiatives supported by local businesses and organizations. The United Way supported attendance through the addition of book vending machines. These were used to encourage continued reading and/or attendance. Schools tailor their incentive programs to meet the needs of the students. *Read Across Regina Day* was launched last year. Participating Grades K-3 classrooms tracked their attendance over a specific timeframe, with a focus on increased attendance percentage. *Read Across Regina* kits were distributed to all schools for the classroom with the greatest attendance percentage increase.

- **Summer Learning Loss**

All four schools engaged in *Summer Success Camps* in 2022. The United Way provided food items for families, books to build libraries at home, and backpacks filled with school supplies.

Métis Nation-Saskatchewan – Michif Early Learning Program

- **Overview**

Through support from Métis Nation of Saskatchewan since 2020, the RCSD has taken steps to incorporate Michif language and culture in an early learning setting with support from the Michif Early Learning Program (MELP) grant.

Participation in the program supports Indigenous Education goals as set by the Ministry and aligns with the *Inspiring Success Framework*, more specifically under the area of *First Nations and Métis Languages and Cultures are Valued and Supported*.

- **History**

In its start, the MELP was located at Sacred Heart Community School and was solely a Kindergarten classroom. Being centrally located, the MELP program was an option to families throughout the city. If they chose to register their child for the MELP kindergarten option, they were transported to and from Sacred Heart regardless of which community they lived in. Upon completion of their Kindergarten year, student participants were then required to continue their education in their home communities.

After two years of program delivery and enrolment numbers consistently low, a review of the program was needed as the end goal of the RCSD is to provide quality programming and equitable opportunities for all learners.

- **Opportunity**

With the intent to increase impact size and equitable access of the Michif Language program, a review of the program was held. Meetings were held that included many division representatives and stakeholders to gain insights into the following areas:

- Pedagogical approach with best practice in mind
- Critical Components of Michif Language and Cultural content
- Increasing Michif Language and Culture capacity in our staff
- Equitable access to Michif programming

- **Collaborative Michif Language and Early Learning Program**

With approval of Métis Nation-Saskatchewan, the Collaborative Michif Language and Early Learning Program was created in the 2022-23 school year. In this model, the Michif language and culture specialist works collaboratively with Prekindergarten and Kindergarten colleagues in a six-week block collaborative delivery approach. Shifting to this approach has increased student exposure to Michif Language and Culture (from a single Kindergarten class in one school to eight Prekindergarten and eight Kindergarten classrooms in five schools). This approach has impacted the practice and cultural awareness of eight additional teachers. Selection of participating schools was determined based on self-declaration demographic data.

In this approach, the Michif Specialist Teacher onboards teacher colleagues into the program with resources, professional development, and planning. For six weeks, learning focuses on the infusion of Michif Language and Culture into other curricular outcomes and early learning experiences.

Regina Food Bank

The Regina Food Bank (RFB) supports families with food insecurity. Proper nutrition is essential for kids to learn. To support schools, The RFB provides programming that we are not able to provide through RCSD nutrition funds. The RFB worked with two RCSD schools in a pilot program. They provided snack kits that go home with students on Fridays, a pantry program (dry and canned goods for families), and hampers for families. The RFB provides the food, and RCSD Nutrition Workers, School Support Specialists, and Administrators put the snack packs and hampers together to send home for families. RCSD schools have shared that they would not have been able to support their families in this way without the RFB. Inflation has increased the costs of providing a nutrition program with little increase to nutrition funding. The school division is grateful for this partnership with the RFB.

City of Regina Joint Use Agreement

In 2022, RCSD, along with Regina Public School Division (RPSD), revised and renewed a joint use facilities agreement with the City of Regina to maximize the use of city and division facilities for recreational and community purposes. Schools are provided free or reduced rate access to designated City of Regina facilities and programs during designated school hours (defined as 6:00 am until 6:00 pm Monday to Friday).

Reciprocally, the City of Regina has access to designated facilities within RCSD for defined users from 6:00 - 10:00 pm Monday to Friday and from 8:00 am - 10:00 pm on weekends. This partnership provides students enriched recreational opportunities as part of physical education, outdoor education, and athletics had a greatly reduced rate. The City of Regina Joint Use Committee meets several times a year to review the designated sites, the terms of the agreement to ensure that it is equitable for all.

University of Regina

The RCSD works closely with the University of Regina (U of R) to provide opportunities for smooth transitions for students wishing to explore post-secondary programs. Through the U of R Transitions Committee, which has representation from several school divisions surrounding Regina, support is provided for university tours, enrolment services, and access to Accelerated Courses for Grade 12 students. The U of R Transitions Committee meets several times a year to discuss smooth transitions from high school to post-secondary in terms of study skills, research skills, writing skills, and equitable opportunities for all students. Additionally, the school divisions and the university team share professional development opportunities for staff.

Strategic Direction and Reporting

The Provincial Education Plan

In November 2019, the collaboration of education sector partners culminated in the release of the *Framework for the Provincial Education Plan 2020-2030*. Central to the framework are the student-centred goals of the education sector:



The four areas of focus of the framework, which support the achievement of these goals, are:

- skills and knowledge for future life, learning and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and,
- inclusive, safe and welcoming learning environments.

The framework guides the education sector in collaborative work to develop a provincial education plan for Saskatchewan students to 2030. To respond to pressures experienced by school systems resulting from the COVID-19 pandemic, the Provincial Education Plan Implementation Team (PEPIT) focused its initial work on creating an interim plan for the 2021-22 school year. In early 2022, the interim plan was extended to also guide priorities in the 2022-23 school year.

The interim plan includes key actions to meet the needs of all students in the areas of mental health and well-being, reading, numeracy and engagement. School divisions have used the interim plan to guide the development of their own plans, creating local actions that cascade from the provincial-level plan in support of their students. Activity and results for the 2022-23 school year are reported in the following section.

Provincial Education Plan - Interim Plan Priorities 2022-23

The interim PEP priorities include key actions to meet the needs of students in the areas of mental health and well-being, reading, numeracy and engagement. These priority actions were a response to the significant academic and learning interruptions and the varied contextual and personal experiences resulting from the impact of the COVID-19 pandemic in the past two years.

Reading

This interim PEP priority area addresses students' reading needs given that some students' reading skill development was interrupted during the past two years.

Learning Response

This interim PEP priority area addresses students' learning needs given that students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences in the past two years.

Mental Health and Well-Being

This interim PEP priority area addresses the mental health and well-being of students and education staff in response to intensified mental health concerns over the past two years.

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

Education sector partners in Saskatchewan also continue to work together to implement [*Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*](#). Its vision is a provincial Prekindergarten to Grade 12 education system where Indigenous knowledge systems, cultures and languages are foundational to ensuring an equitable and inclusive system that benefits all learners.

This umbrella policy provides a framework for the development of First Nations and Métis education plans at the provincial, school division and school levels to ensure that Indigenous perspectives and ways of knowing continue to shape the learning experience for all students. *Inspiring Success* also guides strategic actions at all levels of the provincial education sector to improve outcomes for Indigenous learners.

The five 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.

Inspiring Success provides a comprehensive approach to improving student engagement and achievement through policy, programs, curriculum, partnerships, shared decision making and accountability. As a result, actions related to achieving the goals of *Inspiring Success* are reported throughout the annual report.

School Division Programs and Strategic Activity

Learning Online

RCSD's Learning Online program has provided distance education opportunities since 2009. Learning Online has teachers based in both RCSD and Holy Trinity Catholic School Division (HTCSD). In 2018-19, RCSD signed a partnership agreement with HTCSD to include their students and a staff member in RCSD's Learning Online. HTCSD provides teaching staff to Learning Online in exchange for student course enrolments each semester in the school. RCSD offers both elementary and high school courses. We designed and provided support for all elementary grade courses. High school courses are available for Grades 9-12 in Business Education, Catholic Studies, Humanities, Social Sciences, Mathematics, Science, Health and Wellness, French Immersion, and Technology.

Courses Offered		
Humanities English Language Arts A9 English Language Arts B9 English Language Arts A10 English Language Arts B10 English Language Arts 20 English Language Arts A30 English Language Arts B30 Creative Writing 20 French 10 (summer only) French 20 (summer only) French 30 (summer only)	Mathematics Mathematics 9A Mathematics 9B Foundations of Mathematics and Pre-Calculus 10 Workplace & Apprenticeship Math 10 Foundations of Mathematics 20 Pre-Calculus 20 Workplace & Apprenticeship Math 20 Workplace & Apprenticeship Math 30 Foundations of Mathematics 30 Pre-Calculus 30	Sciences Science 9 Science 10 Computer Science 20 Health Science 20 Health Science 20 High Performance Physical Science 20 Environmental Science 20 Computer Science 30 Biology 30 (summer only) Chemistry 30 Physics 30 AP Computer Science Tutorial
Social Sciences Social Studies 9 History 10 History 20 Psychology 20 Psychology 20 High Performance Psychology 30 Native Studies 30 Law 30	Catholic Studies Catholic Studies 9 Catholic Studies 10 Catholic Studies 20 Catholic Studies 30	French Immersion Français 9 Science Humaines 9 Français 10 Histoire 10 Français 20 Histoire 20 Français Intégré A20 (summer only) Science Sociales 30 Transitions dans la vie 30
Physical Education Wellness 10	Technology Robotics and Automation 10 Communication Media 10 Communication Media 20 Communication Media 30	Business Education Life Transitions 30 Life Transitions 30 High Performance Accounting 10 Accounting 20

Learning online elementary courses are a combination of synchronous and asynchronous. Elementary students and staff met each morning in *Microsoft Teams* to start their day.

Teachers are available to support and guide throughout the day as students work independently on subject areas.

Learning Online offers asynchronous online high school courses, giving students the flexibility as to where and when they can complete their online courses. Each course has set due date guidelines to aid students in pacing themselves as they work through their courses.

In 2020-21, Learning Online became a continuous intake online school, where students were accepted throughout the year to support individual learning plans. Summer courses and credit recovery are also offered through Learning Online to support RCSD on-time graduation goals.

Typically, Learning Online provides educational services to students within RCSD who are taking a blend of online and in-school classes, however, registrations are accepted from outside of the school division and adult students.

In 2022-23, we have continued to see high numbers of students requesting online courses. RCSD continued to staff to meet the need of its students, including a Learning Online Coach and Guidance Counsellor. These roles are critical as the division worked to maintain graduation rates and support student success.

Learning Online Course Offerings History			
Year	Semester 1	Semester 2	Summer Courses
2009-2010	2	No Data	--
2010-2011	5	7	--
2011-2012	7	7	--
2012-2013	6	8	--
2013-2014	14	19	12
2014-2015	20	25	31
2015-2016	26	33	49
2016-2017	34	34	36
2017-2018	40	44	42
2018-2019	42	48	54
2019-2020	47	47	55
	Continuous Intake School Year		Summer
2020-2021	68		70
2021-2022	65	65	70
2022-2023	65	65	70

Learning Online Course Success History						
School Year	Semester 1 Enrolment	Successful Completion%	Semester 2 Enrolment	Successful Completion%	Summer Enrolment	Successful Completion %
2009-2010	7	85.7	12	n/a		
2010-2011	44	91.0	42	92.9		
2011-2012	58	67.0	87	92.0		
2012-2013	58	93.1	117	94.0		
2013-2014	101	93.1	160	92.5	10	70.0
2014-2015	138	93.5	220	92.3	20	60.0
2015-2016	195	91.8	295	91.5	28	75.0
2016-2017	256	93.4	384	92.2	50	80.0
2017-2018	302	89.1	413	93.5	54	80.0
2018-2019	346	93.5	468	94.1	77	86.0
2019-2020	330	95.2	533	97.7	108	87.0
	Continuous Intake Enrolment		Successful Completion %			
2020-2021	1904		90.12		97	89.0
2021-2022	1198		87.10		111	78.0
2022-2023	1318		84.82		204	89.0

In 2022-23, Learning Online staff included a principal and 19 teachers comprised of 11 high school and one elementary school teacher, with FTEs varying from 0.25 to 1.00.

Learning Online 2022 – 2023 Elementary Enrolment Data			
Grade	Enrolment	Returned to School	Completed the Year Online
1			
2			
3	1		1
4	1		1
5	2	1	1
6	1		1
7	4	2	2
8	3		3
Total	12	3	9

English as an Additional Language (EAL)

The RCSD continues its commitment to providing a welcoming environment for students from diverse cultural backgrounds with its English as an Additional Language (EAL) program. As of September 30, 2022, the RCSD registered a total of 4,014 EAL learners spanning from Prekindergarten to Grade 12. Among these students, 2,224, ranging from Grades 1-12, required specialized support to develop their Academic English Language Proficiency. By June 2023, the school division witnessed a notable increase, with an additional 646 EAL students within the school division requiring support. The RCSD's Multilingual and Multicultural Services (M & M) continue to serve the needs of newcomers and EAL families by conducting initial language assessments for school-aged children in preparation for enrolment.

- **Teacher Professional Development**

The emphasis on teacher professional development remains a cornerstone of the RCSD's EAL program. The EAL Consultant conducted comprehensive training sessions during the annual Teacher Institute and throughout the school year on Teacher Professional Development (TPD) days. These sessions placed a significant focus on fostering teacher collaboration. EAL educators have been instrumental in equipping classroom teachers with effective strategies to support EAL learners, emphasizing the process of scaffolding, which dissects language into manageable components for students.

- **High School EAL Courses**

In the high school setting, EAL learners enrol in specialized EAL Locally Developed Courses, including Saskatchewan Context for EAL Learners 20L, EAL A10L, EAL B10L, EAL A20L, and EAL B20L. The last four courses mentioned were scheduled to expire at the end of the 2021-22 school year and were granted a year extension. In a collaborative effort, the RCSD EAL Consultant and RCSD high school EAL teachers partnered with their counterparts from the Regina Public School Division (RPSD) to submit a proposal to the Ministry of Education for the renewal of these courses. This endeavor encompassed establishing connections, identifying gaps, and providing recommendations to ensure alignment, continuity, and consistency among these courses. Ultimately, these courses play a pivotal role in supporting EAL learners in their journey towards English language proficiency and, consequently, attaining the high school credits necessary for graduation. The work presented by RCSD and RPSD was approved, and the courses were renewed and adopted.

- **Family Engagement**

The RCSD has been steadfast in its pursuit of fostering family engagement among EAL families. Across all elementary schools, a *ThoughtExchange* survey was administered to solicit feedback from families regarding family engagement with the school community. The insights garnered from these surveys have been invaluable, guiding schools in the development of family engagement events and enhancing communication between home and school.

- **Community Collaboration**

The RCSD remains committed to collaborating with external organizations, including the Regina Open Door Society, RPSD, and the Conseil des écoles fransaskoises, through the *Saskatchewan Settlement Workers in Schools* (SSWIS) partnership to extend a warm

welcome to new families settling in Regina and to provide support for their settlement and educational needs. SSWIS continues to play a pivotal role in facilitating the integration of newcomer families into the community. Additionally, the RCSD facilitates connections between families and SSWIS, ensuring that students and their families receive comprehensive support.

- **Academic Progress**

In the 2022-23 school year, 77% of RCSD students with a global *Common Framework of Reference* (CFR) level of A1.1 to A2.2 achieved at least one level of improvement on the global CFR scale. This commendable progress reflects the tireless efforts of RCSD division-level staff in supporting students, educators, and administrators within the RCSD EAL Program. The RCSD has a dedicated EAL team comprising one Consultant and 23.95 FTE EAL teachers who plan and implement coordinated services to best address the individual needs of students.

School division actions taken during the 2022-23 school year in support of the Interim PEP

Reading Priority

The RCSD established a Detailed Implementation Plan (DIP) to target reading with the SMART goal (Specific Measurable Achievable Relevant Time-Bound) of by June 30, 2023, 75% of students would be reading at or above grade level in the English Program and French Immersion Program.

Actions implemented to support the achievement of the reading goal involved high level data analysis at both the Division and school level to activate the following actions and interventions:

Data Analysis and Action Plans

- With support from the school division Student Achievement Team, school-based administrators developed strategic literacy action plans in adherence to the recommendations of *Saskatchewan Reads for Administrator* as part of their school's *Learning Improvement Plans* (LIP).
- September baseline data for planning was gathered by accessing 2022-23 Kindergarten Early Years Evaluation data – Grade 1 students at Yellow and Red (Tier 2 and 3 - experiencing some or significant difficulty completing developmental tasks) received interventions to reinforce literacy readiness.
- A phonological screener was administered to Kindergarten students in May and June – data was used to inform instruction and interventions for those students as they entered Grade 1.
- A phonics screener was administered, in April and May, to Grade 1 students and Grade 2-3 students reading below grade level expectations; data will be used to inform instruction and intervention for students for the 2023-24 school year
- Students in Grade 2-3 not reading at grade level according to June 2022 benchmark data received intensive learning resource support through Leveled Learning Intervention (LLI) via the Learning Resource Teacher (LRT).
- School teams met to discuss the reading data and plan for Tier 1, Tier 2, and Tier 3 Responsive Tiered Instruction (RTI) support.
- Regular student support team meetings were held to develop and monitor individualized student action plans.
- Assessment data (e.g., running records) was collected for Grade 4-5 students who were reading below grade level at the end of Grade 3; and data was used to support interventions and monitoring continued throughout the year, as needed.

High-Yield Literacy Instructional Approaches

- High-yield literacy approaches to classroom instruction were implemented with supports from school division personnel including:
 - 0.75 FTE Literacy Coach in French Immersion, a 1.0 FTE Early Years Literacy Consultant, a 1.0 FTE English Additional Language Consultant, a 1.0 FTE French Program Coordinator and a 1.0 FTE Curriculum and Instruction Supervisor, as well as school-based learning resource and learning catalyst teachers.

- High-yield literacy strategies (aligned with *Saskatchewan Reads/Saskatchewan Lit*) included modelled, shared, guided, scaffolded and independent reading.
- Adopted scientifically based methods of reading instruction – research and evidence-based phonics resource - with the goal of enhancing Tier 1 intervention success rates for most students and increasing resources for students in both Tier 2 and 3 interventions.
- Emphasised the learning environment (flexible spaces and reading rich environments).
- Provided welcoming and safe spaces for Indigenous students and their families including events based on Indigenous ways of knowing and doing, having Elders and Knowledge Keepers at events, and finding opportunities to connect families with outside organizations for further support. This is connected to the *Inspiring Success Policy Goal of First Nations and Métis languages and cultures are valued and supported*.
- Primary classrooms employed phonological awareness and guided literacy instruction models. New teachers in classrooms with identified reading needs were supported by Division personnel in terms of professional practice.
- French Immersion Program – K-2 integrated curriculum with emphasis on oral language with support from a Literacy Coach and Coordinator for French Language – *LaRoue* training. French language monitors also provided support in oral language practice.
- Division-wide word study Grades 1-3.
- Independent and small group instruction - teacher-led small group, oral language, word study, and reading
- Resources to support responsive teaching (UFLI Foundations, interactive read aloud, shared reading, reading mini lessons).
- 21st Century technology supports – digital portfolios, *Seesaw*, *Flipgrid*, *Newsomatic*, *RAZkids*, and implementation of *CLEVER* for easy one stop access to all digital resources.

Professional Development for Literacy

- Division wide in-service for the following instructional strategies: *Phonological and Phonemic Awareness and Instruction, Phonics, La Roue, Scénarios* (Grades 3 to 6 FLA), *Universal Screeners – Heggerty and Core Phonics, Word Study*, Modelled lessons/coaching in identified classrooms, *Responsive Instruction and Differentiation, Assistive Technology Learning (ALT) and Differentiation*.
- Professional development on the use of a division developed Literacy Playbook was offered to all Grade 1 teachers, Learning Catalyst teachers, EAL teachers and LRT.

Parent/Student Engagement

- Used digital portfolios (*Seesaw*) for all students K-5 to document growth in a variety of ways, facilitate student reflection and assessment, and strengthen family engagement.
- Held Virtual Family Literacy Nights, Reading Incentives Programs, Digital Book Clubs, and Collaborative Inquiry Projects.
- Provided opportunities to include Indigenous ways of knowing and doing into community events such as Family Literacy Nights by incorporating Indigenous materials and print resources and inviting Elders and Knowledge Keepers.

Maximized Literacy Instructional Minutes via Interdisciplinary Units

- Accessed all curriculum consultants and teachers from the field to create interdisciplinary kits with focus on literacy within the subject areas.

- Increased student engagement through cross-curricular inquiry and project-based learning.
- Inclusion of Indigenous resources and integration of Indigenous ways of knowing and doing.
- Treaty education outcomes were embedded into plans.

Support for English as an Additional Language (EAL) Students

- Directed teacher support for EAL students with beginner level language ability according to the *Common Framework of Reference* (CFR) levels.
- Provided best practice support for classroom teachers through the 1.0 FTE EAL Consultant.
- Provided professional development and integration of the Literacy Playbook at the Grade 1 level.

Intensive Literacy Support for Indigenous Students

- Incorporated an Inquiry project that involved access to Indigenous resources to promote literacy.
- Additional staffing for small group instruction in literacy which included an additional 0.5 FTE teacher, additional Speech Language Pathology (SLP) staffing and the support of an Indigenous Elder and Knowledge Keeper. Baseline data was collected in September and October with a focus on early literacy skills for Grade 1 students. There was a rotation of all Grade 1 students through stations (Speech and Language and pre-emergent and emergent literacy through content areas). Students reading at-grade-level received guided reading in the classroom and those reading below-grade-level expectations remained in the supportive instructional environment until they reached grade level. All teachers embed Indigenous ways of knowing and doing into curricula. Teachers include this in their year plan in each subject and there is at least one lesson in every subject area, course OR one interdisciplinary unit. These actions support the *Inspiring Success* Policy Goals of “All learners have knowledge of First Nations and Métis Worldviews and culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes”.

School division actions taken during the 2022-23 school year in support of the Interim PEP Learning Response priority:

The Division early years' SMART goal was that children aged 0-6 would be supported in their development to ensure 85% of students exiting Kindergarten were ready for learning in the primary grades, and the Division's SMART goal that by June 30, 2022, 75% students would be at or above grade level in reading, writing, and math (number strand only).

- PreK data was gathered utilizing the *Ages and Stages Questionnaire* (ASQ3).
- In response to the increase in the number of EAL children and newcomers who have languages at home other than English or French in the PreK and Kindergarten programs, EAL teachers administered the *Initial Language Assessment* (ILA) to students in developmentally appropriate ways to determine oral language fluency and phonological awareness skills so that supports could be put in place for the classroom teacher.
- Kindergarten Early Years Evaluation-Teacher Assessment (EYE-TA) data was collected in Fall 2022 and Spring 2023. Interventions and supports were put in place for students to move students from Tier 2 and 3 towards Tier 1. By June 2023, 76% of Kindergarten students were assessed as Tier 1.
- Support plans were put in place for schools identified as having high numbers and a high ratio of students assessed as Tier 2 or 3 according to the EYE-TA results.
- *Heggerty Phonemic Awareness* resources were implemented in Kindergarten to support development in this area.
- Grade 1 students received systematic phonological awareness and phonics instruction, supported by the school team.
- Literacy interventionist time was added to schools with high numbers of students reading below grade level in Grades 1-4 based on June 2021 final benchmark data.
- Learning Catalyst teachers used school data to adjust their schedules to provide additional "push-in" support to classrooms to support reading.
- Land-based learning and traditional teachings were used to learn about Indigenous culture.
- Connecting Indigenous learners with language through the Métis and Michif Language Early Learning Initiative. Kindergarten students had the opportunity to learn about the Métis culture and Michif language through a full day everyday program. This included a Métis teacher and language keepers. A literacy rich environment included language and Métis cultural items to connect students and families with their heritage and culture.

Writing Interventions

- RCSD utilized writing exemplars, lessons, and units for Grades 1-9. The division-developed *On-Demand Writing Assessment* was used by teachers to inform school and division data.
- Writing data from June 2021 informed school-based writing plans for the 2022-23 school year.
- School teams analyzed fall 2022 formative writing assessments to inform instruction on improving the weakest writing traits, working towards the 2023 year-end summative writing assessment.
- Additional actions to support writing were as follows: targeted professional development to support writing and writer's workshop (Grades 1-8) and guided scoring opportunities, the promotion of the writing traits for all forms of writing (English and French Immersion)

program), division-designed writing units, and the addition of literacy interventionist time in target schools to support not only reading but also, writing.

- Writing will be a continued focus of instruction in the Division learning response plan.

Math Interventions

- RCSD utilized several grade level assessments including Saskatchewan *Common Math Assessments* (COMA) and the RCSD *Elementary Common Math Assessment* (ECMA) to inform instruction. Teachers did pre-assessments prior to teaching grade level outcomes and post-assessments to identify knowledge gaps.
- Data analysis of previous year school data (June 2022) and ongoing data collection at the school level gathered from division assessment tools informed support intervention from numeracy interventionists assigned to target schools.
- Learning Catalyst teacher's support time was utilized to support math learning where deficits were identified through school data analysis.
- Continued professional development and implement of *Thinking Classrooms* pedagogy to engage students in deep thinking math tasks.
- Utilization of technology resources such as *Mathletics* and *Knowledge Gap* to support guided numeracy.

All teachers embedded Indigenous ways of knowing and doing into curricula. Teachers include this in their year plan in each subject and there is at least one lesson in every subject area, course or one interdisciplinary unit.

RCSD's Indigenous Education Coordinator collaborates with other Achievement Team members to develop interdisciplinary kits that have Indigenous ways of knowing and doing embedded into lesson plans.

These actions support the *Inspiring Success* Policy Goals of "All learners have knowledge of First Nations and Métis Worldviews and culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes".

Treaty Education is taught in Grades K-12. All teachers use the Treaty Education resources and other sources. This will be appropriate for the age groups. RCSD's Indigenous Education Coordinator works with a team to embed the Treaty Education outcomes into curriculum.

This action supports the *Inspiring Success* Policy Goals of "All learners have knowledge of First Nations and Métis Worldviews, culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes, and First Nations and Métis languages and cultures are valued and supported".

School division actions taken during the 2022-23 school year in support of the Interim PEP Mental Health and Well-Being priority:

Mental health was identified as a primary focus for the interim PEP for the 2022-23 school years to address the added pressures on mental health and well-being of students and education staff resulting from the COVID 19 pandemic. RCSD continues to be committed to the well-being of RCSD students and staff. This includes being proactive in increasing mental health supports available to students and staff across the school division. There has been an increase in mental health concerns due to the COVID 19 pandemic. RCSD developed a proactive approach to build mental health wellness and awareness, and interventions and supports within school communities through the following proactive measures.

Indigenous High School Advisors support students and families to build relationships with schools. Advisors connect with all students at least once a month and with all families at the beginning of the school year and as needed throughout the year. Advisors collaborate with teachers to embed Indigenous ways of knowing and doing into the classroom or through extracurricular activities. Advisors create opportunities to engage families with the school.

These actions support the *Inspiring Success* Policy Goals of “Equitable opportunities and outcomes for First Nations and Métis learners, First Nations and Métis languages and cultures are valued and supported, all learners have knowledge of First Nations and Métis Worldviews, shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Metis peoples at the provincial and local level”.

Data Collection

- 100% of schools completed the *OurSCHOOL* survey in October 2022 and schools had the option to re-administer in March 2023 to use for comparative data.
- School data discussions took place with school teams (Principals, Learning Resource Teachers, Learning Catalyst Teacher, School Support Specialist, and Counsellors) to understand the indicators of mental health and well-being and the barriers to improvement.
- School-wide *Positive Behavioral Interventions and Supports* (PBIS) and *Student Risk Screening Scale* (SRSS) data reviews took place in schools during November 2022 and March 2022 and the data was used to inform decisions for classrooms and student needs that included targeted interventions. Schools were able to access substitutes to process SRSS data with school teams.

Professional Development - Staff

- Mental Health First Aid Provincial Training Initiative Grant, a partnership with Ministry of Education, allowed the school division to continue to train staff members this past year. RCSD is fortunate to have an in-house trained facilitator to deliver the training across the Division.
- RCSD’s Mental Health Capacity Building Coordinator offered a variety of resources for staff and students throughout the school 2022-23 school year.
 - At the Provincial *Mental Health Well-Being Symposium* offered on May 9 and 10, RCSD was able to secure 10 spots for staff to attend. Staff in attendance included

administrators, Student Services personnel and the Mental Health Capacity Building Team. Professional development was offered at various times and topics throughout the school year including Division Institute sessions after school. Topics included *Character Strong* resources, Mental Health First Aid, ASIST (Applied Suicide Intervention Skills Training), VTRA (Violence Threat Risk Assessment), Community Mental Health Sessions.

- October 2022: Institute professional development included sessions *Character Strong*, *Creating Ethical Spaces*, *Fostering Emotional Intelligence in Classroom*, *Building a Fun Workplace Culture*, *Understanding Mindfulness*.
- February 2023: Institute professional development session included: *Trauma Informed Practices for ESP* and *Supporting Inclusion for ALL!*
- Two RCSD staff trained facilitators can now deliver ASIST. RCSD secured funding for this training with the Ministry of Education MHWB Grant. In turn, RCSD offered a two-day ASIST training session in January and May 2023 to RCSD staff and a parent session in April 2023.
- VTRA Level I and Level II training was offered in 2022-23. A senior leader attended the *VTRA from an Indigenous Perspective (VIP)* training in January 2023.
- Other opportunities for professional developed for Mental Health and Well-Being sessions were determined by the division-level Achievement Team and Student Services Team.

Division Culture - Staff

RCSD focused on increasing staff morale through ongoing promotion of relationship building opportunities during School Administrator meetings, new teacher professional development and mix and mingle activities. Team game balls were presented to recognize the hard work of staff in RCSD.

- Teachers were given the option to work from home or leave an hour early on two of their Teacher Professional Development days (TPD).
- EdCan *Well at Work* advisors worked with RCSD to explore readiness, collect, and assess staff well-being related data, and develop a plan with actionable strategies to support the well-being of staff. Recommendations made to identify workplace wellbeing issues, determine desired outcomes, and provide support needed to achieve positive outcomes in the school division.
- Student Services department published a bi-monthly Mental Health and Wellness Newsletter that provides various resources and strategies to staff focused on mental health and well-being.
- RCSD held a Trivia Night in January 2023 for all staff to increase mental health and well-being.
- Information Technology (IT) Department initiated a “Virtual Valentines” opportunity for staff to send a virtual valentine card.
- During Staff Appreciation Week in February 2023, RCSD gifted up to 1,500 employees a “superhero” token of appreciation.
- *Work Wellness Initiative* scheduled drop-in sessions with beverages and treats in March 2023 at various school sites.

- A division-level team surveyed interest in renewing the RCSD Staff Christmas Party through *ThoughtExchange*. An overwhelming “yes!” was the feedback and plans began to schedule in December 2023.
- Human Resource Services offered monthly newsletter and Lunch and Learn opportunities that focused on mental health and well-being.

School Culture - Staff

RCSD schools utilized a variety of mental health and well-being strategies in 2022-23. These included: school virtues, daily affirmations, staff acknowledgments, random acts of kindness, hallway greetings, building relationships, Mindful Mondays, prayer, and addressing the Division’s Truth and Reconciliation Calls to Action (TRC) commitment by incorporating Indigenous People's rich cultural traditions through Indigenous honour songs and sacred teachings.

- On-going communication from Human Resource Services department sharing Employee and Family Assistance Program (EFAP), monthly newsletters and Lunch and Learns in the year.
- School staff have been making and sharing meals, hosting potluck groups, and during Lent implementing Guardian Angel offering prayers for others.
- A RCSD representative sits on a national *Mental Health Leadership Network* meet regularly to connect, share, and access an extensive network of resources to share with staff.
- Staff Retreats in some schools focused on mental health and wellness.
- Staff connecting with community resources such as the YMCA which offered mental health and wellness youth programs.
- School Support Specialist offered Wellness Days and invited guests from the community.
- *Gambling Awareness Program* was offered for students, parents, and staff.
- Mental Health Capacity Building (MHCB) - Mental Health Carnival Resource Fair was held at Dr. Martin LeBoldus Catholic High School.
- MHCB staff and Family Support Coordinators share community resources with colleagues across the division.

Social and Emotional Learning (SEL)

- Elementary schools hosted morning meetings, check-ins, emotional regulation strategies, building calming spaces in classrooms, etc.
- Student Services implemented the *Character Strong* resource during the 2022-23 school year.
- Mindfulness practices have become part of everyday school procedures.
- On-going Tiered Intervention planning for students through Student Support Teams.
- Collaborative response teams established at schools provided opportunities to focus on student data and plan on student supports.
- Ongoing collaborative partnerships with community agencies for students who required support.
- A High School 101 Booklet was developed as a resource for Grade 8 students upon entering Grade 9 to support smooth transition to high school.

- Planning of summer camps for elementary associate schools connected to the Dr. Martin LeBoldus Catholic High School's MHCB called *Strong Minds* were offered over the summer of 2023.

A school-based administrator led the successful implementation of the *Character Strong (CS) Resources* in elementary schools. This leader is known as a *CS Enthusiast* who supported schools to implement a soft roll out of the CS program. This staff member provided opportunities to connect, plan and create resources for schools to support digital resources for primary and middle years teachers in RCSD.

- Each school identified a *CS Champion*, who met regularly with the *CS Enthusiast* to share resources, network, and implement CS in the school.
- Learning Online students connecting with homebased Counsellor at their home school, feeling comfortable and making needs more known in a virtual platform than a face-to-face.
- SBA's encouraging conversations with Teacher and Counsellor to come into classrooms to model effective SEL strategies and resources.
- MHCB camp planning took place will focus on community sessions on MHCB Promotion and Prevention.
- Canadian Mental Health Association hosted a *Regina Youth Summit* March 2023 called *Uniting Young Minds* and spots were made available for RCSD High School students to attend.

All students and staff gained a better understanding of Indigenous Spirituality and ceremony by learning about Indigenous traditional ways of doing or learning from the land in partnership with Elders and Knowledge Keepers. This included, but was not limited to, teepee teachings, our Tobacco Project, smudging, medicine walks, pipe ceremonies, drum teachings, traditional oral story sharing, and staff and student retreats.

This action supports the *Inspiring Success* Policy Goals of "First Nations and Métis languages, and cultures are valued and supported, and All learners have knowledge of First Nations and Métis Worldviews".

Schools created an environment for success where students feel welcome and supported. Schools created opportunities to build relationships with families. The division used analyzed data (EYE, Numeracy, Literacy, Graduation Rates, *OurSCHOOL*) to support student success.

Archbishop M.C. O'Neill Catholic High School is in its second year of the *Following Their Voices* initiative. These actions support the *Inspiring Success* Policy Goals of "Equitable opportunities and outcomes for First Nations and Métis Learners".

RCSD reaffirmed our commitment to the Truth and Reconciliation Calls to Action (specifically 62-64) each year. All schools created a Truth and Reconciliation Year Plan. All school-based administrators and many staff members completed our Self-Assessment Rubrics. The Truth and Reconciliation Plan was reviewed as part of School Improvement Plan (SIP) meetings three times a year.

- Schools commit and honour Orange Shirt Day, National Indigenous History Month, Treaty Four Days, Indigenous Storytellers Month.

These actions support the *Inspiring Success* Policy Goals of “Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Metis peoples at the provincial and local level and all learners have knowledge of First Nations and Métis Worldviews”.

All Grade 10 students took part in a Blanket Exercise. This was delivered as part of the Catholic Studies 10 Course. Chaplains and Indigenous High School Advisors lead/participated in conjunction with the classroom teachers (team approach). This was completed early in the semester to be able to embed the experience into learning throughout the semester.

This action supports the *Inspiring Success* Policy Goals of “All learners have knowledge of First Nations and Métis Worldviews and First Nations and Métis languages and cultures are valued and supported”.

Measures of Progress for the Provincial Education Plan Interim Priorities

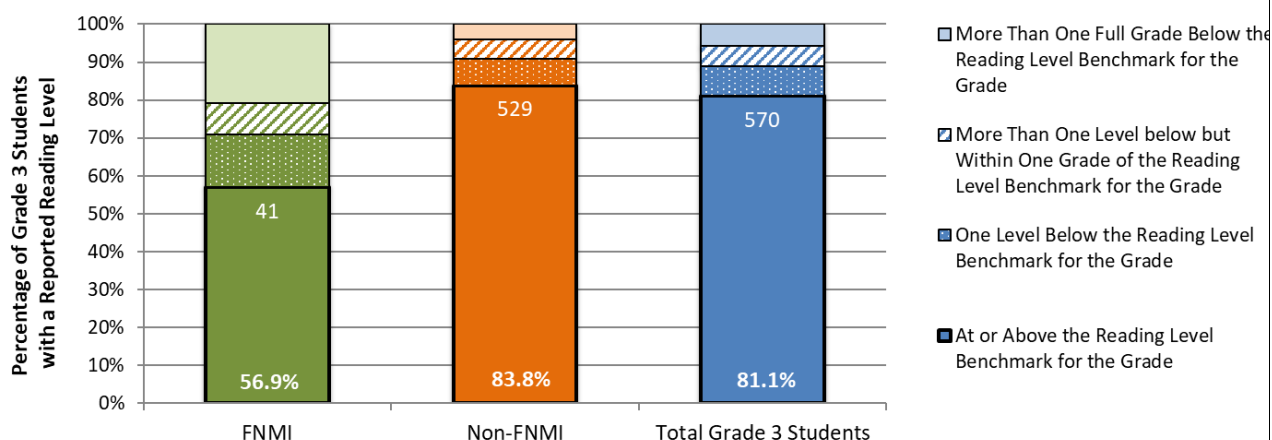
Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond.

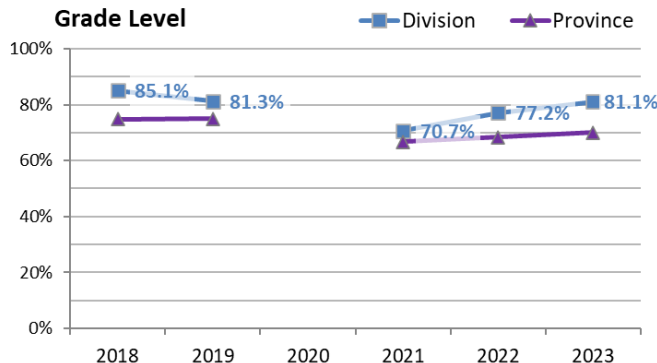
Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. The Reading priority plan was developed to address students' reading needs given that some students' reading skill development was interrupted due to impacts of the COVID-19 pandemic.

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

Reading Results Data, Regina RCSSD 81, Grade 3, 2022-23



Percentage of Grade 3 Students Reading at or above Grade Level



Proportion of Grade 3 Students with Reported Reading Levels, 2022-23

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	72	90.0%	8.8%	1.3%	80
Division (Total)	703	72.2%	27.0%	0.8%	974
PrvSDs** (FNMI)	1,906	88.0%	8.5%	3.4%	2,165
PrvSDs** (Total)	10,892	83.8%	14.9%	1.4%	13,005

Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-

participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2023

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

Due to the significant impacts of the pandemic which saw decreases in Grade 3 level reading results, several high-yield strategies with support from the RCSD's literacy team were employed as part of the Learning Response Plan. Consequently, there was a dramatic increase in Grade 3 level reading which saw a return to pre-pandemic levels. 81.1% of all Grade 3 students were reading at or above grade level, up 4 percentage points from 2021-22 results. However, this was largely due to an increase in the performance of non-FNMI students. Students in French Immersion and EAL students who were particularly impacted by disruptions in learning during the pandemic were able to close some reading gaps accounting for an increase in reading levels. Non-FNMI students increased from 79.9% to 83.8% of students reading at grade level. Unfortunately, reading levels of FNMI students remained static with approximately 57% reading at Grade 3 level.

Additional literacy supports in terms of personnel and resources continued to be part of the support plan for students who require additional reading supports at target schools where there is the highest self-identified FNMI populations. Reading rates for the school division continue to be approximate 10 percentage points higher than provincial Grade 3 reading levels.

Mental Health and Well-Being

Mental health and well-being have always been a key priority of focus RCSD for several years. Monitoring student perception and experiences through various data collection tools has assisted the school divisions in supporting mental health and well-being across the school division.

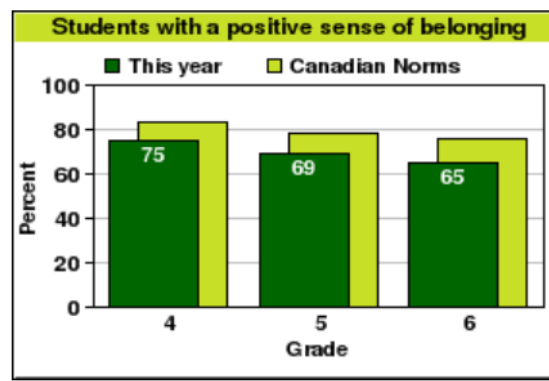
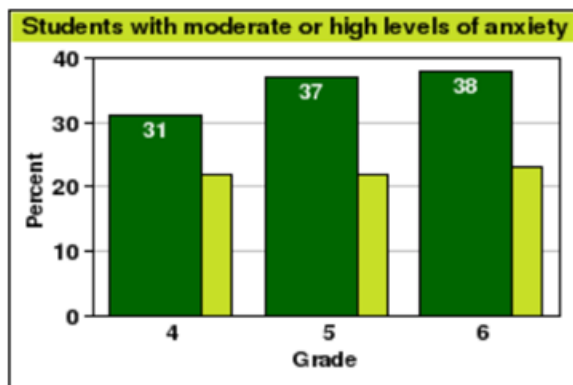
Every year RCSD school division's Grades 7-12 students complete the *OurSCHOOL* survey which allows RCSD to gain an understanding of perceptual data. The survey captures the students' level of anxiety and sense of belonging which are important pieces to mental health and well-being.

The *OurSCHOOL* 2022-23 Survey elementary charts (Grades 4-7) below highlights the data from 3,239 students in 26 schools that participated in the survey between October 2022 and June 2023. The data has provided the school division with a means to respond to the needs and ensure supports are in place.

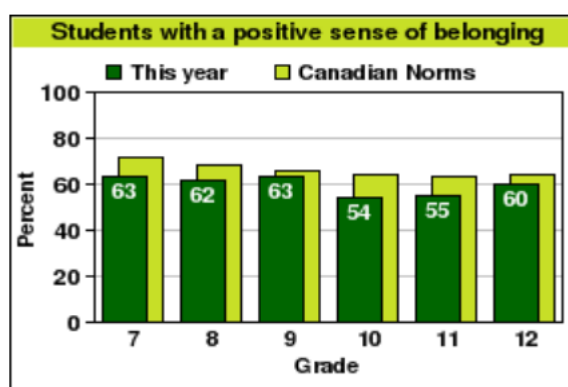
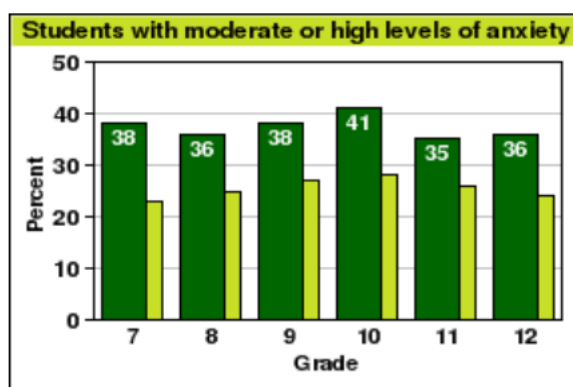
The *OurSCHOOL* 2022-23 Survey Secondary (Grades 7-12) charts below provides school division highlights based on data from 4,607 students in 31 schools that participated in the survey October 2022 and June 2023. Schools have used the data to address the needs identified in their school.

School Division Selected Measure for Monitoring Mental Health and Well-Being

Grades 4-6 Elementary Students level of Anxiety and positive sense of belonging.



Grades 7 to 12 Secondary Students level of Anxiety and positive Sense of belonging.



Analysis of Results – Mental Health and Well-Being Measure

RCSD's Grades 4-6 students who have intense feelings of fear, intense anxiety, or worry about events or social situations.

- Data indicates that 35% of students in RCSD had moderate to high levels of anxiety as compared to the Canadian norm for these grades at 22%.
- 40% of the girls and 27% of the boys in RCSD had moderate to high levels of anxiety compared to the Canadian norm which was 26% for girls and 18% for boys.

RCSD's Grades 4-6 students who feel accepted and valued by their peers and by others at their school.

- Data indicates that 70% of students in RCSD had a high sense of belonging; the Canadian norm for these grades was 79%.
- 70% of the girls and 73% of the boys in RCSD had a high sense of belonging compared to the Canadian norm which was 78% for girls and 80% for boys.

RCSD's Grades 7-12 students with moderate or high levels of anxiety indicate students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- Data indicates that 37% of students in RCSD had moderate to high levels of anxiety; the Canadian norm for these grades was 26%.
- 49% of the girls and 23% of the boys in RCSD had moderate to high levels of anxiety compared to the Canadian norm which was 35% for girls and 16% for boys.

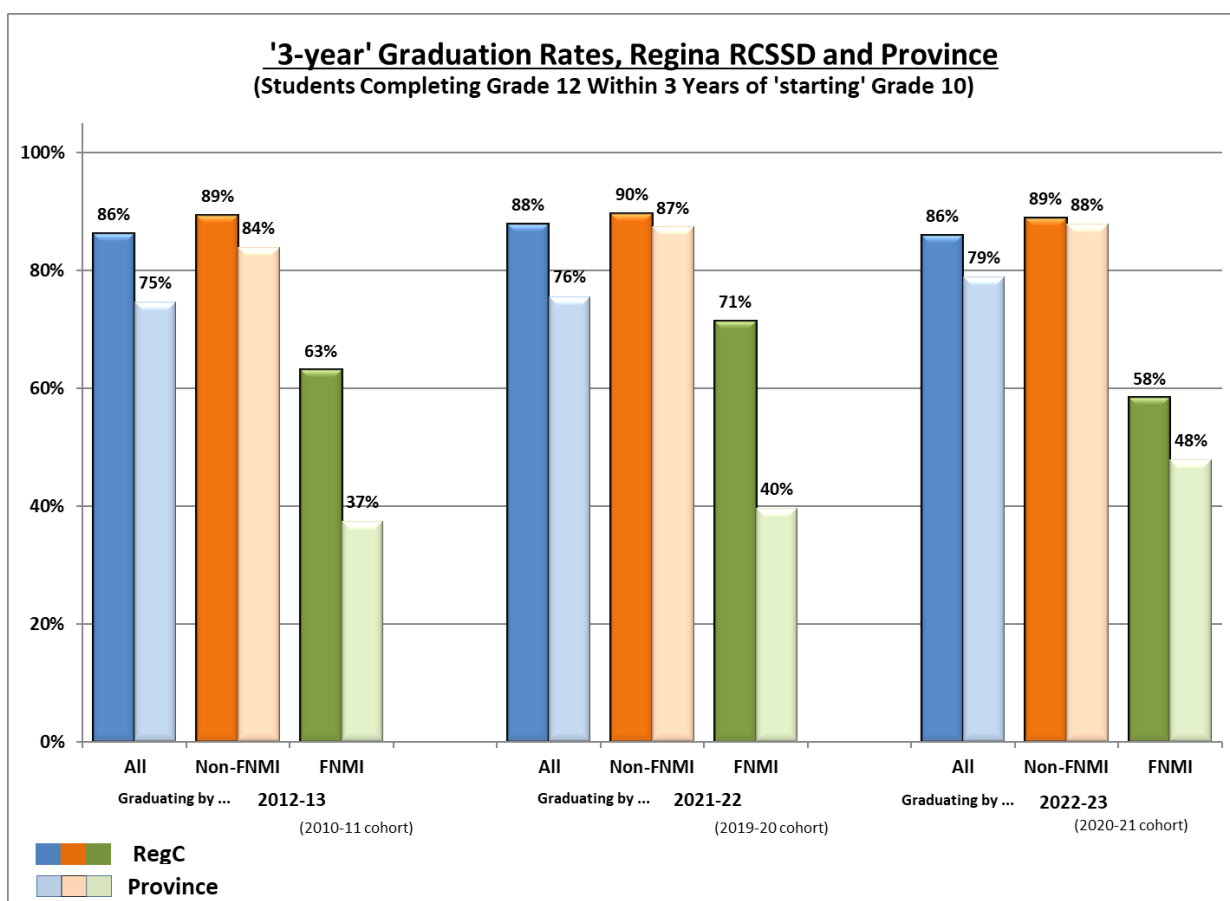
RCSD's Grades 7-12 students who feel accepted and valued by their peers and by others at their school.

- Data indicates that 59% of students in RCSD had a high sense of belonging; the Canadian norm for these grades is 66%.
- 56% of girls and 67% of boys in RCSD had a high sense of belonging compared to the Canadian norm which was 62% for girls and 71% for boys.

Three-Year Graduation Rate

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

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



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2023

Analysis of Results – Three-Year Graduation Rates

RCSD's overall three-year graduation rate was 86% in 2022-23, which continues to be above the provincial average of 79%. However, this was a 2-percentage point decrease in the three-year graduation rate for all students from 2021-22 and continues to be a downward trend since the start of the pandemic, and it is below the Division SMART goal of 90% of students graduating on-time.

The decrease in overall graduation rates was a result of a dramatic decrease in First Nations, Métis, and Inuit (FNMI) students from 71% to 58%. Success rates for non-FNMI students remained relatively the same and on par with the provincial three-year graduation rate of 88% for non-FNMI students. These results were consistent with the decline in credit acquisition as result of the pandemic. School closures and disrupted learning greatly impacted FNMI student success. RCSD's Graduation Plan continued to focus on student engagement, smooth Grade 9-10 transition, mentorship, credit tracking and credit recovery, and academic/graduation planning.

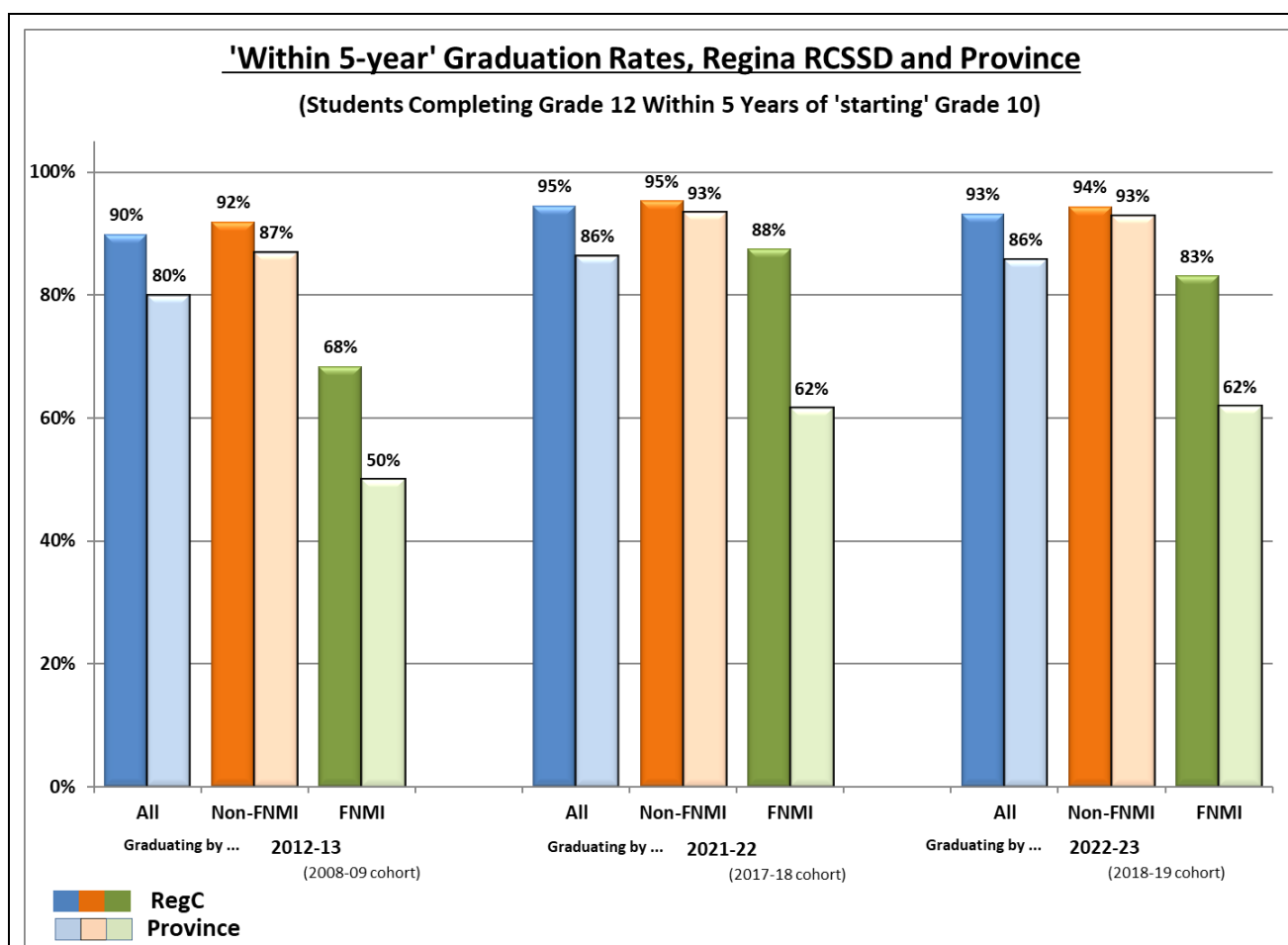
There was a focus on FNMI student success with the implementation of *Following Their Voices* at Archbishop O'Neill Catholic High School. A particular focus on supporting FNMI students was supported by Indigenous High School Advisors. These advisors support students and families by fostering relationships with schools, focusing on attendance, and graduation rates. Advisors connected with all students at least once a month and with all families at the beginning of the school year and as needed throughout the year. Advisors collaborated with teachers to embed Indigenous ways of knowing and doing into the classroom or through extracurricular activities.

These actions align with the *Inspiring Success* Policy Goals of "Equitable opportunities and outcomes for First Nations and Métis learners, culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes, First Nations and Métis languages and cultures are valued and supported, all learners have knowledge of First Nations and Métis Worldviews, shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Metis peoples at the provincial and local level".

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-FNMI and FNMI) in the school division who graduated within five years of entering Grade 10, which includes those who graduated within three and four years, along with provincial results in each of these categories.



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

Source: Ministry of Education, 2023

Analysis of Results – Graduation Rates Within Five Years

In 2022-23, RCSD's overall results for five-year graduation rates continued to be above the provincial average of 86%. RCSD students that graduated within the extended five-year time frame was 93%, a slight decrease of 2 percentage points over 2021-22 data but notably above 90%.

This success rate continues to be well above the provincial average and is a direct result of 83% of FNMI students graduating within the extended time-period compared to the provincial average of 62%. This success can be attributed to the supports put in place including a focus on relationships and mentoring, transitions, cultural engagement, credit-tracking and graduation planning, and family engagement. Indigenous High School Advisors support students and families to build relationships with schools, focusing on attendance and graduation rates.

Advisors connect with all students at least once a month and with all families at the beginning of the school year and as needed throughout the year. Advisors create opportunities to engage families with the school. Attendance and class completion rates are monitored and reviewed after each semester.

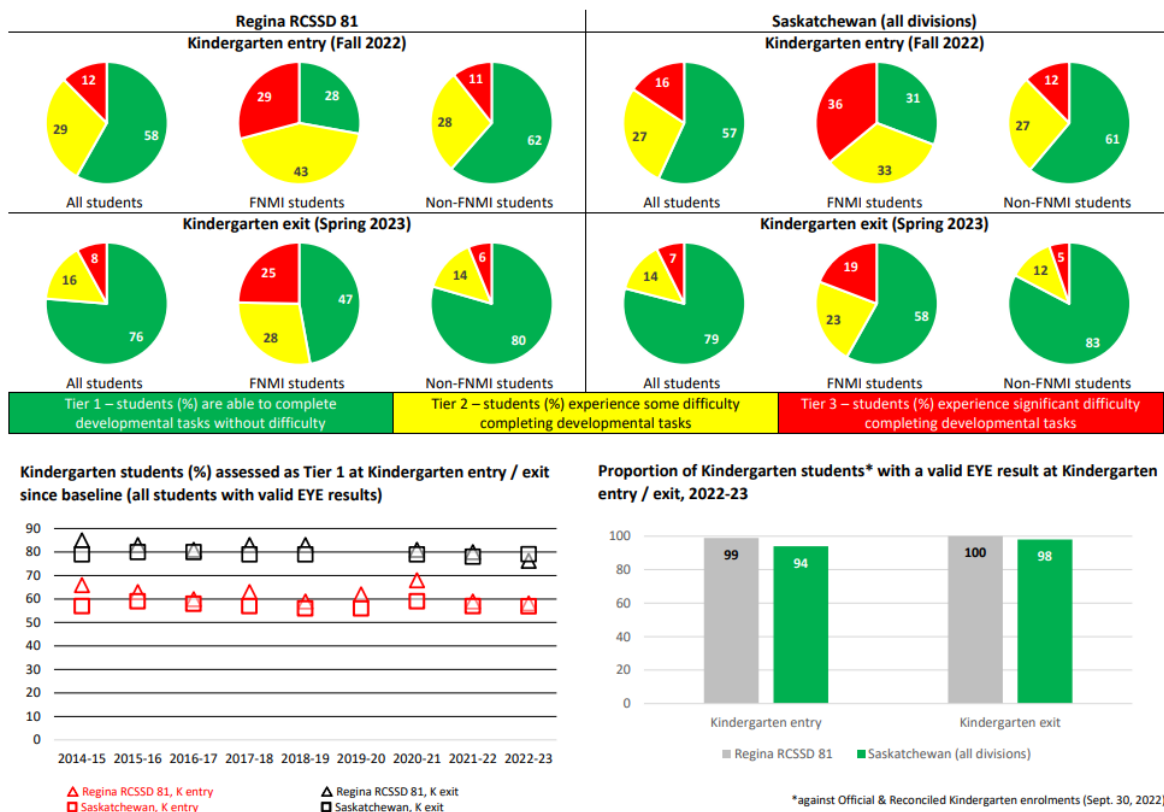
These actions align with the *Inspiring Success* Policy Goals of “Equitable opportunities and outcomes for First Nations and Métis learners, culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes, First Nations and Métis languages and cultures are valued and supported, all learners have knowledge of First Nations and Métis Worldviews, shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Metis peoples at the provincial and local level”.

Ongoing Measures of Progress

The collection of data for local monitoring and reporting on student progress to support improvement efforts is well established and continues within the PEP context as is evident above. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year to achieve the *Framework for the Provincial Education Plan 2020-2030* goal: I am learning what I need for my future.

The following indicators are included to provide comparative information for consideration in monitoring how students are doing from school entry to school completion.

Early Years Evaluation
The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child’s development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify the students most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a <i>Responsive Tiered Instruction</i> (RTI) level. RTI is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until a student experiences failure before providing a response. Kindergarten EYE is a statistically significant leading indicator of a student’s likelihood of reading at grade-level in Grade 3. Longitudinal analyses in the province show children who begin Kindergarten with good skills (Tier 1) in key areas, or who develop good levels of skill during their Kindergarten year, are far more likely to become grade-level readers by the end of Grade 3 in comparison to students who leave Kindergarten programs with lower levels of assessed skills. The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.



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

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

Source: Ministry of Education, Early Years Branch, 2023

Analysis of Results – Early Years Evaluation

RCSD established an Early Years SMART goal that by June 2023 children aged 0-6 would be supported in their development to ensure 85% of students exiting Kindergarten were ready for learning in the primary grades.

Fall 2022 data indicated that 58% of all Kindergarten students were demonstrating Tier 1 readiness skills (able to complete developmental tasks without difficulty), with only 28% of FNMI students at Tier 1 readiness to learn in primary grades compared to 62% of non-FNMI students.

Spring 2023 exit data indicated that 76% of all Kindergarten students were at Tier 1 readiness, which was below the Division's target of 85% and slightly below the provincial average of 79%. Notably, FNMI students improved to 47% in Tier 1 in the Spring exit data, an increase of 19 percentage points from the Fall 2022.

RCSD FNMI Kindergarten students at exit were 11 percentage points lower than the provincial results, an improvement from 16% the previous year, but still an area of concern and a continued focus. A success was interventions at the two high-rate, high-count schools supported an increase in Tier 1 results at Kindergarten exit. High-rate, high-count schools are where there is both a high percentage and a high number of students who are at Tier 2 and 3 at school entry.

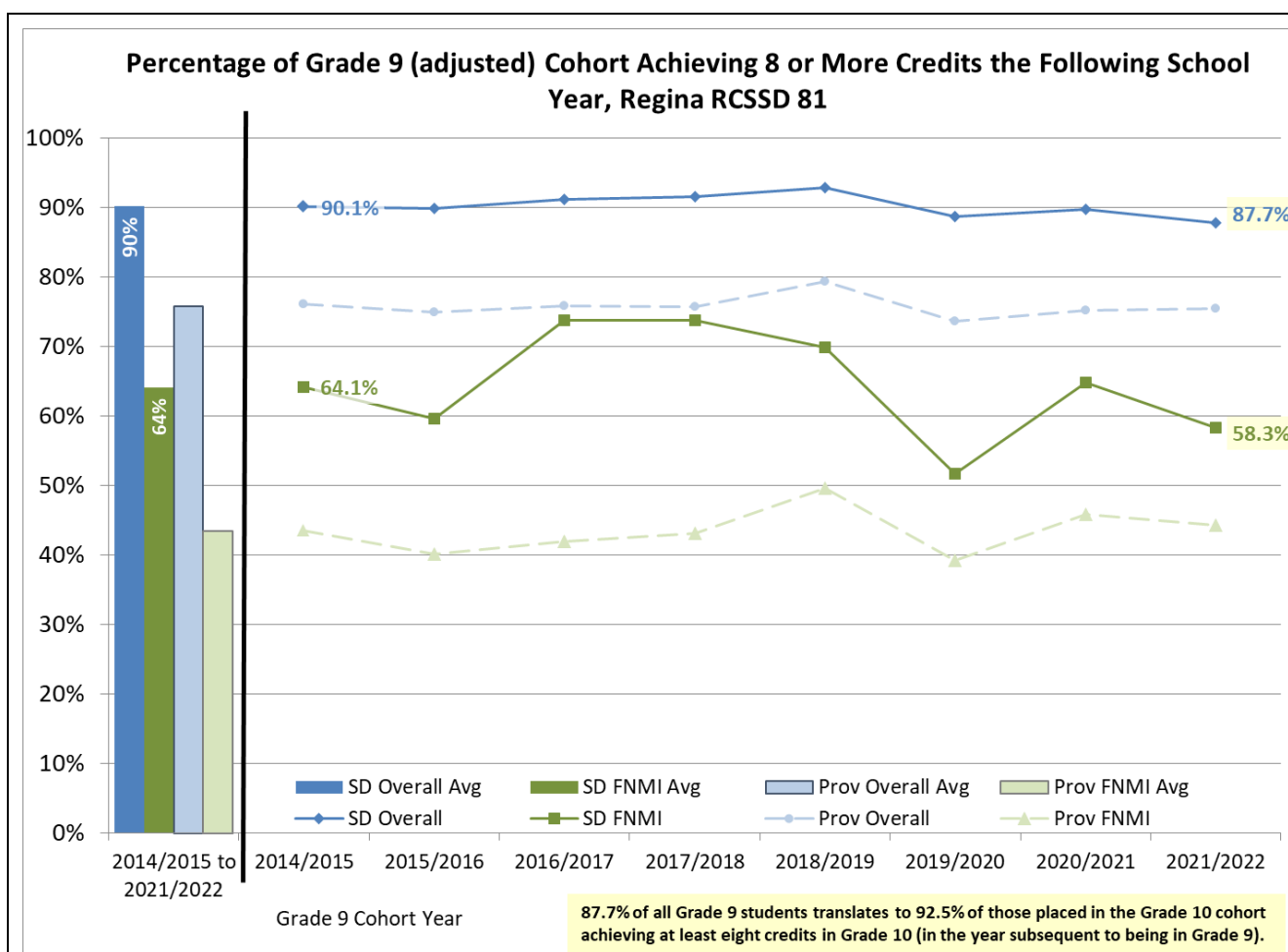
Fall data at one school indicated 22% of students demonstrating Tier 1 readiness skills in fall compared to 60% in spring. Fall data at the second school indicated 44% of students demonstrating Tier 1 readiness skills in fall compared to 94% in spring.

RCSD saw a 9.3 percentage point increase in Kindergarten enrolment during the 2022-23 school year with 807 students assessed in fall 2022 and 863 students assessed in spring 2023. This change was primarily due to immigration. Changing enrolment needs to be considered when comparing year over year results. Early learning continued to be a focus of the Division's education plan.

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 FNMI subpopulation) in the school division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight-year average.



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

Source: Ministry of Education, 2023

Analysis of Results – Grade 9 to 10 Transition

RCSD's overall rate of Grade 9 students who attain eight or more credits the following school year continues to be around 90%, although the 2021-22 results sit slightly lower at 87.7 % and lower than the 2021 results of 89% and the division eight-year average of 90%.

The FNMI cohort achievement rate was 58% which was lower than 2021-22 result of 64.8% but still higher than the 2021-22 result of 51.7% and on par with the seven-year trend for FNMI credit attainment of 64%.

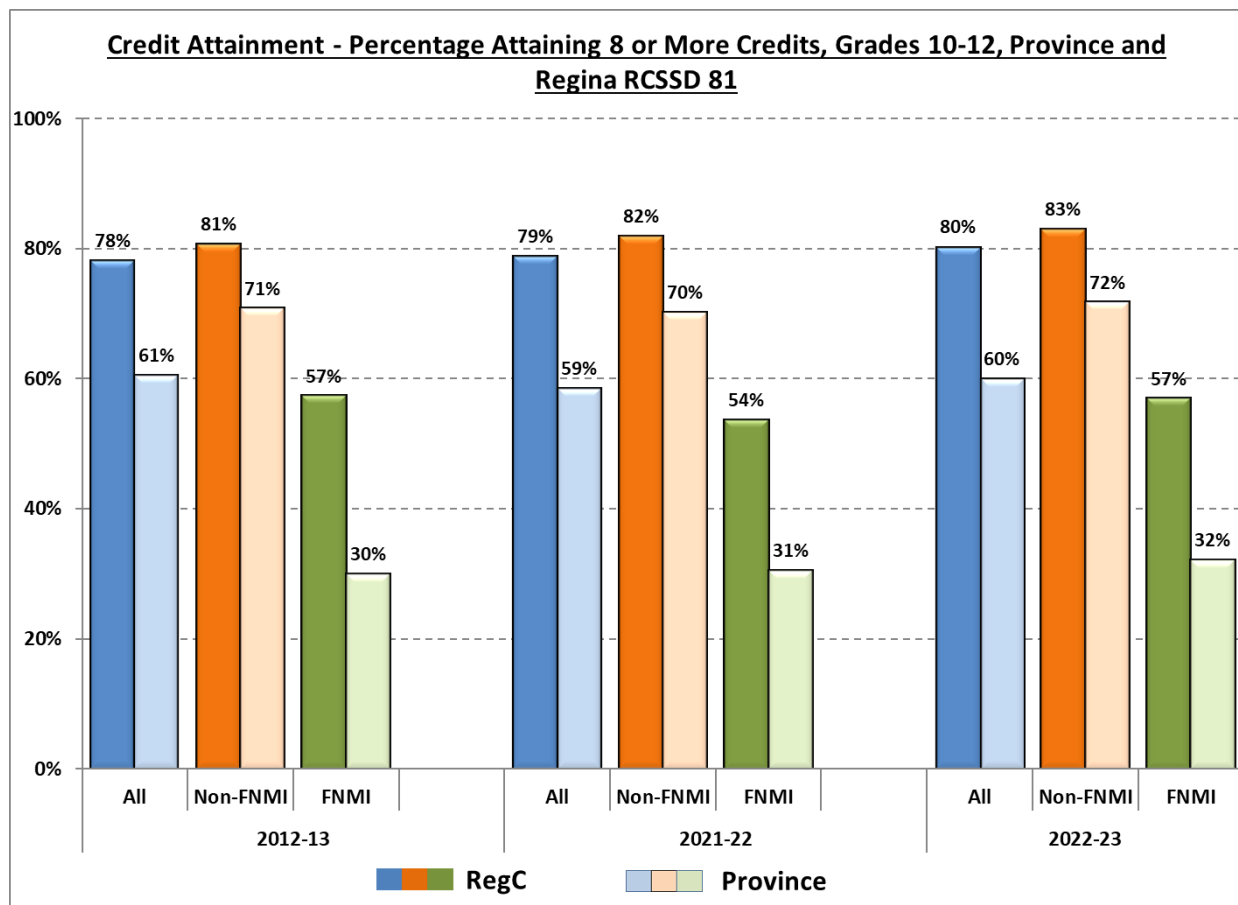
Continued support for attendance, assignment and course recovery, student and family engagement, mentorship and cultural supports are keys to continued improvement in transition. There will be a focus on FNMI success supported by Indigenous High School Advisors who will continue to support students and families to build relationships with schools, focusing on attendance and graduation rates. Advisors connect with all students at least once a month and with all families at the beginning of the school year and as needed throughout the year. Advisors create opportunities to engage families with the school. Attendance and class completion rates are monitored and reviewed after each semester.

These actions align with the *Inspiring Success* Policy Goals of "Equitable opportunities and outcomes for First Nations and Métis learners".

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-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.



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

Source: Ministry of Education, 2023

Analysis of Results – Credit Attainment

Overall, credit attainment results for RCSD in 2022-23 indicated that 80% of secondary students earned eight or more credits. This continues the upward trend since 2012 with 79% in 2021-22.

RCSD results significantly exceed the provincial results of 60%. The average credit attainment was 8.6 credits. Additionally, 91.7% of students in Grades 10-12 were on pace to graduate within the extended time frame of five years by averaging 6.7 credits.

In 2022-23, 57% of RCSD's FNMI students achieved eight or more credits which was 3% higher than 2021-22 results and 25% higher than the provincial FNMI results of 57%.

RCSD has set a goal of 75% of FNMI students graduating on time or achieving eight or more credits each year and the school division continues to work to meet this goal by instituting several tracking measures such as attendance, assignment completion, credit tracking, credit recovery, Indigenous advisors, and graduation coaching.

Additionally, Archbishop M.C. O'Neill Catholic High School, which has the highest FNMI population, became a *Following Their Voices* school and is working hard to engage with students and families to improve success rates for students through best practice instruction and engagement. Cultural support was provided via Elders and Knowledge Keepers and in the form of cultural activities such as drumming, dance, and beading that were coordinated by Indigenous Advisors. Support for mental health and wellness continued to be a focus for all students, particularly those impacted by trauma. This was supported by implementing *Mindful Minutes*, and education for staff on trauma-informed instructional practices.

These actions align with the *Inspiring Success* Policy Goals of "Equitable opportunities and outcomes for First Nations and Métis learners, culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes, First Nations and Métis languages and cultures are valued and supported, all learners have knowledge of First Nations and Métis Worldviews, shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Metis peoples at the provincial and local level".

Demographics

Students

The RCSD has experienced significant growth in the number of students enrolled in the past year most notably due to immigration.

Students – Regina RCSSD

Grade	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	885	852	753	823	816
1	960	899	861	814	880
2	896	979	910	857	859
3	938	919	977	929	906
4	947	952	927	969	947
5	996	958	946	912	1,008
6	943	982	952	956	950
7	887	943	974	947	961
8	858	879	928	969	974
9	859	827	854	932	1,009
10	808	858	837	853	953
11	812	805	850	833	859
12	859	830	842	886	902
Total	11,648	11,683	11,611	11,680	12,024
PreK	302	258	256	302	342

Subpopulation Enrolments	Grades	2018-19	2019-20	2020-21	2021-22	2022-23
Self-Identified First Nations, Métis, or Inuit	K to 3	378	342	296	307	320
	4 to 6	389	374	328	307	276
	7 to 9	325	337	350	349	342
	10 to 12	277	255	253	269	286
	Total	1,369	1,308	1,227	1,232	1,224
English as an Additional Language	1 to 3	565	630	717	701	887
	4 to 6	499	488	536	543	741
	7 to 9	381	374	465	369	501
	10 to 12	415	436	532	282	320
	Total	1,860	1,928	2,250	1,895	2,449
French Immersion	K to 3	1,067	1,045	972	936	907
	4 to 6	658	685	695	679	681
	7 to 9	497	526	552	553	573
	10 to 12	316	317	328	368	391
	Total	2,538	2,573	2,572	2,536	2,552

Notes:

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

Source: Ministry of Education, 2022

Staff

The RCSD employs 1,284 staff members. These employees are included in three employee groups: teachers, education support professionals and facilities. Approximately 69% are teachers, 24% are education support professional staff and 7% are facilities staff.

Throughout the 2022-23 school year, RCSD responded to enrolment increases, student, and staff safety, and learning needs. An area of success the school division experienced for the interim was addressing increases in enrolment through addition of appropriate staff for both high school and elementary schools. Dedicated planning and accommodations, along with individualized support in navigating all staff leaves, sick, or other were implemented consistently and diligently. The school division staff maintains consistent learning and training opportunities for all staff to support student learning.

Job Category	FTEs
Classroom teachers	763.7
Principals, vice-principals	47.2
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	275.0
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	27.4
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	89.0
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	1.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	9.0
Total Full-Time Equivalent (FTE) Staff	1,212.3

Notes:

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

Source: Human Resource Services - 2023

Senior Management Team

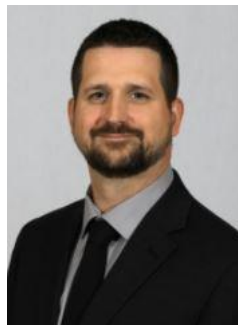
The RCSD organizational structure is headed by Senior Management which includes the Director of Education, Sean Chase. As per RCSD Board Policy, Mr. Chase reports directly to the Board of Trustees.

Reporting to the Director of Education:

- The Chief Financial Officer, Josh Kramer, has responsibility of the Business and Finance Department overseeing Payroll, Purchasing, Accounting and Transportation services.
- The Superintendent of Human Resource Services, Heidi Hildebrand, has responsibility of overseeing all staffing responsibilities and Facilities.
- The Superintendents of Education Services, Kelley Ehman, Stacey Gherasim, Joanna Landry, Dave Magnusson and Wade Hackl (Interim), have responsibility of overseeing school operations, student services, technology, and all aspects of student achievement. Each is responsible for a group of specified schools.



S. Chase
Director of Education



J. Kramer
Chief Financial Officer



H. Hildebrand
Superintendent of
Human Resource Services



K. Ehman



S. Gherasim



J. Landry



D. Magnusson



W. Hackl (Interim)

Superintendents of Education Services

Infrastructure and Transportation

School	Grades	Location
Deshaye Catholic School	PreK-8	37 Cameron Crescent
École St. Angela Merici *	K-8	6823 Gillmore Drive
École St. Elizabeth *	K-8	5149 E Green Brooks Way
École St. Mary *	PreK-8	140 N. McIntosh Street
École St. Pius X *	K-8	3301 Garnet Street
Holy Rosary Community School	PreK-8	3118-14th Avenue
Sacred Heart Community School	PreK-8	1325 Argyle Street
St. Augustine Community School	PreK-8	2343 Edgar Street
St. Bernadette School	K-8	727 N. McIntosh Street
St. Catherine Community School	PreK-8	150 Brotherton Avenue
St. Dominic Savio School	K-8	195 Windfield Road
St. Francis Community School	PreK-8	45 Mikkelson Drive
St. Gabriel School	K-8	3150 Windsor Park Road
St. Gregory School	K-8	302 Upland Drive
St. Jerome School	PreK-8	770 Rink Avenue
St. Joan of Arc School	PreK-8	10 Dempsey Avenue
St. Josaphat School	K-8	140 Greenwood Crescent
St. Kateri Tekakwitha School **	K-8	4415 James Hill Road
St. Maria Faustina School	K-12	425-15th Avenue
St. Marguerite Bourgeoys School	K-8	2910 E. Shooter Drive
St. Matthew School	PreK-8	4710 Castle Road
St. Michael Community School	PreK-8	431 Hamilton Street
St. Nicholas School	K-8	7651 Mapleford Boulevard
St. Peter School	PreK-8	150 Argyle Street
St. Theresa School	PreK-8	2707 – 7th Avenue E.
St. Timothy School	PreK-8	280 Sangster Boulevard
Archbishop M.C. O'Neill Catholic High School **	9-12	134 Argyle Street
Dr. Martin LeBoldus Catholic High School **	9-12	2330 – 25th Avenue
Michael A. Riffel Catholic High School	9-12	5757 Rochdale Boulevard
Miller Comprehensive Catholic High School**	9-12	1027 College Avenue
St. Luke School	K-12	625 Elphinstone Street
Mother Teresa Middle School ***	6-8	1975 2nd Avenue N.

* French Immersion

** English and French Immersion

*** Associate School

Infrastructure Projects

The RCSD's facilities include:

- 32 school facilities are located in the City of Regina.
- The average age of the RCSD schools is 49 years. The oldest school, Holy Rosary Community School is 109 years old (built in 1914) and will be closing at the end of June 2024 due to structural issues; the three newest schools are six years old, all opened in September 2017.
- The current average utilization of schools is 104% with seven schools above 115% and the highest at 135% utilization.
- Population growth and shifts coupled with immigration to the city have caused capacity issues at most schools in the school division. There are currently 20 schools between 80% and 115% utilization and seven schools between 115% and 135% utilization.
- The school division's head office, the Catholic Education Centre (CEC), is in Regina. The original 8,300 square foot building is 61 years old and an addition of 7,000 square feet is 50 years old. The centre is undersized and not adequate for present use or future growth.
- The school division currently has three major departments located at schools to relieve crowding at the CEC. The Speech and Language Department is located at St. Peter School, and both Information and Library Services and Technology Services are located at Miller Comprehensive Catholic High School.
- The school division has a Maintenance Shop located in the city. The shop is used for storage of materials and supplies, and the fabrication and finish of cabinetry and other school fitments. It is located within a large, fenced compound where maintenance vehicles and equipment are stored.
- New École St. Pius X/Argyle Rebuild Project (RASP) was completed in late August 2023 and ready for the 2023-24 school year.
- Removal of seven portables from the old École St. Pius X were relocated to other schools in the Division.

The school division recognizes the link between facility condition and student outcomes. All schools were cleaned and repaired over the summer break. Major and minor infrastructure projects including LED light replacements, re-roofing and some minor interior renovations were completed over the summer months or at times when students are away.

Infrastructure Projects			
School	Project	Details	2022-23 Cost
St. Catherine Community School St. Jerome School St. Matthew School	Roof repairs	Roof replacements	\$2,600,000
École St. Angela Merici St. Peter School Archbishop M.C. O'Neill Catholic High School	Boiler upgrades or repairs	Replacements or repairs to boiler systems	1,075,000
Deshaye Catholic School St. Catherine Community School Miller Comprehensive Catholic High School	Upgrade of interior lighting	Installation of new energy efficient LED interior lighting	245,000
Total			\$3,920,000

Transportation

The RCSD contracts out its transportation services to First Student, Inc. (First Canada ULC) and Regina Paratransit.

The service provider is in the process of recovering from post-COVID challenges, particularly bus driver shortages, and has experienced an 88 per cent decrease compared to the previous year. Bus charters have surged by 350 per cent compared to the previous year, with over 2,300 charters, nearing pre-COVID levels.

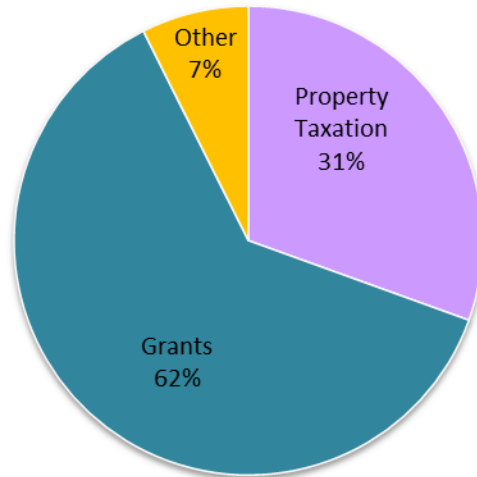
Transportation Statistics	
Students Transported	4,146
Transportation Runs	100
Average One-Way Ride Time	22 minutes
Longest One-Way Ride Time	63 minutes
Average Capacity Utilized on Buses	82.6%
Average Age of Bus	2 years

Source RCSD Transportation - September 30, 2022

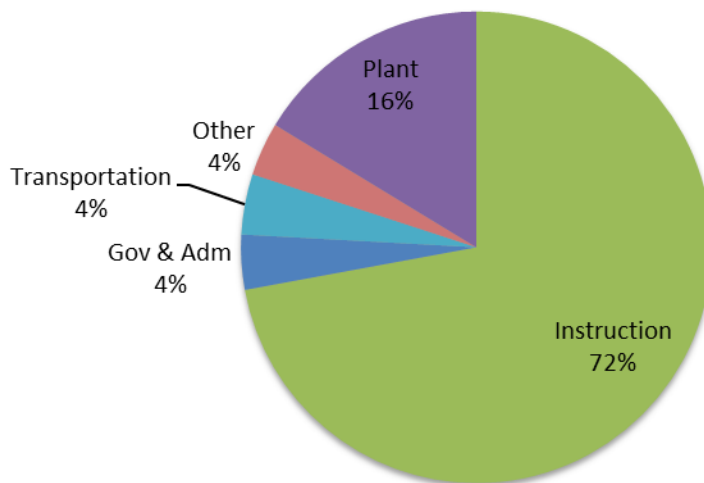
Financial Overview

Summary of Revenue and Expenses

Revenue 2022-23



Expense 2022-23



Budget to Actual Revenue, Expenses and Variances

	2023	2023	2022	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	46,036,723	45,769,225	45,806,161	(267,498)	-1%	
Grants	89,512,253	93,125,550	74,405,512	3,613,297	4%	
Tuition and Related Fees	128,092	86,091	185,584	(42,001)	-33%	1
School Generated Funds	1,522,556	2,108,204	1,675,901	585,648	38%	2
Complementary Services	1,506,666	1,506,672	1,491,752	6	0%	
External Services	1,020,582	1,649,386	1,179,501	628,804	62%	3
Other	1,481,779	5,753,057	3,007,964	4,271,278	288%	4
Total Revenues	141,208,651	149,998,185	127,752,375	8,789,534	6%	
EXPENSES						
Governance	645,608	599,522	561,935	(46,086)	-7%	5
Administration	4,437,125	4,694,596	4,325,836	257,471	6%	6
Instruction	98,156,046	101,516,310	98,172,128	3,360,264	3%	
Plant	19,372,103	22,967,596	19,275,262	3,595,493	19%	7
Transportation	5,731,214	5,828,551	5,634,654	97,337	2%	
Tuition and Related Fees	64,860	101,324	34,450	36,464	56%	8
School Generated Funds	1,563,566	2,115,424	1,544,980	551,858	35%	9
Complementary Services	1,173,237	1,509,487	1,587,216	336,250	29%	10
External Services	1,084,296	1,428,696	1,240,651	344,400	32%	11
Other Expenses	10,162	21,316	155	11,154	110%	12
Total Expenses	132,238,217	140,782,822	132,377,267	8,544,605	6%	
Surplus (Deficit) for the Year	8,970,434	9,215,363	(4,624,892)			

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

Note	Explanation
1	Less than budgeted tuition fees due to a change in understanding of international student tuition legislation.
2	More than budgeted school generated funds revenue due to more fundraising activities than anticipated.
3	More than budgeted external service revenue due to the addition of the Early Years Family Resource Centre and more revenue from driver training.
4	Other revenue was more than budgeted due to extra earnings from investments and sale of former St. Andrew School.
5	Less than budgeted board members expense and professional development.
6	More than budgeted administration expense due to increase in salary expense as a result of backfills for sick leave.
7	More than budgeted in minor renovations expense including preventative maintenance expenditures.
8	More than budgeted tuition fee expense.
9	More than budgeted school generated funds expenditures due to more fundraising activities than anticipated.
10	More than budgeted due to increase in non-teacher salary expense.
11	More than budgeted due to an increase in expenditure for driver training.
12	More than budgeted due to an increase in expenditures for bank charges.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
BAST, RYAN J **	38,808	-	-	2,940	3,169	-	44,917
BONNELL, E. VICTORIA	37,067	-	-	3,358	3,215	-	43,640
BRESCIANI, ROBERT	34,228	-	-	2,346	2,743		39,317
BUSHI, OBIANUJU	36,553	-	-	3,329	2,789		42,671
KOWALCHUK, ROBERT	34,448	-	-	2,927	3,264		40,639
WENINGER, SHAUNA *	42,913	-	-	3,452	-		46,365
WILCOX, DARREN	33,462	-	-	97	-		33,559

*Board Chair

**Deputy Chair

Personal Services

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

NAME	AMOUNT
ABUAN, VENANCIO	\$51,364
ABUSADA, SHAWNA	92,585
ADAM, JANALEE	93,670
ADAM, MICHAELA	63,422
ADAMS, CHELSEA	90,200
ADEDEJI, OLUSHOLA	93,521
AGAR, JASON	94,457
AGUSTIN, GERARDO	53,641
AKINPELU, OLUWAKEMI	106,093
ALCANTARA, DENNIS-MARC	57,970
ALCANTARA, EFREN	51,051
ALDERMAN, CHARMANE	86,141
ALEXANDER, BYRON	65,596
ALIMBUYAO, SARAH	73,394
ALLA, ARMEL	69,828
ALLAN, STACY	96,699
ALLEN, ALLISON	97,202
AMICHAND, MANDY	94,163

NAME	AMOUNT
ANAKA, LAURA	65,348
ANANFACK KOWO, ANNIE	74,303
ANAQUOD, DENISE	92,497
ANDER, AMAYA	71,670
ANDERSON, ALISON	97,880
ANDERSON, LISA	95,218
ANDERSON, NICOLE	97,859
ANONAS, NENITA	96,647
APPELL, TAMMY	119,569
ASTROPE, KYLENE	94,045
BABYAK, SARAH	93,382
BACHELU, BLAIR	96,647
BACHIU, MARIA	93,299
BAGE, NICHOLAS	59,819
BAKER, ALISSA	97,375
BALABERDA, CORY	78,295
BALBUENA, MARIA	56,058
BALL, MARCHELLE	93,069

NAME	AMOUNT
BALON, TERESA	50,228
BANGA, JENNIFER	71,277
BARAGAR, JODI	102,479
BARNES WILCOX, BARBARA	96,693
BARNES-PITKA, RHONDA	96,693
BARON, KEVIN	97,416
BARTLETT, WADE	96,948
BAST, JANET	65,218
BAST, NICOLE	93,113
BASTOCK, LEANNE	98,000
BAUER, CHRISTINE	96,146
BAUI, KARL	69,663
BAUMGARTNER, ALANA	102,148
BAYDA, AMBER	72,417
BECKEL, SUZANNE	98,541
BEHNKE, RAYMOND	51,320
BELAIR, LINDSAY	92,943
BELANGER, NICOLE	79,012
BELISLE, PAULETTE	131,516
BELOF, JILL	102,148
BELVEDERE, DEREK	97,908
BENARD, MICHELINE	97,560
BENHAM, CATHERINE	92,166
BENKO, DEAN	112,192
BENKO, KIRSTEN LILI	98,377
BERNAUER, CYMONE	103,507
BERNER, ANDREA	91,229
BERNHARDT, REBECCA	90,738
BERRY, KYRIE	93,380
BESKOWINEY, STEPHAN	118,134
BIEGLER, LAWRENCE	138,466
BIRD, JESSI	112,104
BIRRELL, LYN	62,037
BIRRELL, NATHAN	96,480
BISSONNETTE, EVA	60,345
BLACKLOCK, ROMONA	102,348
BLADYKO, AMY	97,773
BLEHM, CHELSEY	74,473
BLOOS, MEGAN	61,523
BOAST, MEAGHAN	79,736

NAME	AMOUNT
BODNARCHUK, PETER	95,700
BOEHM, LEEANNE	96,647
BOGDAN, TYLER	110,148
BOHN, CIARA	88,229
BOHNET, DORINA	55,758
BOKURE, ABEDE	60,352
BOLLMAN, MARGARET	102,989
BONDY, CARI	77,870
BORYS, HEATHER	92,702
BORYS, JOANNA	90,594
BOSGOED, MELISSA	85,849
BOTTERILL, BRITTANY	56,729
BOURGEOIS, JAN	66,017
BOURQUIN, ALLYSHA	78,382
BOUTILIER, KRISTINA	100,622
BOWEN-DIAZ, ALEJANDRA	64,428
BOYACHEK, CHERYL	60,252
BRACKEN, JENNA	92,682
BRASS, COLIN	95,082
BRASS, JAYLENE	120,601
BRAY, MORGAN	61,548
BRCIC, MARLEY	102,989
BRENNAN, PATRICK	99,135
BRESCIANI, ANGELINA	92,726
BRESCIANI, MATTHEW	99,895
BRESCIANI, MITCHELL	71,997
BRESCIANI, OLIVIA	79,645
BREZINSKY, ASHLEY	82,868
BRIDGEMAN, JANNA	92,852
BROCHU, SCOTT	84,063
BRODNER, LANDON	99,895
BROUWERS, JENNIFER	68,089
BROWN, CORRINE	93,223
BROWN, DANIEL	93,506
BRUNDIGE, JANE	77,073
BRYDEN, TEAGAN	79,022
BUCSIS, COURTNEY	54,901
BUENO, JOEL P	51,376
BUETTNER, KELSEY	65,469
BUHLER, STEPHANIE	59,266

NAME	AMOUNT
BURANT-MAHER, ROLANDE	123,562
BURCHI-LITTLE, BRENDA	92,800
BURKE, NAVANGA	97,299
BURKHOLDER, KEATYN	63,635
BURNS, CHRISTINA	83,192
BUSBY, CHRISTOPHER	117,134
BZDELL, CORINNE	94,389
BZDELL, PAULA	82,231
CABYLIS, DEMETRIOS	75,190
CAMALARI, GABRIELA	74,031
CAMPBELL, JOSHUA	81,613
CAMPBELL, SARAH	74,768
CARDINAL, BRANDON	64,131
CARIGNAN, TODD	95,133
CASPER, STEPHANIE	114,893
CHABOT, LAURA	97,400
CHAGNON, KIMBERLEY	93,613
CHAPPLE, SARAH	89,821
CHARANDUK, CORY	106,624
CHASE, EMILY	62,080
CHASE, SEAN	228,466
CHASE, SHERRY	139,852
CHASTEL, JESSICA	74,089
CHAY, LES	69,767
CHERWATY, RYAN	68,882
CHEVRIER, NATALIE	96,605
CHICILLO, CANDACE	131,780
CHOMOS, PATRICE	93,623
CHOMYN, CAMERON	72,189
CHOMYN, MORGAN	60,840
CHRISTOPH, JESSICA	87,037
CHRISTOPHERSON, JACQUELINE	99,480
CHRISTOPHERSON, KELLY	105,067
CHURCH, CAMERON	96,699
CLARK, DRYDEN	64,517
COGHILL, NOAH	58,386
COLCLOUGH, SHINA	76,557
CONGER, MELODY	90,738
COOK, MICHELLE	93,473
COOLICAN, SARAH	95,423

NAME	AMOUNT
COOPER, LISA	96,797
CORNISH, DAVID	96,647
COTE, BARTLEY	125,075
COTE, TERRI	126,529
COTTRILL, BRETT	72,470
COTTRILL, KIERSTEN	72,535
COTTRILL, NAT	66,433
COURCHENE, RACHEL	81,925
COZINE, DANIEL	118,906
COZINE, KELLY	105,921
CRAWFORD, ANNA	76,376
CROMARTY-ZECH, TOBI	94,846
CROMPTON, HOLLY	92,166
CRONIN, SARA	79,630
CRONK, SHERI	72,155
CRUICKSHANK, MEAGAN	98,961
CSADA, ROBERT	97,450
D SOUZA, YVETTE	103,503
DALES, HEATHER	100,045
DALY, MARIAN	153,260
DANAHER, JOHN	86,644
DAUPHINAIS, CATHERINE	94,089
DAUPHINAIS, GILLES	122,983
DAVIES-ELTOM, COLETTE	98,762
DAY, KALI	65,349
DAY, RON	51,260
DEAN, ASHLEY	63,357
DECH, SAMANTHA	72,006
DECOSSE, RYAN	96,649
DEMARIA, DIANA	79,672
DEMETER, MELINDA	94,221
DESAUTELS, KIMBERLY	96,918
DESJARLAIS, DARYL	61,268
DEVINE, DAWN	99,862
DIACON, MIKAELA	56,090
DIETRICH, DANIELLE	71,744
DIIORIO, SUZANNE	93,782
DIZY, MICHELLE	102,521
DODD, CASSIE	59,518
DOEPKER, CHRISTINA	93,379

NAME	AMOUNT
DOLFF, JUDY	52,841
DOLHA, COURTNEY	79,392
DOMBOWSKY, SHAUNA	95,984
DONNELLY, LIZA	144,407
DORNSTAUDER, ELIZABETH	62,661
DORNSTAUDER, ROSE-MARIE	97,222
DOYLE, JIL	66,961
DREWS, DARREN	56,755
DROTAR, JEREMY	102,148
DUCZEK, JASON	96,647
DUCZEK, NANCY	98,254
DUFFY, CATHERINE	58,276
DUFFY, THOMAS	63,340
DUFOUR JERRETT, STEPHANIE	97,316
DUREAULT, RENEE	94,088
DZIADUCK, CAREY	93,506
EBENDA MBOUTOU, YVETTE	70,709
EBERL, MAUREEN	65,855
ECHTNER, NICOLE	79,077
EDMANDS, JASON	96,826
EDMANDS, TARA	91,619
EDQUILANE, TRISTAN	78,537
EHMAN, KELLEY	178,132
ELENDU, CANDINA	87,045
ELL, ANITA	55,327
ELL, BRENDA	92,412
ELL, DWAYNE	90,878
ELLERY, KARI-ANNE	92,835
EMBURY, EYTON	53,036
ENDICOTT, DENISE	102,148
ENGDOHL, CHELSIE	78,395
ENGELE, SHELBY	78,312
ENGLOT, RHYS	60,116
ENNS, DARRIAN	64,913
ERICHSEN, VALERIE	92,701
ERLENDSON, TRICIA	118,731
ERNST, PEYTON	59,520
ETHIER, CHANTEL	65,939
ETTIEN, ACKAH	67,871
EVANGELISTA, GILBERT	91,813

NAME	AMOUNT
EVANS, STEPHANIE	80,335
EWERT, AMANDA	71,191
EXNER, COLLEEN	71,555
FAIRBAIRN, JESSICA	54,262
FANOUS, FEBY	62,776
FARIS, HEATHER	102,369
FARIS, ROBERT	69,934
FARRIS, LYNNETTE	112,633
FELLNER, FRANCESCA	93,824
FENNELL, THOMAS	106,972
FERRARA HORNE, CHERYL	96,682
FESCIUC, KELLY	56,337
FETSCH, KEVIN	101,606
FIRNESZ, JACQUELINE	93,506
FIRNESZ, MATTHEW	98,790
FIRNESZ, NOLAN	102,017
FIRNESZ, RYLEND	68,377
FIRNESZ, SIMON	94,075
FISCHER, GREGORY	92,259
FISCHER, TARA LEE	92,843
FISCHER, TARA-LYNN	101,735
FISHER, TARA LYNN	102,993
FISKE, MICHELLE	76,704
FLEGEL, AIMEE	87,363
FLETCHER, MICHELLE	96,647
FLOREK, MATTHEW	93,281
FLUTER, CAROLYN	77,954
FOLK, RYAN	93,637
FOORD, JOHN	104,937
FORAIE, AMANDA	86,195
FORD, CLAYTON	100,735
FORD, ERIN	76,159
FORREST, LEANNE	124,283
FORREST, RYAN	93,237
FOSSENIER, SCOTT	153,260
FOX, WEBSTER	63,049
FRANCIS, JANELLE	55,327
FRANK, JESSICA	92,764
FREI, CHANDRA	50,912
FRIESEN, CATHERINE	90,494

NAME	AMOUNT
FROHLICK, D'ARCY	119,715
FUCHS, LARRY	115,112
FUCHS, TRACY	133,704
FUHRMANN, LUCRÉCIA	57,133
FUNG, FRANCINE	77,071
GABOURY, LAURA	102,690
GALLAGHER, NICOLE	81,977
GALLAGHER, RYAN	95,261
GALLOWAY, STEPHANIE	92,166
GAREAU, ROBERT	90,408
GARINGER, LEE	122,825
GARINGER, MONICA	63,681
GARTNER, TAMARA	97,417
GATES, KRISTA	136,776
GAUDET, JESSIE	58,580
GAVIN, BERNADETTE	96,977
GEBREANDRIAS, ZEREMARIAM	56,484
GEIGER, KELLY	70,068
GEISS, COURTNEY	76,601
GELINAS, DEANA	98,529
GELINAS, FRANCOIS	102,950
GHERASIM, SCOTT	92,166
GHERASIM, STACEY	178,132
GHIGLIONE, NADINE	91,828
GIBBONS, BLAINE	54,786
GIBBS, KORY	96,647
GIBSON, JENNIFER	102,357
GIESBRECHT, LACEY	74,164
GIESBRECHT, RYAN	88,633
GIESBRECHT, SHAYNA	76,037
GILBERT, GEOFFREY	127,925
GIROUX, MAEGAN-ANN	93,167
GOBEIL, MALLORY	75,233
GOLDEN, CHLOE	60,971
GONZALES, RONALD	104,060
GOODMAN, DEBORAH	61,199
GOODON, KAREN	92,260
GOULET-BROWN, MELANIE	96,646
GRAD, ROB	54,956
GREENOUGH, ALLISON	118,754

NAME	AMOUNT
GUEGUEN-NIELSEN, NINA	110,885
GYOERICK, KRISTIN	97,598
HACKL, WADE	160,899
HAGGARD, BARENT	61,944
HALL, MAY PUI-YEE	102,148
HALLETT, KARYN	93,880
HALVORSEN, JUANITA	97,718
HAMBLETON, DAVID	96,309
HAMILTON, AMANDA	79,644
HAMILTON, ANGUS	71,385
HAMMETT, MIRANDA	65,866
HAMMOND, ANITA	100,909
HAMMOND, GAETAN	102,148
HANCOCK, JODIE	64,682
HANNANT, TRACY	92,278
HANSON, LISA	107,950
HANUS, SHAUNA	92,166
HARBUS, MINDY F.	97,450
HARDING, ANGELA	98,190
HARLEY, JORDAN	72,967
HARPER, SHAE-ANN	75,221
HARRISON, SHERYL	103,464
HART, ANDREA	97,014
HARTNEY, DESMOND	96,843
HARVEY, CHERYL	92,166
HAUTCOEUR, LISA	97,437
HAYDUK, KATHERINE	92,169
HAYES, GRAHAM	112,582
HAYWARD, ASHLEY	93,604
HEGI, MICHALA	98,178
HEIDT, SYLVIA	51,523
HEISLER, AMANDA	94,670
HENDREN, ALEXANDRA	60,902
HERMAN, KATHLEEN	83,726
HERSCHMILLER, BRADLEY	92,166
HESZHEIMER, KIM	75,208
HICKEY, JUSTINE	68,366
HICKS, RYAN	96,914
HILDEBRAND, HEIDI	178,132
HINDLE, ERIN	94,666

NAME	AMOUNT
HINDMARCH, TRINA	92,166
HISCHEBETT, LEAH	91,181
HISCUTT, DOUGLAS	50,026
HJELSING, TRINA	62,446
HODGES, EDWARD	97,628
HOEVING, RYAN	51,370
HOFFART, CURTIS	93,327
HOFFMAN, SYDNEY	62,225
HOGNERUD, KATRINA	96,647
HOLLIDAY, SHARLENE	102,150
HOLLINGER, JANNA	102,354
HOLLINGER, NICOLE	92,399
HOLT, NICOLE	93,265
HORNUNG, SHERI	98,378
HORSMAN, COURTNEY	81,288
HORVATH, RHONDA	102,388
HOUK, RODNEY	100,082
HOUK, SHANNON	54,901
HOVDEBO, MARCIA	74,311
HOWAT, CINDY	78,214
HRYNKIW, JILL	70,595
HUBER, JESSICA-LYNN	77,631
HUEL, CHAD	92,166
HUERTO, JENNY	55,827
HUNTER, ELISABETH	60,923
HYGARD, ALEXANDRA	63,559
HYND, SARA	93,381
HYNES, CURTIS	96,728
IBON, ROBERT	51,376
ISTACE, KAREN	117,354
JACEK-FLAMAN, AMANDA	92,166
JACKSON, ERIC	93,045
JAMES, RYAN	82,796
JAMIESON, KENZIE	50,629
JANECZKO, KYLE	87,698
JANZEN, KEIRA	71,004
JARIKRE, EJIROGHENE	74,694
JEANNOT, BRIAN	121,752
JEFFERS, PATRICK	61,420
JENSEN, RYLAN	60,687

NAME	AMOUNT
JOA, KYRSTEN	71,944
JOHNSON, CHANTEL	97,734
JOHNSON, JENNIFER	102,260
JONES, DAWN	98,470
JONES, TIFFANY	87,007
JOSIE, JOELLE	94,090
JOST, JANET	97,450
JOST, THOMAS	102,500
KACZMARSKI, LORETTA	94,234
KAISER, APRIL	73,102
KAJATI, ALISON	67,888
KALENCHUK, HEATHER	104,580
KAMINSKI, MEGAN	94,690
KAMPMAN, CHRISTOPHER	106,412
KAMPMAN, MATTHEW	72,725
KAUF, ARKIN	112,115
KAYTER, ALEAH	92,538
KEEN, DARLA	93,236
KEITH, MELANIE	120,649
KELETA, ZERESLASIE	52,403
KENDALL, HEATHER	74,750
KENDEL, KRISTA	99,648
KENNEDY, DONALD	102,209
KERR, TREVOR	90,953
KEZEMA, CONNER	66,758
KIKOMEKO, MIKE	50,614
KILKENNY, JACLYN	96,146
KIRKUP, DARREN	51,186
KLEIN, KRISTOPHER	84,906
KLEISINGER, ABBIGAYLE	55,631
KLEISINGER, CURTIS	192,100
KLEISINGER, JAMES	85,225
KLEISINGER, PATRICK	55,915
KLIPPENSTEIN, ALISA	95,645
KNIGHT, CHARMAINE	93,401
KNIGHT, MICHAEL	103,867
KNOBEL, NATASHA	72,489
KOBACK, MEGAN	78,315
KOBELSKY, CAROLYNNE	94,724
KONDZIELEWSKI, MARIE	95,581

NAME	AMOUNT
KOOGER VIXAMAR, CARI	59,710
KOROLUK, KAREN	97,451
KOSKIE, DANIEL	80,829
KOT, GARRETT	92,166
KOTYLAK, PATRICIA	50,581
KOWALSKI, MARCELLINA	100,079
KOWALYK, BAILEY	71,675
KOZAK, COLLEEN	92,186
KRAMER, JOSHUA	175,892
KRISTOFF, COLIN	102,148
KRUEGER, PATRICE	102,153
KRYZANOWSKI, MARGUERITE	96,647
KUNTZ, CHERYL	51,056
KUNTZ, KEVIN	93,100
KUNTZ, LISA	91,011
KUNTZ, SCOTT	97,906
KUPPER, SHERI	97,181
KUSTER, JODY	96,309
KUSTER, SHAWN	102,587
KUZ, DEAN	50,495
LABELLE, KRISTA	68,282
LACASSE, DIANE	96,641
LACELL, TREVOR	51,188
LACH, KAREN	92,166
LAFORTUNE, MARLENE	53,261
LAMB, NANCY	93,259
LANDRY, JOANNA	178,132
LANDRY, JULIUS	89,720
LANG, CARTER	88,469
LANG, JOHN	117,615
LANG, LYDELL	91,012
LANG, MARK	97,834
LANGEN, ALEXIS	94,718
LANGEN, AMY	97,589
LAREAU, JOEL	76,073
LARSON, BRAYDEN	62,514
LARTER, ANDREA	50,899
LAURSEN, JILLIAN	103,568
LAVOIE, LAUREN	74,420
LEBLANC, NATALIE	98,126

NAME	AMOUNT
LEBLOND, RYAN	92,870
LEBOLDUS, SARA	92,843
LECOUFFE, SHANNON	93,975
LEFEBVRE, CHLOE	79,307
LEIBEL, KAREN	99,854
LEITNER, SARAH	81,954
LENIC, AMBER	99,053
LEWIS, RILEY	90,732
LIEBEL, LAURA	72,077
LING, RACHEL	94,664
LIPP, KELSEY	61,242
LIZEE, DANIEL	130,727
LIZEE, HONNI	103,382
LOCKERT, ANGELE	51,570
LOGAN, MIQUEL	76,783
LORENCZ, BRITTANY	69,291
LORENCZ, CHERI	70,121
LORENCZ, LAURA	97,449
LOZINSKI, CINDY	66,366
LUCE, MAVIS	92,162
LUCE, RAYMOND	51,615
LUCERO, ANNA	93,646
LUCYK, APOLLINE	74,570
LUCYK, LEONORA	91,474
LUFF, SHEILA	54,543
LUKIWSKI, RYLAND	67,641
MACCALLUM, KAELEIGH	66,148
MACDONALD, TIANNA	68,497
MACLEOD, LINDSEY	101,243
MACLEOD, NICOLE	79,220
MAGNUSSON, DAVID	202,402
MAGNUSSON, HANNAH	60,776
MAGNUSSON, JENNA	68,996
MAGNUSSON, KELLY	92,166
MAH, WILLIAM	73,672
MAHAJAN, RENEE	103,605
MAIER, LEAH	102,289
MALAWSKI, NICOLE	65,573
MALICK, MARIE	74,739
MANN-FELSKE, BRADIE	93,062

NAME	AMOUNT
MANNION, EDWARD	96,647
MANTUHAC, NONILO	50,087
MANTYAK MCDONALD, JENNIFER	93,005
MARCHAND, APRIL	92,688
MARCOTTE, LISA	103,360
MARIN, BRIAN	94,928
MARINOS, ALYSSA	61,059
MARIO, BREANNE	90,533
MARION, BRIAN	92,166
MARKOWICZ-TROY, ELENA	73,582
MARSHALL, MICHELLE	98,948
MARTIN, DAYLIA	70,604
MARWICK, JAEDEN	62,491
MASSEY, MEGAN	92,971
MASUR, MELONY	83,726
MATLOCK, BRETT	103,763
MATT, CHELSEE	97,182
MATTIES, JODI	114,091
MATZ, KYLA	83,522
MAZDEN, SHELLEY	92,661
MAZUR, MARIAH S	74,712
MBANZA, MUTANGILAYI	72,811
MCBETH, TRISHA	102,148
MCCALLUM, CASSIE	66,172
MCCALMON, ERIC	102,293
MCCALMON, LAURA	95,241
MCCANN, LISA	97,447
MCCARTHY, CAITLIN	82,892
MCCLARE, SABRINA	93,862
MCCLOY, CHANTEL	55,638
MCCULLOCH, ROBERT	104,549
MCFEE, JAYDE	89,513
MCGEOUGH, JACOB	78,162
MCGILL, ANDREA	72,239
MCKECHNIE, SHARON	94,375
MCLEAN, WADE	98,212
MCLELLAN, MEAGAN	90,653
MCLENNAN, LEANNE	64,702
MCMANUS, AMY	93,185
MCMILLAN, HARMONY	97,985

NAME	AMOUNT
MCMILLAN, SUZANNE	93,857
MEADOWCROFT, CHERI	92,307
MEDHIN, KEBREAB	51,245
MEICKEL, MARK	52,205
MEIER, PAUL R	51,377
MEJIA, ANDRE	84,099
MELNYCHUK, SHERRI	92,702
MENHART, MILOS	96,647
MENSAH, ROBERT	70,775
MERCADO, EUMIR	80,461
MERK, JANET	93,506
MERK, SHELLEY	84,538
MESSER, CHRISTINE	97,167
METZ, CASSIE	65,961
MEYER, ASHLYN	79,157
MEYER, VINCENT	92,166
MIHIAL, KATHERINE	77,271
MILLETTE, THERESA	55,946
MILLS, GERRIE	51,380
MILO, TAMMIE	102,779
MILOS, PAMELA	52,013
MISSENS, AMANDA	64,418
MITCHELL, NATALIE	120,058
MOHR, NICOLE	101,231
MOISUK, AMANDA	86,390
MOLESKY, RENEE	75,219
MOLLEKEN, STACEY	92,497
MOLNAR-FLUTER, NATASHA	68,566
MONTAGUE, RYAN	92,970
MONTENEGRO, RENEE	92,166
MONTERO DE MOORE, NORA	109,501
MORAN, GLEN	54,469
MORGAN, TERRY	121,113
MORHART, CARRIE	97,451
MORHART, LINDSAY	112,892
MORLEY, LYLE	104,189
MOSER, LAURA	63,180
MOSKOWY, GREG	93,238
MOUGEOT, SARA	57,595
MRAZEK, JAMIE	89,668

NAME	AMOUNT
MURRAY, CLAYTON	112,655
MURRAY, JACQUELINE	97,374
MUSHUMANSKI, AMANDA	95,945
MUTCHERSON, ADRIAN	50,425
MYERS, JAMIE	67,702
NAGEL ZELLER, KIMBERLY	106,852
NAKUTNY, KATERINA	96,641
NAMETH, CASSANDRA	57,991
NEAL LANGDON, MARY	92,747
NEILES, SUSAN	92,532
NELSON, DAVID	103,488
NELSON, JOELLE	72,063
NELSON, KENNA	106,383
NELSON, ROBERT	96,647
NEUMANN, JASON W.	96,646
NEUMANN, TRICIA	92,702
NICOLSON, CARMEL	110,118
NICOLSON, COLE	70,922
NICURITY, RENEE	91,826
NIELSEN, RUSSELL	91,237
NIELSEN, SARAH	69,993
NISHNIK, KYLA	64,418
NISHNIK, LYNETTE	97,779
NORMINTON, JENNIFER	93,086
NORRIS, MONICA	127,141
NORTON, AMANDA	97,682
NORTON, SHERALYN	68,894
NOVAK, LISA	88,820
NOWOSAD, MICHAEL	81,733
NTAWUHORAGEZE, ERNEST	71,407
O'DONNELL, JESSICA	69,467
OGUNSEYE, BOLUTIFE	65,379
OLSEN, BRIGITTE	90,656
ONRAIT, MORGAN	93,063
ONZA, PEDRO	58,806
ORR, ALYSSA	74,085
ORTHNER, JOLENE	102,477
ORTMAN, PAMELA	101,369
ORTMAN, REEGAN	72,203
OSZUST, JOANNE	102,711

NAME	AMOUNT
OTTENBREIT, KYLE	99,956
OTTENBREIT, TYLER	110,344
OWENS, JENNIFER	102,372
OWENS, PAUL	118,427
PAEZ, ADALUZ A	104,895
PAIDEL, KATE	72,125
PALAGITSKA-KENYUK, SVITLANA	65,713
PALMARIN, DANIEL	93,895
PAPANDREOU, BARBARA	80,081
PARISIEN, CLAYTON	94,385
PARISIEN, KIMBERLY	94,361
PARISIEN, VICTORIA	87,609
PASCAL, LYNETTE	65,172
PASTUCH, MOLLY	74,647
PATENAUE, CINDY	68,520
PATTERSON, HANNAH	98,998
PAUL, HANNAH	76,114
PAUL, MARLA	93,123
PAUL-BERETI, IRENE	51,429
PAWLIW, SHIRLEY	63,141
PAYSEN, JAIMIE	97,091
PEARCE, SHAWN	126,834
PEAT, JACQUELINE	132,238
PELLERIN, KYLE	87,730
PELLETIER, GREGORY	96,647
PERRAULT, CONNIE	96,647
PERRAULT, LESLEY	96,797
PERREAUX, JOHNNY	54,469
PERREAUX, ROBIN	99,752
PERRON, CINDY	93,904
PERRON, LINDA	93,774
PETERS, JENNA	93,238
PETTIGREW STEADMAN, TAMMIE	102,687
PHAIR, MICHELLE	97,896
PIEDAD, MANOLITO	51,382
PILON, DEREK	93,473
PINNOW-WEBER, JOCELYN	96,857
PITZEL, MANDY	92,166
POIRIER, COURTNEY	94,151
POOL, MICHELLE	96,647

NAME	AMOUNT
PORTER, DIANA	100,237
PORTER, JACOB	71,906
PRIFTI, SPYROS	58,078
PRIFTI, VASILA	62,109
PRUVOT, GUILLAUME	54,298
PRYSLIAK, JONAS	57,346
PUSCH, AMY	94,663
PUSCUS, CHRISTINA	89,147
QUIROZ-NORMAN, KAREN	113,355
RADONS, GLENN	61,454
RADONS, RICHARD	63,149
RAMDEZ, PAULA	97,129
RANGER, SAMANTHA	54,917
RATCLIFFE, MELISSA	93,553
RATH, SERENA	97,882
RAU, MELISSA	86,097
REAVIE, MICHAEL	112,513
REDING, YVONNE	92,970
REDLER, CARLA	96,171
REDLER, JESSICA	97,986
REDLER, TREVOR	107,478
REED, PATRICK	90,225
REGIER, LILA	59,160
RESCH, JENNIFER	119,462
RICHARDS, EMILY	70,398
RICHARDS-BAILEY, LUNA	92,702
RICHTER GODDARD, AMANDA	58,497
RICHTER, ADAM	93,773
RICHTER, MICHELLE	99,117
RIDGWAY, COLLEEN	66,125
RIEDER, EMILY	64,244
RIEDER, GREGORY	95,307
RIEGER, KORRIN	93,531
RIEGER, SHELDON	99,167
RIFFEL, PETRA	94,584
RING, GABRIELLE	82,274
RIPPLINGER, MICHEAL	72,110
ROBERTS, JOCELYN	94,304
ROBERTSON, DAPHNIE	96,647
ROCKABAR, ERIN	69,345

NAME	AMOUNT
ROCKTHUNDER, AUDREY	93,994
RODRIGUEZ, GENNA	111,954
ROGOSCHEWSKY, DANA	80,028
ROMANYK, CHELSEA	94,801
ROSE, TAMMY	66,283
ROSS, DAWN	92,701
ROSS, RODGER	59,944
ROSS, SARAH	76,896
ROUNDELL, SHANTELE	106,601
RUBRECHT, MARKUS	129,881
RUDD, CHELSEY	96,852
RUSCHIENSKY, AMANDA	93,507
RYALL, REBECCA	91,246
RYHORCHUK, DANIELLE RENEE	93,208
SACKVILLE, CAROLINE	73,485
SAENZ AGUILERA, MARIA	52,834
SALIM, AMANDA	78,086
SALTER, RYAN	65,650
SANDERCOCK, JEANNIE	63,661
SANVILLE, AMY	118,194
SARVARI, ALEX	61,717
SATHER, KENDALL	76,835
SAWATZKY, BEVERLIE	95,430
SAWORSKI, ALICIA	73,071
SAYER, THERISA	95,082
SAZYNSKI, ANGELA	91,159
SCHAAF, SUSAN	92,166
SCHAAN, BERNADETTE	92,734
SCHAAN, ROBERT	102,325
SCHAFER, PAMELA	98,375
SCHEIBEL, RACHEL	61,117
SCHEIBEL, SHELLEY	98,423
SCHIEMAN, KAREN	99,275
SCHMIDT, BRENDA	96,858
SCHMIDT, JULIA	91,095
SCHMITZ, MALLORY	94,214
SCHMITZ, RYAN	97,969
SCHOFF, DANNA	75,512
SCHOFF, LEE AN	93,128
SCHULTZ, CARLY	63,296

NAME	AMOUNT
SCHULTZ, DORINDA	98,222
SCHULTZ, JADE	51,380
SCHUWEILER-FRIZZELL, SARAH	67,563
SCHWEBIUS, DEAN	124,100
SCOLLAN, AMBER	99,677
SCOLLAN, PAUL	101,731
SEARS, DOUGLAS	130,379
SECK, BROOKLYNN	62,214
SEIDLER, BAILEY	78,465
SEIDLER, JASON	61,942
SEITZ, HEATHER	69,174
SELINGER, SANDRA	117,615
SEMIENIUK, KATELYNN	82,579
SENGER, STACI	98,305
SENGER, STEPHANIE	80,329
SENTES, BRIAN	57,801
SENTES, CYNTHIA	57,361
SHAW, LINDSAY	91,541
SHERAR, MITCHEL	96,647
SHUBA, DIANA	91,941
SHYIAN, OLENA	90,356
SHYNKARUK, TRICIA	110,544
SIFERT, ERIN	78,947
SILVERMAN, KELLY	96,947
SIRDAR, YVONNE	116,408
SIRKE, KARA	75,617
SIROIS, NATALIE	52,210
SKOTNITSKY, PAULA	96,647
SMADU, JOACHIM	118,902
SMADU, MEGAN	63,757
SMITH, BAILEY	76,840
SMITH, MITCHELL	67,170
SMITH, SHANE	50,858
SOKALOFISKY, TANNER	75,545
SONNTAG, JOHNATHAN	81,266
SPELLISCY, VANESSA	60,761
ST AMAND, COLE	69,523
ST AMAND, MAURICE	125,370
ST AMAND, TIMOTHY	100,908
ST.ONGE, ERIN	91,986

NAME	AMOUNT
STARK, ASHLEY	90,618
STEPHEN, KENNETH	66,988
STEPHENSON, ELIZABETH	97,944
STEWART, RACHEL	89,867
STEWART-MITCHELL, JENNIFER	115,980
STOCKBRUGGER, CARIE	99,019
STOJA, ILDA	68,740
STOLL, KALE C	53,306
STOM-ANTHONY, SAMANTHA	102,448
STORMS, KERRI	103,060
STRATILO-CAMPBELL, ELISABETH	93,238
STRICKER, MACKENZIE	68,091
STROMICH, REGAN	51,308
STRUEBY, KRISTA	102,148
STRUEBY, NADINE	92,191
STRUEBY-DENKERT, JOLENE	100,014
SULLIVAN, FAWN	99,199
SUTHERLAND, WENDY	92,564
SUTTER, CHLOE	71,337
SUTTER, NYKA	71,570
SUWALA, BERNADINE	97,644
SWARTZ, JESSICA	72,267
SYLVESTRE, VANESSA	92,166
SYNK, ROSALIE	97,769
TACHEMEBE KUEMEGNE, VALERY	76,957
TERRY, TANA	63,903
THELLEND, ERIC	79,925
THIELE, LAURIE	92,166
THOMPSON, KENDRA	97,273
THURMEIER, ERIN	92,971
TOCHOR, CLAIRE	71,353
TOCKER, RUSSELL	64,990
TOKARZ, ALLISON	93,506
TOKARZ, SARA	60,085
TOMPOROWSKI, SAMANTHA	69,405
TONIELLO, PAUL	72,110
TONITA, JEFFREY	104,891
TOURIGNY, PAUL	130,536
TRAPANE, JEANETTE	73,789
TREMBLAY, JOANNE	64,701

NAME	AMOUNT
TREPTAU, CHRISTINE	92,226
TROY, TREVOR	121,537
TRUELLE, KATHY	94,093
TURCOTTE, MARTIN	75,992
TURLOCK, KIRSTEN	81,659
TURMEL, CELINE	95,974
ULMER, BRITNEY	92,866
UNTEREINER, DAWN	59,015
UNTEREINER, JENNIFER	99,360
URSAN, JODI	94,210
URSZULAN, DARREL	69,934
VALIQUETTE-NORTON, GENEVIEVE	97,183
VAN BENDEGEM, JOYCE	98,025
VAN BETUW, CHRISTINA	77,817
VAN BETUW, PAUL	127,363
VAN JARIKRE, AN	96,989
VAN PARYS, CRAIG	96,647
VANY, CARRIE	129,428
VATAMANIUCK, SARAH	58,048
VAUGHN, WENDY	89,867
VENDRAMIN, DEAN	116,041
VENEZIANO, MARTINA	92,783
VOGELSANG, ANNETTE	92,377
VOLLET, TINA	127,572
VOLPE, LUCA	66,337
VON STADEN, ANNA	97,452
WAHL, JAMES	130,974
WAHL, MONIQUE	111,954
WALL, AMANDA	99,150
WALLICK, BRUCE	51,450
WARD, ADAM	104,810
WARD, ANDREA	139,852
WARD, ROXANNE	78,984
WARK, BRIANNA	58,862
WARK, MELODIE	92,308
WARNECKE, KYLA	96,647
WARONEK, LOUISE	90,490
WASHKOWSKY, ALEXANDER	62,509
WASYLIW, KATIE	78,467
WATSON, TRACY	52,261

NAME	AMOUNT
WATT, ADAM	68,790
WEBB, CARLA	86,301
WEBB, KYLE	92,599
WEBER, KELLY	98,369
WEINS, ANDREA	92,166
WEIR, JANELLE	61,199
WEIR, WILLIAM	121,631
WEISGERBER, ANGELA	64,097
WELBURN, CYNTHIA	93,570
WELLER, TANYA	55,626
WERNIKOWSKI, JILLIAN	75,866
WERNIKOWSKI, MARK	138,635
WEST, GORDON	66,044
WEST, TERESA	92,076
WEST, TWYLLA	99,627
WHITE, SHAWN	96,646
WHITE, STEPHANY	97,263
WHITESTAR, EVAN	68,766
WHITNEY, JENNIFER	92,876
WICKENHEISER, DAVID	108,174
WILD, BRITTNEY	88,019
WILKINS, MELANIE	90,840
WILLFORD, JILLANA	71,872
WILLIAMS, DREW	58,362
WILLIAMS, KATHERINE	96,699
WILLSON, KIMBERLY	100,200
WINGERT, KIMBERLEY	87,217
WINSLOW, HILARIE	66,671
WINTER, MARK	92,166
WISEMAN, VANESSA	90,365
WOLENSKY, LEANNE	93,634
WOLF, MICHAEL	102,750
WONG, JASMINE	77,395
WOOLLEY, CONOR	75,742
WOYTOWICH, LOGAN	96,887
WRIGHT, MURRAY	101,356
WRIGHT, TYLER	122,862
WYLLYCHUK, DONNA	57,311
YAKICHUK, MARC	94,552
YANO, CRYSTA	90,289

NAME	AMOUNT
YAREMKO, BRENNAN	96,825
YEO, GAIL	95,848
YOUNG, LYNSEY	102,218
YU, JIMMY	51,622
YUNG, ANNLISE	77,282
YUNG, SANDRA	93,754
ZACHARIAS, CAITLIN	72,904
ZACHARIAS, CASSIDY	70,215
ZAMPESE, DEENA	94,549
ZAMPESE, LEANNE	98,522
ZATYLNKY, BENEDICT	51,120
ZATYLNKY, DANIELLE	93,327
ZATYLNKY, KEN	93,064

NAME	AMOUNT
ZAWACKI, CARLA	92,165
ZERAI, BERHE	51,464
ZERE, TADAWIS	50,629
ZERR, JEFFREY	65,889
ZOLDY, GERIANN	93,311
ZOOK, MARAYA	89,722
ZORN, JENNIFER	92,970
ZUBOT, TYLER	60,617
ZUCK, DENISE	56,210
ZUMSTEIN, MARCUS	71,904
ZWARYCH, OKSANNA	51,519
ZWARYCH, SHAUNA	58,020
ZYLAK, MICHAEL	76,361

Supplier Payments

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

NAME	AMOUNT
1080 ARCHITECTURE PLANNING & INTERIORS	\$86,177
3TWENTY SOLUTIONS INC.	154,582
ACCELERATED DRIVING ACADEMY LTD.	173,823
ACTION ROOFING LTD.	676,151
ACTION SEWER & DRAIN	52,553
AINSWORTH INC.	696,195
ALFA ENGINEERING LTD.	89,286
ALL PRO ENVIRONMENTAL CONTRACTING LTD.	93,046
ALLIANCE ENERGY LTD.	71,866
AMAZON CHANNELS	282,795
AON CANADA INC. - T57048C	586,291
ARC ELEMENTS INSPECTIONS LTD.	129,670
ATLAS-APEX ROOFING (SASKATCHEWAN)	1,105,355
AVISON YOUNG COMMERCIAL REAL ESTATE	1,000,000
BRIAN LISTROM	228,395
BRXTON MASONRY INC.	347,802

NAME	AMOUNT
CANADIAN TIRE	51,045
CG WEALTH MANAGEMENT	4,000,000
CITY OF REGINA	555,206
CLEARLITE GLASS LTD.	183,048
CNB COMPUTERS INC.	53,421
CONCEPT3 BUSINESS INTERIORS LTD.	126,998
COREFOUR INC.	\$73,482
CROFT ELECTRIC LTD.	374,449
DO-ALL FLOORS	50,065
DOLLARAMA	52,990
EDCO PLUMBING & HEATING	339,055
ENERGY NETWORK SERVICES INC.	164,023
ENGELHEIM CHARTERS INC.	67,935
EXECUTIVE PROTECTION SERVICES	80,639
FIRSTCANADA ULC.	5,981,556
FOOTHILLS EDUCATIONAL MATERIAL	72,696
GENX SOLUTIONS	1,026,689
GORDON FOOD SERVICE CANADA LTD.	65,917

NAME	AMOUNT
HBI OFFICE PLUS INC.	174,285
HEWLETT-PACKARD FINANCIAL SERVICES	172,060
IBM CANADA LTD.	127,453
IMPERIAL DADE CANADA INC.	251,771
INLAND AUDIO-VISUAL LTD.	64,308
JOHNSON CONTROLS INC.	72,033
JPH CONSULTING LTD.	146,165
KEV SOFTWARE INC.	53,715
KLEAN KING VAC LTD.	129,236
KRESS ELECTRIC LTD.	188,708
LIFETOUCH CANADA	69,434
LONG & MCQUADE (SASKATCHEWAN)	51,759
LORAAS DISPOSAL SOUTH LTD.	55,117
MENGEL FLOOR AND WINDOW FASHION	94,928
MR. B'S DRIVING SCHOOL	143,609
NELSON EDUCATION LTD.	51,098
NUMBER TEN ARCHITECTURAL GROUP	121,202
PALMERS ELECTRIC LTD.	215,719
PEARSON CANADA ASSESSMENT INC.	191,253
PLAIN VIEW MEDIA	56,362
POWERLAND COMPUTERS LTD.	1,200,111
POWERSCHOOL	272,540
QUOREX CONSTRUCTION SERVICES LTD.	6,059,650
RANCH EHRLO SOCIETY	80,124
RAND TEED	89,618
RAYMOND JAMES LTD.	11,500,000
REAL CANADIAN SUPERSTORE	128,810
REAL CANADIAN WHOLESALE #67	160,926
REGINA HIGH SCHOOLS ATHLETIC ASSOCIATION	129,294

NAME	AMOUNT
REGINA SCHOOL DIVISION NO. 4	121,176
RMIS ENGINEERING	223,670
ROYAL BUILDING MOVERS LTD.	98,056
ROYALE DRIVING ACADEMY	167,049
RPM CRANES LTD.	97,613
RUBICON, A SAVVAS COMPANY	163,671
S.F. SCOTT MANUFACTURING CO. LTD.	106,449
SAFEWAY	66,141
SASKENERGY INCORPORATED	891,672
SASKATCHEWAN FINANCE REVENUE DIVISION	75,070
SASKATCHEWAN WCB	571,445
SASKPOWER	1,742,403
SASKTEL	174,663
SCHOLASTIC	139,049
SEAL-IT UP ROOFING LTD.	883,538
SHANAHAN'S LIMITED PARTNERSHIP	79,702
SILVER SCREEN SPORTSWEAR	101,623
SOMERSET EQUIPMENT FINANCE LTD.	1,155,675
SOUTH COUNTRY EQUIPMENT	68,037
SPORTFACTOR INC.	64,043
SPRA - A JOINT VENTURE	643,202
STAPLES	60,505
SUPREME OFFICE SUPPLIES	337,864
TRADE WEST EQUIPMENT LTD.	378,969
UNIVERSITY OF REGINA	56,423
US BANK NATIONAL ASSOCIATION	5,358,059
VIC'S EXCAVATING	54,390
W.K.S. PROFESSIONAL DRIVING	229,182
WAL MART	76,281
WESTERN ELECTRICAL MANAGEMENT	56,159
WESTRIDGE CONSTRUCTION LTD.	208,018

Other Expenditures

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

NAME	AMOUNT
CUPE LOCAL UNION 1125	\$74,056
LONDON LIFE INSURANCE COMPANY	2,470,581
RECEIVER GENERAL FOR CANADA	28,360,988
REGINA CATHOLIC SCHOOLS TEACHERS ASSOCIATION	161,683

NAME	AMOUNT
SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD	86,725
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,595,253
SASKATCHEWAN TEACHERS FEDERATION	9,059,096
TEACHERS SUPERANNUATION COMMISSION	133,543

Appendix B – Management Report and Audited Financial Statements

[REDACTED]

Audited Financial Statements

[REDACTED]

Of the Regina Roman Catholic Separate School Division No. 81

School Division No. 2160000

For the Period Ending: August 31, 2023

Josh Kramer
Chief Financial Officer

Dudley & Company LLP
Auditor

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

[REDACTED]

Saskatchewan 

Management's Responsibility for the Financial Statements

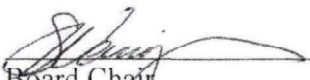
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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

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

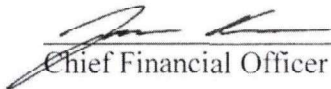
The Board of Education is composed of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible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

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

On behalf of the Regina Roman Catholic Separate School Division No. (81):


Board Chair


CEO/Director of Education


Chief Financial Officer

November 20, 2023

INDEPENDENT AUDITORS' REPORT

To the Board of Education of the
Regina Roman Catholic Separate
School Division No. 81

Opinion

We have audited the financial statements of the Regina Roman Catholic Separate School Division No. 81, which comprise the statement of financial position as at August 31, 2023 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 school division as at August 31, 2023, and its financial performance 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 Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the school division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the information, other than the financial statements and our auditors' report thereon, in the Annual Report.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Annual Report prior to the date of this auditors' report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in this auditors' report. We have nothing to report in this regard.

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

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

In preparing the financial statements, management is responsible for assessing the school division's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management intends to dissolve the school division or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the school division's financial reporting process.

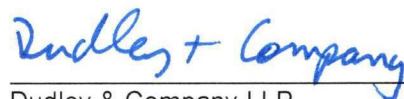
Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' 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 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 over-ride of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the school division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the school division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' 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 auditors' report. However, future events or conditions may cause the school division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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



Dudley & Company LLP
Chartered Professional Accountants

Regina, Saskatchewan
November 30, 2023

Regina Roman Catholic Separate School Division No. 81
Statement of Financial Position
as at August 31, 2023

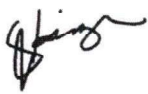
	2023	2022
	\$	\$ Restated
Financial Assets		
Cash and Cash Equivalents	45,078,376	37,481,097
Accounts Receivable (Note 6)	2,814,098	4,233,795
Total Financial Assets	47,892,474	41,714,892
Liabilities		
Accounts Payable and Accrued Liabilities (Note 7)	15,267,205	14,519,736
Liability for Employee Future Benefits (Note 4)	3,763,700	3,780,500
Deferred Revenue (Note 8)	5,168,480	4,487,788
Total Liabilities	24,199,385	22,788,024
Net Financial Assets	23,693,089	18,926,868
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	134,262,223	131,060,143
Prepaid Expenses	2,655,288	1,408,226
Total Non-Financial Assets	136,917,511	132,468,369
Accumulated Surplus (Note 11)	160,610,600	151,395,237

Contingent Liabilities (Note 13)

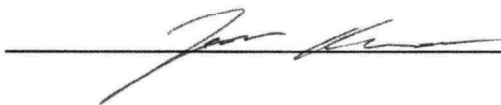
Contractual Obligations (Note 14)

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

Approved by the Board:



Chairperson



Chief Financial Officer

Regina Roman Catholic Separate School Division No. 81
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$ (Note 12)	\$	\$ Restated
REVENUES			
Property Taxes and Other Related	46,036,723	45,769,225	45,806,161
Grants	89,512,253	93,125,550	74,405,512
Tuition and Related Fees	128,092	86,091	185,584
School Generated Funds	1,522,556	2,108,204	1,675,901
Complementary Services (Note 9)	1,506,666	1,506,672	1,491,752
External Services (Note 10)	1,020,582	1,649,386	1,179,501
Other	1,481,779	5,753,057	3,007,964
Total Revenues (Schedule A)	141,208,651	149,998,185	127,752,375
EXPENSES			
Governance	645,608	599,522	561,935
Administration	4,437,125	4,694,596	4,325,836
Instruction	98,156,046	101,516,310	98,172,128
Plant Operation & Maintenance	19,372,103	22,967,596	19,275,262
Student Transportation	5,731,214	5,828,551	5,634,654
Tuition and Related Fees	64,860	101,324	34,450
School Generated Funds	1,563,566	2,115,424	1,544,980
Complementary Services (Note 9)	1,173,237	1,509,487	1,587,216
External Services (Note 10)	1,084,296	1,428,696	1,240,651
Other	10,162	21,316	155
Total Expenses (Schedule B)	132,238,217	140,782,822	132,377,267
Operating Surplus (Deficit) for the Year	8,970,434	9,215,363	(4,624,892)
Accumulated Surplus from Operations, Beginning of Year	151,395,237	151,395,237	156,020,129
Accumulated Surplus from Operations, End of Year	160,365,671	160,610,600	151,395,237

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

Regina Roman Catholic Separate School Division No. 81
Statement of Changes in Net Financial Assets
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$ (Note 12)	\$	\$ Restated
Net Financial Assets, Beginning of Year	18,926,868	18,926,868	29,594,855
Changes During the Year			
Operating Surplus (Deficit), for the Year	8,970,434	9,215,363	(4,624,892)
Acquisition of Tangible Capital Assets (Schedule C)	(14,904,300)	(8,425,401)	(11,105,824)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	3,520,283	1,374,339
Net Gain on Disposal of Capital Assets (Schedule C)	-	(3,417,928)	(1,323,576)
Amortization of Tangible Capital Assets (Schedule C)	4,916,566	5,120,966	5,115,103
Net Change in Other Non-Financial Assets	-	(1,247,062)	(103,137)
Change in Net Financial Assets	(1,017,300)	4,766,221	(10,667,987)
Net Financial Assets, End of Year	17,909,568	23,693,089	18,926,868

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

Regina Roman Catholic Separate School Division No. 81
Statement of Cash Flows
for the year ended August 31, 2023

	2023	2022
	\$	\$
OPERATING ACTIVITIES		Restated
Operating Surplus (Deficit) for the Year	9,215,363	(4,624,892)
Add Non-Cash Items Included in Surplus / Deficit (Schedule D)	1,703,038	3,791,527
Net Change in Non-Cash Operating Activities (Schedule E)	1,583,996	1,722,589
Cash Provided by Operating Activities	12,502,397	889,224
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(8,425,401)	(11,105,824)
Proceeds on Disposal of Tangible Capital Assets	3,520,283	1,374,339
Cash Used in Capital Activities	(4,905,118)	(9,731,485)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	7,597,279	(8,842,261)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	37,481,097	46,323,358
CASH AND CASH EQUIVALENTS, END OF YEAR	45,078,376	37,481,097

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

Regina Roman Catholic Separate School Division No. 81

Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$ (Note 12)	\$	\$ Restated
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	43,204,721	43,057,858	42,853,628
Revenue from Supplemental Levies	91,890	86,064	210,892
Total Property Tax Revenue	43,296,611	43,143,922	43,064,520
Grants in Lieu of Taxes			
Federal Government	715,370	617,821	708,349
Provincial Government	2,024,742	2,007,482	2,033,292
Total Grants in Lieu of Taxes	2,740,112	2,625,303	2,741,641
Total Property Taxes and Other Related Revenue	46,036,723	45,769,225	45,806,161
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	69,747,627	81,203,425	58,368,270
Operating Grant PMR	2,734,643	2,487,743	2,734,643
Other Ministry Grants	2,198,182	3,133,490	2,007,272
Total Ministry Grants	74,680,452	86,824,658	63,110,185
Other Provincial Grants	143,801	185,576	171,604
Total Operating Grants	74,824,253	87,010,234	63,281,789
Capital Grants			
Ministry of Education Capital Grants	14,688,000	6,115,316	11,123,723
Total Capital Grants	14,688,000	6,115,316	11,123,723
Total Grants	89,512,253	93,125,550	74,405,512
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	3,092	24,189	67,555
Individuals and Other	125,000	61,902	118,029
Total Tuition Fees	128,092	86,091	185,584
Total Tuition and Related Fees Revenue	128,092	86,091	185,584
School Generated Funds Revenue			
Curricular			
Student Fees	314,371	390,467	315,339
Total Curricular Fees	314,371	390,467	315,339
Non-Curricular Fees			
Commercial Sales - Non-GST	26,754	27,859	37,644
Fundraising	485,696	653,621	531,676
Grants and Partnerships	45,781	22,511	57,125
Students Fees	639,335	911,373	701,413
Other	10,619	102,373	32,704
Total Non-Curricular Fees	1,208,185	1,717,737	1,360,562
Total School Generated Funds Revenue	1,522,556	2,108,204	1,675,901

Regina Roman Catholic Separate School Division No. 81

Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
Complementary Services	(Note 12)		Restated
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,506,666	1,506,672	1,491,752
Total Operating Grants	1,506,666	1,506,672	1,491,752
Total Complementary Services Revenue	1,506,666	1,506,672	1,491,752
External Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	510,606	488,620	506,559
Other Ministry Grants	-	268,000	-
Other Provincial Grants	-	9,817	-
Grants From Others / Other	388,426	737,850	542,095
Total Operating Grants	899,032	1,504,287	1,048,654
Capital Grants			
Fees and Other Revenue			
Other Revenue	121,550	145,099	130,847
Total Fees and Other Revenue	121,550	145,099	130,847
Total External Services Revenue	1,020,582	1,649,386	1,179,501
Other Revenue			
Miscellaneous Revenue*	947,269	850,833	965,643
Sales & Rentals	223,274	268,327	361,307
Investments	311,236	1,215,969	357,438
Gain on Disposal of Capital Assets	-	3,417,928	1,323,576
Total Other Revenue	1,481,779	5,753,057	3,007,964
TOTAL REVENUE FOR THE YEAR	141,208,651	149,998,185	127,752,375

Miscellaneous Revenue*	2023 Budget	2023 Actual	2022 Actual
Reimbursements	600,010	654,494	931,486
Noon Hour Supervision Fees	310,000	161,904	-
Other	37,259	34,435	34,157
	947,269	850,833	965,643

Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
Governance Expense	(Note 12)		
Board Members Expense	283,652	257,480	248,028
Professional Development - Board Members	43,050	33,628	13,012
Grants to School Community Councils	39,000	38,947	34,649
Elections	11,807	1,499	5,968
Other Governance Expenses	268,099	267,968	260,278
Total Governance Expense	645,608	599,522	561,935
Administration Expense			
Salaries	3,557,755	3,794,435	3,507,633
Benefits	529,559	582,314	527,908
Supplies & Services	245,167	229,135	219,043
Non-Capital Furniture & Equipment	-	2,005	7,307
Communications	16,104	12,969	11,287
Travel	13,511	12,154	3,369
Professional Development	73,974	57,895	45,600
Amortization of Tangible Capital Assets	1,055	3,689	3,689
Total Administration Expense	4,437,125	4,694,596	4,325,836
Instruction Expense			
Instructional (Teacher Contract) Salaries	69,788,994	73,055,838	71,959,899
Instructional (Teacher Contract) Benefits	4,339,284	4,335,658	4,019,666
Program Support (Non-Teacher Contract) Salaries	11,364,813	11,454,223	10,679,195
Program Support (Non-Teacher Contract) Benefits	2,572,746	2,597,078	2,440,719
Instructional Aids	2,945,000	2,730,972	2,379,883
Supplies & Services	2,480,852	1,451,576	1,863,340
Non-Capital Furniture & Equipment	2,291,278	3,066,788	2,147,246
Communications	105,675	66,159	148,468
Travel	43,808	107,061	87,249
Professional Development	319,655	493,966	472,317
Student Related Expense	636,807	860,054	769,958
Amortization of Tangible Capital Assets	1,267,134	1,296,937	1,204,188
Total Instruction Expense	98,156,046	101,516,310	98,172,128

Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 12)		
Salaries	5,212,810	5,319,048	5,310,203
Benefits	1,045,157	1,136,238	1,047,994
Supplies & Services	134,433	161,157	41,154
Non-Capital Furniture & Equipment	232,272	62,124	105,998
Building Operating Expenses	9,020,678	12,401,817	8,798,156
Communications	30,665	20,179	29,465
Travel	74,204	88,533	73,985
Professional Development	14,517	4,329	4,627
Amortization of Tangible Capital Assets	3,607,367	3,653,441	3,709,285
Amortization of Tangible Capital Assets ARO	-	120,730	154,395
Total Plant Operation & Maintenance Expense	19,372,103	22,967,596	19,275,262
Student Transportation Expense			
Salaries	74,436	75,206	113,082
Benefits	17,468	17,720	20,228
Contracted Transportation	5,639,310	5,735,625	5,501,344
Total Student Transportation Expense	5,731,214	5,828,551	5,634,654
Tuition and Related Fees Expense			
Tuition Fees	57,706	92,227	34,450
Transportation Fees	7,154	9,097	-
Total Tuition and Related Fees Expense	64,860	101,324	34,450
School Generated Funds Expense			
Academic Supplies & Services	273,551	396,661	301,520
Cost of Sales	50,235	39,848	46,548
School Fund Expenses	1,198,770	1,632,989	1,153,609
Amortization of Tangible Capital Assets	41,010	45,926	43,303
Total School Generated Funds Expense	1,563,566	2,115,424	1,544,980

Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
Complementary Services Expense	(Note 12)		
Instructional (Teacher Contract) Salaries & Benefits	1,019,319	1,022,182	984,502
Program Support (Non-Teacher Contract) Salaries & Benefits	130,778	474,656	552,219
Instructional Aids	23,140	4,674	7,515
Supplies & Services	-	-	1,205
Non-Capital Furniture & Equipment	-	6,986	7,456
Professional Development (Non-Salary Costs)	-	78	-
Student Related Expenses	-	554	890
Contracted Transportation & Allowances	-	114	33,186
Amortization of Tangible Capital Assets	-	243	243
Total Complementary Services Expense	1,173,237	1,509,487	1,587,216
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	502,256	494,027	506,559
Program Support (Non-Teacher Contract) Salaries & Benefits	101,305	106,093	99,196
Supplies & Services	388,426	819,014	634,312
Non-Capital Furniture & Equipment	-	964	584
Professional Development (Non-Salary Costs)	-	6,602	-
Student Related Expenses	92,309	1,996	-
Total External Services Expense	1,084,296	1,428,696	1,240,651
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	10,162	21,316	155
Total Interest and Bank Charges	10,162	21,316	155
Total Other Expense	10,162	21,316	155
TOTAL EXPENSES FOR THE YEAR	132,238,217	140,782,822	132,377,267

Regina Roman Catholic Separate School Division No. 81
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2023

	Land	Buildings	Buildings Short-Term	Buildings ARO	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2023	2022
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<i>Tangible Capital Assets - at Cost</i>											
Opening Balance as of September 1	7,101,618	146,851,095	26,011,833	9,595,161	534,118	12,257,056	361,291	269,606	13,248,337	216,230,115	206,675,299
Additions/Purchases	-	-	202,855	-	-	631,984	1,017,392	58,117	6,515,053	8,425,401	11,105,824
Disposals	(102,355)	(571,009)	-	(115,090)	-	(834,659)	(237,361)	(44,768)	-	(1,905,242)	(1,551,008)
Closing Balance as of August 31	6,999,263	146,280,086	26,214,688	9,480,071	534,118	12,054,381	1,141,322	282,955	19,763,390	222,750,274	216,230,115
<i>Tangible Capital Assets - Amortization</i>											
Opening Balance as of September 1	-	56,126,675	14,046,928	7,172,254	380,103	7,001,840	305,544	136,628	-	85,169,972	81,555,114
Amortization of the Period	-	2,637,359	875,045	120,730	36,914	1,166,063	228,265	56,590	-	5,120,966	5,115,103
Disposals	-	(571,009)	-	(115,090)	-	(834,659)	(237,361)	(44,768)	-	(1,802,887)	(1,500,245)
Closing Balance as of August 31	N/A	58,193,025	14,921,973	7,177,894	417,017	7,333,244	296,448	148,450	N/A	88,488,051	85,169,972
<i>Net Book Value</i>											
Opening Balance as of September 1	7,101,618	90,724,420	11,964,905	2,422,907	154,015	5,255,216	55,747	132,978	13,248,337	131,060,143	125,120,185
Closing Balance as of August 31	6,999,263	88,087,061	11,292,715	2,302,177	117,101	4,721,137	844,874	134,505	19,763,390	134,262,223	131,060,143
Change in Net Book Value	(102,355)	(2,637,359)	(672,190)	(120,730)	(36,914)	(534,079)	789,127	1,527	6,515,053	3,202,080	5,939,958
<i>Disposals</i>											
Historical Cost	102,355	571,009	-	115,090	-	834,659	237,361	44,768	-	1,905,242	1,551,008
Accumulated Amortization	-	571,009	-	115,090	-	834,659	237,361	44,768	-	1,802,887	1,500,245
Net Cost	102,355	-	-	-	-	-	-	-	-	102,355	50,763
Price of Sale	102,355	3,417,928	-	-	-	-	-	-	-	3,520,283	1,374,339
Gain on Disposal	-	3,417,928	-	-	-	-	-	-	-	3,417,928	1,323,576

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Buildings with a net book value of \$6,382,407 (2022-\$7,132,603) include an asset retirement obligation for the removal and disposal of asbestos (Note 7)

Regina Roman Catholic Separate School Division No. 81
Schedule D: Non-Cash Items Included in Surplus / Deficit
for the year ended August 31, 2023

	2023	2022
	\$	\$
Non-Cash Items Included in Surplus / Deficit		
Amortization of Tangible Capital Assets (Schedule C)	5,120,966	5,115,103
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(3,417,928)	(1,323,576)
Total Non-Cash Items Included in Surplus / Deficit	1,703,038	3,791,527

Regina Roman Catholic Separate School Division No. 81
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2023

	2023	2022
	\$	\$
Net Change in Non-Cash Operating Activities		Restated
Decrease in Accounts Receivable	1,419,697	1,644,707
Increase in Accounts Payable and Accrued Liabilities	747,469	1,616,356
(Decrease) Increase in Liability for Employee Future Benefits	(16,800)	105,100
Increase (Decrease) in Deferred Revenue	680,692	(1,540,437)
Increase in Prepaid Expenses	(1,247,062)	(103,137)
Total Net Change in Non-Cash Operating Activities	1,583,996	1,722,589

Regina Roman Catholic Separate School Division No. 81

Schedule F: Detail of Designated Assets
for the year ended August 31, 2023

	August 31 2022	Additions during the year	Reductions during the year	August 31 2023
	\$	\$	\$	\$ (Note 11)
External Sources				
Contractual Agreements				
Metis Nation of Saskatchewan	-	168,000	-	168,000
Total Contractual Agreements	-	168,000	-	168,000
Jointly Administered Funds				
School generated funds	1,647,120	2,108,204	2,069,498	1,685,826
Total Jointly Administered Funds	1,647,120	2,108,204	2,069,498	1,685,826
Ministry of Education				
Designated for tangible capital asset expenditures	3,478,198	326,196	1,137,280	2,667,114
Designated for tangible capital assets from sale of school building	1,191,218	3,076,135	-	4,267,353
PMR maintenance project allocations	6,179,218	2,487,743	4,776,231	3,890,730
Early Years Family Resource Centre	-	268,000	-	268,000
Total Ministry of Education	10,848,634	6,158,074	5,913,511	11,093,197
Total	12,495,754	8,434,278	7,983,009	12,947,023
Internal Sources				
Board governance				
Board Elections	60,000	-	-	60,000
Total Board governance	60,000	-	-	60,000
Curriculum and student learning				
Curriculum Renewal	300,000	-	-	300,000
-	-	-	-	-
Total curriculum and student learning	300,000	-	-	300,000
Facilities				
Non School Building	1,500,000	-	-	1,500,000
Administrative Building	4,137,434	341,793	-	4,479,227
Relocatable Classroom	2,000,000	-	400,000	1,600,000
Total facilities	7,637,434	341,793	400,000	7,579,227
Information technology				
IT Replacement	5,518,084	-	1,976,900	3,541,184
Total information technology	5,518,084	-	1,976,900	3,541,184
Other				
Foundation operating grants/Tax payment timing difference	290,585	9,485,253	290,585	9,485,253
Total Other	290,585	9,485,253	290,585	9,485,253

Regina Roman Catholic Separate School Division No. 81

Schedule F: Detail of Designated Assets
for the year ended August 31, 2023

	August 31 2022	Additions during the year	Reductions during the year	August 31 2023
	\$	\$	\$	\$ (Note 11)
Professional development				
LINC professional development	100,000	78,814	99,882	78,932
Total professional development	100,000	78,814	99,882	78,932
Transportation				
Vehicles	950,000	-	-	950,000
Total transportation	950,000	-	-	950,000
Total	14,856,103	9,905,860	2,767,367	21,994,596
Total Designated Assets	27,351,857	18,340,138	10,750,376	34,941,619

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
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1. AUTHORITY AND PURPOSE

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of "The Board of Education of the Regina Roman Catholic Separate School Division No. 81" and operates as "Regina Catholic Schools". The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

a) Basis of Accounting

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

b) 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 \$3,763,700 (2022 - \$3,780,500) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$45,769,225 (2022 - \$45,806,161) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related accumulated amortization of \$88,488,051 (2022 - \$85,169,972) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$9,480,071 (2022 - \$9,595,161) because actual expense may differ significantly from valuation estimates.

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

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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
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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 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 financial statements. Financial instruments of the school division include cash and cash equivalents, accounts receivable, 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 revenue or expense. 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 taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
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of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances. Provincial grants receivable represent 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.

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 school division does not capitalize interest incurred while a tangible capital asset is under construction.

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

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

*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful live reassessed and increased by 2-38 years.

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

Pooled assets in furniture and equipment, computer hardware and audio visual equipment, and computer software are written down when the tangible capital assets in its current capacity can no longer contribute to the school divisions ability to provide services or the

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
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value of future economic benefits associated with the tangible capital asset is less than its net book value, and there is no alternative use for the asset.

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance, Saskatchewan School Boards Association (SSBA) fees, on-line software resources, subscription renewals, deposit on building, etc.

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.

Asset Retirement Obligation (ARO) consists of buildings that contain asbestos and vermiculite. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and amortized on the same basis as the underlying asset.

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

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

Defined Contribution Plans

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
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The school division's non-teaching employees participate in a defined contribution pension plan. The school division's contributions to the plan 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 revenues include the following:

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations that meet the definition of a liability are recorded as deferred revenue and recognized as revenue in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled. Payments made by the Government of Saskatchewan on behalf of the school division for Joint-Use capital projects are recorded as government transfers with ownership of schools vesting with the school division.

ii) Property Taxation

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

On January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan became the taxing authority for education property tax. The legislation provides authority to separate school divisions to set a bylaw to determine and apply their own mill rates for education property taxes. For both 2022 and 2023 taxation years, the school division does have a bylaw in place.

iii) Fees and Services

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

iv) Interest Income

Interest is recognized as revenue when it is earned.

v) Other (Non-Government Transfer) Contributions

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

i) Accounting Changes

i) Retroactive with restatement of prior period comparatives

During the year, the school division changed its accounting policy with respect to accounting for sale of school buildings. The school division now accounts for such transactions gain or loss on sale. Prior to this change in policy, the school division accounted for these transactions as capital revenue for the 10% school division portion and deferred revenue for the 90% Ministry of Education portion. The school division believes the new policy is preferable as it provides a fairer presentation of the results and the financial position of the school division. This change has been applied retroactively with restatement of prior period comparative amounts. The change in accounting policy has impacted the school division's financial statements as follows:

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	Previously Stated August 31, 2022	Increase (Decrease)	Restated August 31, 2022
Deferred Revenue	\$ 5,679,006	\$ (1,191,218)	\$ 4,477,788
Accumulated Surplus	150,204,019	1,191,218	151,395,237
Misc. Revenue*	1,640,096	(132,358)	1,507,738
Gain on Disposal of Capital Assets	-	1,323,576	1,323,576

*An additional adjustment was made for the Drivers Education program.

3. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2023 Actual	2022 Actual
Governance	\$ 257,480	\$ 342,042	\$ -	\$ -	\$ 599,522	\$ 561,935
Administration	4,376,749	314,158	-	3,689	4,694,596	4,325,836
Instruction	91,442,797	8,776,576	-	1,296,937	101,516,310	98,172,128
Plant Operation & Maintenance	6,455,286	12,738,139	-	3,774,171	22,967,596	19,275,262
Student Transportation	92,926	5,735,625	-	-	5,828,551	5,634,654
Tuition and Related Fees	-	101,324	-	-	101,324	34,450
School Generated Funds	-	2,069,498	-	45,926	2,115,424	1,544,980
Complementary Services	1,496,838	12,406	-	243	1,509,487	1,587,216
External Services	600,120	828,576	-	-	1,428,696	1,240,651
Other	-	-	21,316	-	21,316	155
TOTAL	\$ 104,722,196	\$ 30,918,344	\$ 21,316	\$ 5,120,966	\$ 140,782,822	\$ 132,377,267

4. 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, severance benefits and retirement gratuity. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2021 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2023.

Details of the employee future benefits are as follows:

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	2023	2022
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.40%	4.01%
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)	13	13

Liability for Employee Future Benefits	2023	2022
Accrued Benefit Obligation - beginning of year	\$ 2,953,300	\$ 3,684,700
Current period service cost	212,700	302,300
Interest cost	119,800	73,700
Benefit payments	(308,600)	(281,800)
Actuarial (gains)	(132,200)	(825,600)
Accrued Benefit Obligation - end of year	2,845,000	2,953,300
Unamortized net actuarial gains	918,700	827,200
Liability for Employee Future Benefits	\$ 3,763,700	\$ 3,780,500

Expense for Employee Future Benefits	2023	2022
Current period service cost	\$ 212,700	\$ 302,300
Amortization of net actuarial (gain) loss	(40,700)	10,900
Benefit cost	172,000	313,200
Interest cost	119,800	73,700
Total Employee Future Benefits Expense	\$ 291,800	\$ 386,900

5. 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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
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expense for employer contributions to these plans. Net pension assets or liabilities for these plans are not reflected in these financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP and with the Government of Saskatchewan for the STSP.

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

STRP: Effective July, 2018 member contributions are 9.50% of salary up to the year's maximum pensionable earnings (YMPE) and 11.70% of salary over the YMPE. YMPE for the 2021 calendar year was \$61,600, for the 2022 calendar year was \$64,900 and for; the 2023 year was \$66,600.

STSP: No change since September 1, 2011. Member contributions are 6.05% of earnings subject to CPP and 7.85% for CPP exempt earnings.

	2023			2022
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1023	1	1024	968
Member contribution rate (percentage of salary)	see above	see above	-	-
Member contributions for the year	\$ 7,523,942	\$ 3,182	\$ 7,527,124	\$ 7,361,508

Defined Contribution Plans

The pension plan for non-teaching employees is with Canada Life and is funded by deductions from payroll which is matched by the school division. The deduction taken is determined from what is negotiated in the local Canadian Union of Public Employees (CUPE) agreement. Effective January 1, 2013, the employee and board contributions to the pension plan were 7.50% of earnings. Employees also have the option of contributing extra voluntary pension which is not matched by the school division. Pension benefits are based on accumulated contributions and investment earnings. Under the defined contribution plan, the school division's obligations are limited to its contributions.

Details of the Canada Life Plan are as follows:

	2023	2022
Number of active School Division members	367	367
Member contribution rate (percentage of salary)	7.50%	7.50%
School Division contribution rate (percentage of salary)	7.50%	7.50%
Member contributions for the year	\$ 1,253,153	\$ 1,260,780
School Division contributions for the year	\$ 1,222,974	\$ 1,231,210

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NOTES TO THE FINANCIAL STATEMENTS
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6. 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:

	2023			2022		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 118,375	\$ -	\$ 118,375	\$ 131,951	\$ -	\$ 131,951
Provincial Grants Receivable	1,107,127	-	1,107,127	2,738,374	-	2,738,374
Other Receivables	1,588,596	-	1,588,596	1,363,470	-	1,363,470
Total Accounts Receivable	\$ 2,814,098	\$ -	\$ 2,814,098	\$ 4,233,795	\$ -	\$ 4,233,795

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2023	2022
Accrued Salaries and Benefits	\$ 2,140,892	\$ 2,118,048
Supplier Payments	3,457,424	2,617,906
Liability for Asset Retirement Obligation	9,480,071	9,595,161
Funds Held for Award and Deferred Salary	80,554	58,879
Negotiated Professional Development Carryover	78,814	99,882
Audit Fees	29,450	28,860
Payable to Other Boards	-	1,000
Total Accounts Payable and Accrued Liabilities	\$ 15,267,205	\$ 14,519,736

The school division recognized an estimated liability for asset retirement obligation of \$9,480,071(2022 - \$9,595,161) for the removal and disposal of asbestos and vermiculite. The nature of the liability is an estimate of future costs related to remediation of asbestos and vermiculite in buildings. The assumptions used in estimating the liability include estimated future costs to remediate asbestos and vermiculite based on material type and related risks associated with removal of the asbestos and vermiculite.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
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Liability for Asset Retirement Obligations	2023	2022
Asset Retirement Obligations, beginning of year	\$ 9,595,161	\$ 9,595,161
Liabilities Settled	(115,090)	-
Asset Retirement Obligations, end of year	\$ 9,480,071	\$ 9,595,161

8. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2022	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2023
Non-Capital Deferred revenue:				
City of Regina tax revenue	\$ 4,465,288	\$ 5,168,480	\$ 4,465,288	\$ 5,168,480
Tuition fees	15,500	-	15,500	-
French Teacher Retention Grant	7,000	-	7,000	-
Total Deferred Revenue	\$ 4,487,788	\$ 5,168,480	\$ 4,487,788	\$ 5,168,480

9. COMPLEMENTARY SERVICES

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

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

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Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2023	2022
Revenue:			
Operating Grant	\$ 1,506,672	\$ 1,506,672	\$ 1,491,752
Total Revenue	1,506,672	1,506,672	1,491,752
Expenses:			
Salaries & Benefits	1,496,838	1,496,838	1,536,721
Instructional Aids	4,674	4,674	7,515
Supplies and Services	-	-	1,205
Non-Capital Furniture & Equipment	6,986	6,986	7,456
Professional Development	78	78	-
Student Related Expenses	554	554	890
Contracted Transportation & Allowances	114	114	33,186
Amortization of Tangible Capital Assets	243	243	243
Total Expenses	1,509,487	1,509,487	1,587,216
(Deficiency) of Revenue over Expenses	\$ (2,815)	\$ (2,815)	\$ (95,464)

10. EXTERNAL SERVICES

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

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

Summary of External Services Revenues and Expenses, by Program	Cafeteria	Associate School Mother Teresa Middle School	Early Years Family Resource Centre	Driver Training	Follow Their Voices	2023	2022
Revenues:							
Operating Grants	\$ -	\$ 488,620	\$ -	\$ -	\$ -	\$ 488,620	\$ 506,559
Other Ministry Grants	-	-	268,000	-	-	268,000	-
Other Provincial Grants	-	-	-	-	9,817	9,817	-
Grants from Others	-	-	-	737,850	-	737,850	542,095
Sales and Rentals	145,099	-	-	-	-	145,099	130,847
Total Revenues	145,099	488,620	268,000	737,850	9,817	1,649,386	1,179,501
Expenses:							
Salaries & Benefits	106,093	488,620	-	-	5,407	600,120	605,755
Supplies and Services	105,351	-	-	713,663	-	819,014	634,312
Non-Capital Equipment	-	-	-	-	964	964	584
Professional Development	-	-	-	-	6,602	6,602	-
Student Related Expenses	-	-	-	-	1,996	1,996	-
Total Expenses	211,444	488,620	-	713,663	14,969	1,428,696	1,240,651
(Deficiency) Excess of Revenues over Expenses	\$ (66,345)	\$ -	\$ 268,000	\$ 24,187	\$ (5,152)	\$ 220,690	\$ (61,150)

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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 and 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 2022	Additions during the year	Reductions during the year	August 31 2023
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 131,060,143	\$ 8,425,401	\$ (5,223,321)	\$ 134,262,223
Less: Liability for Asset Retirement Obligation	(9,595,161)	-	115,090	(9,480,071)
	121,464,982	8,425,401	(5,108,231)	124,782,152
Designated Assets (Schedule F)	27,351,857	18,340,138	(10,750,376)	34,941,619
Unrestricted Surplus	2,578,398	-	(1,691,569)	886,829
Total Accumulated Surplus	\$ 151,395,237	\$ 26,765,539	\$ (17,550,176)	\$ 160,610,600

12. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on September 6, 2022, and the Minister of Education on October 27, 2022. Subsequently, certain line items in the budget were reclassified, although the total revenue and total expenses are unchanged. Per the Ministry of Education's directive, grants and expenses for the Drivers Education Program were reclassified from Instruction to External Services.

13. CONTINGENT LIABILITIES

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

14. CONTRACTUAL OBLIGATIONS

Significant contractual obligations of the school division are as follows:

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- The school division and Regina Public School Division No. 4 are constructing a joint use school for the St. Pius and Argyle Schools. The total construction contract is for \$34,806,049 and our school division's portion is \$16,693,309. To be paid over the next year by our school division is \$80,298.
- The school division and Regina Public School Division No. 4 are constructing a joint use school for the North Regina Joint Use School. A letter of intent has been issued for the construction with a contract amount currently being finalized.

Operating lease obligations of the school division are as follows:

	Operating Leases				
	Postage Meter	Busing	Copier Leases	Computer Leases	Total Operating
Future minimum lease payments:					
2024	\$ 2,929	\$ 5,832,749	\$ 167,830	\$ 660,454	\$ 6,663,962
2025	-	6,036,430	167,830	544,511	6,748,771
2026	-	6,246,914	167,830	207,205	6,621,949
2027	-	6,464,055	167,830	29,925	6,661,810
2028	-	6,688,506	-	-	6,688,506
Total Lease Obligations	\$ 2,929	\$ 31,268,654	\$ 671,320	\$ 1,442,095	\$ 33,384,998

15. COMPARATIVE INFORMATION

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

16. SUBSEQUENT EVENTS

Subsequent to the year end the school division entered into an agreement to purchase a building at a total cost of \$ 7,000,000.

17. 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, the school division has adopted credit policies which include close monitoring of overdue accounts. The school division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case-by-case basis to determine if a valuation allowance is necessary to reflect an impairment in collectability.

The aging of grants and other accounts receivable as at August 31, 2023, was:

August 31, 2023					
	Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 1,107,127	\$ 1,107,127	\$ -	\$ -	\$ -
Other Receivables	996,914	936,003	13,908	32,226	14,777
Net Receivables	\$ 2,104,041	\$ 2,043,130	\$ 13,908	\$ 32,226	\$ 14,777

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

ii) Liquidity Risk

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

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

August 31, 2023					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 15,267,205	\$ 5,706,580	\$ -	\$ 80,554	\$ 9,480,071
Total	\$ 15,267,205	\$ 5,706,580	\$ -	\$ 80,554	\$ 9,480,071

iii) Market Risk

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

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Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents. The school division also has an authorized bank line of credit of \$10,000,000 with interest payable monthly at a rate of prime less 1.00% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2023.

The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency;
- managing cash flows to minimize utilization of its bank line of credit; and
- Investing in GICs and term deposits for short terms at fixed interest rates.

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.