

Regina Roman Catholic Separate School Division No. 81

2019-20 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: rscs@rcsd.ca

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

Letter of Transmittal

Honourable Dustin Duncan
Minister of Education

Dear Minister Duncan:

The Board of Education of the Regina Roman Catholic Separate School Division #81 is pleased to provide you and the residents of the school division with the 2019-20 annual report. This report presents an overview of school division goals, activities and results for the fiscal year September 1, 2019 to August 31, 2020. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Vicky Bonnell
Board Chair

Introduction

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

In March 2020, adjustments were made in response to the COVID-19 pandemic which included having staff work from home and offering remote supplemental learning opportunities for students for the remainder of the school year. By August 31, plans were in place to ensure a safe return to school buildings for students and staff for the new school year. This report includes less student data to inform practice due to the suspension of June 2020 data collection for the Education Sector Strategic Plan (ESSP).

The report outlines the Regina Catholic School Division's activities, results, and finances as well as a snapshot of its governance structure, student and staff statistics, infrastructure and transportation. In addition to detailing the school division's activities and performance, this report outlines how the Regina Catholic School Division is implementing its strategic plan and provides a report from management endorsing the financial overview and the audited financial statements.

All financial statements included in this report have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

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 October 26, 2016 to serve a four-year term.

With the passing of Trustee Richard Dittrick in September 2019, the Board received approval from the Ministry of Education to continue governing with six Trustees until the November 2020 election.

Board of Education members as of August 31, 2020 are:



Bob Kowalchuk
Chair



Vicky Bonnell
Deputy Chair



Deb Bresciani
Trustee



Rob Bresciani
Trustee



Frank Flegel
Trustee



Donna Ziegler
Trustee



Trustee Richard Dittrick passed away in September 2019. He served the RCSD for over 30 years as a teacher, high school Chaplain, education consultant and principal, and for three years as a Trustee. He shared his faith, talent and love of music and bright smile with everyone he met. He will be missed as a dedicated member of the Catholic community and a tireless advocate for Catholic education.

A list of remuneration paid to all Board members in 2019-20 is provided in Appendix A.

Catholic School Community Councils (CSCCs)

The Board of Trustees for the Regina Catholic School Division (RCSD) has established a Catholic School Community Council (CSCC) for each of the 32 schools in the division. The school based administrators continue to provide leadership to the parents with the development of the CSCCs, the constitutions, and establishing operating norms. The school division Senior Leadership Team responsible for CSCCs also supported this work.

In 2019-20, the RCSD's CSCCs were provided with \$1,982 per school for a total funding allocation of \$63,424. This funding was used in a variety of ways including meeting expenses, school community-building events and supporting the school through school level plans. The RCSD refers to this school level plan as the *Learning Improvement Plan* (LIP). CSCCs are required to submit three annual reports to the Board that provide information on their support of the school and the *Learning Improvement Plan*, 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. At the first linkage meeting held in October, the Senior Leadership Team, the Board of Trustees and the Catholic Parent Advisory Council (CPAC) worked on an agenda together. The second linkage meeting occurred in May through video conference due to the COVID-19 pandemic. This meeting focused on the success and challenges parents were experiencing with supplemental learning. The data from this meeting helped identify the two main platforms the school division would use in planning for the fall of 2020-21 school year. The data also provided a framework for the school division's *Elementary Learning Online Program*.

Through visioning of the CPAC, the RCSD hosted the *1st Annual Provincial School Community Council Conference* in Regina on November 23, 2019. CPAC invited CSCC/SCCs from across the southern part of the province with the focus of the conference being parent engagement. Keynote speakers at the conference were Tony Dalton, Dr. Debbie Pushor and Ted Amendt. There was also representation from the Ministry of Education, the opposition government and 15 southern SCCs.

During the 2019-20 school year, the CPAC met monthly, even during COVID-19 supplemental learning. The CPAC engaged with our Board and the Senior Leadership Team in late August to review the RCSD's *Return to School Plan*. The CPAC provided feedback that was used in the RCSD's *Safe Schools Plan*.

Following the *Education Regulations, 2019*, CSCCs work with schools to support the school *Learning Improvement Plan*. At a fall CSCC meeting, the principal shares the completed *Learning Improvement Plan* that outlines the educational goals developed by the teaching staff and based on the previous year's student assessment results. The CSCC then determines the areas they want to support to help improve student learning, which might include financial support for new

resources or programs. Following that planning, the CSCC Chair signs the *Learning Improvement Plan* indicating that it has been reviewed.

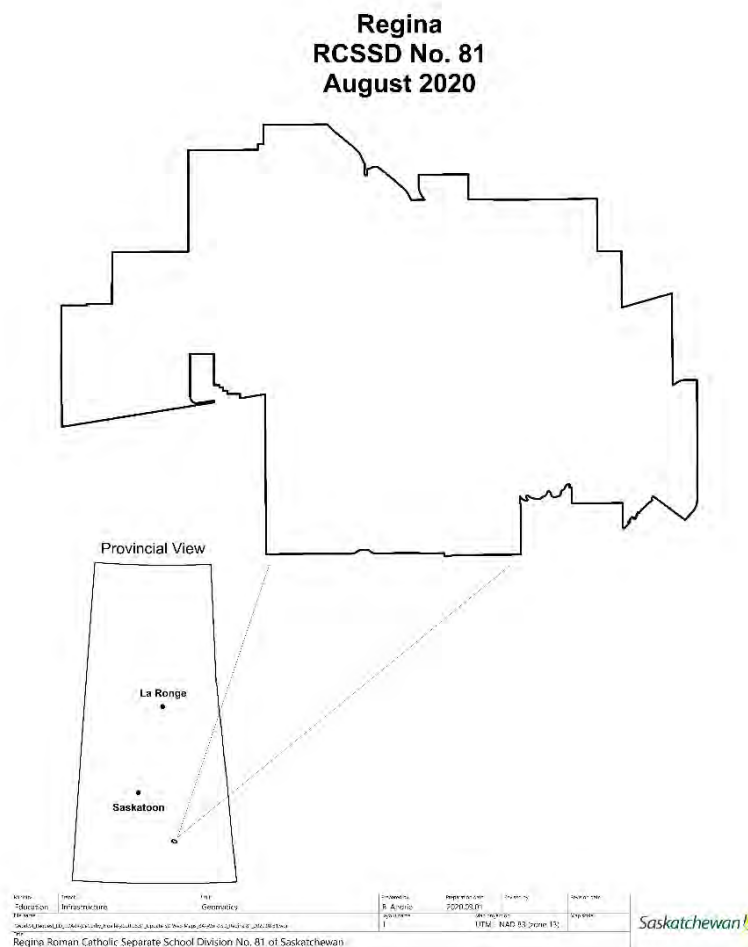
CSCCs continue to be strong supporters of literacy and math programs within the RCSD schools. CSCCs support literacy through literacy evenings, purchasing leveled books for reading programs, and purchasing additional reading materials for the library. They also support computer software and hardware aimed at increasing reading levels by providing materials for stations within the guided reading and balanced literacy programs. CSCCs support math through math nights, computer software and hardware, online programs such as *Mathletics* and *IXL Math*, and support with materials and manipulatives for RCSD math stations and guided math programs. The CSCCs continue to make literacy and math a focus within the RCSD schools.

School Division Profile

About Us

Founded in 1899, the Regina Roman Catholic Separate School Division No. 81 (RCSD) is a rapidly growing school division that has offered a quality Catholic education for over a century. The RCSD is an urban school division that serves 12,000 students in Regina from Prekindergarten through to Grade 12. The RCSD has 32 schools that include 25 elementary schools, four high schools, two K-12 schools that offer alternative programming, an online learning option called Learning Online, and one associate school.

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 also faith-filled communities where the values and teachings of Jesus Christ guide every aspect of teaching and learning. Our schools are places where we can freely teach and practice the Catholic faith and where the school, home, and church work together to help students become informed, compassionate, and responsible citizens.



Division Philosophical Foundation

Mission

The Regina Catholic School Division will work with the community and local church to provide a quality Catholic education that fosters academic excellence and the development of informed, responsible citizens.

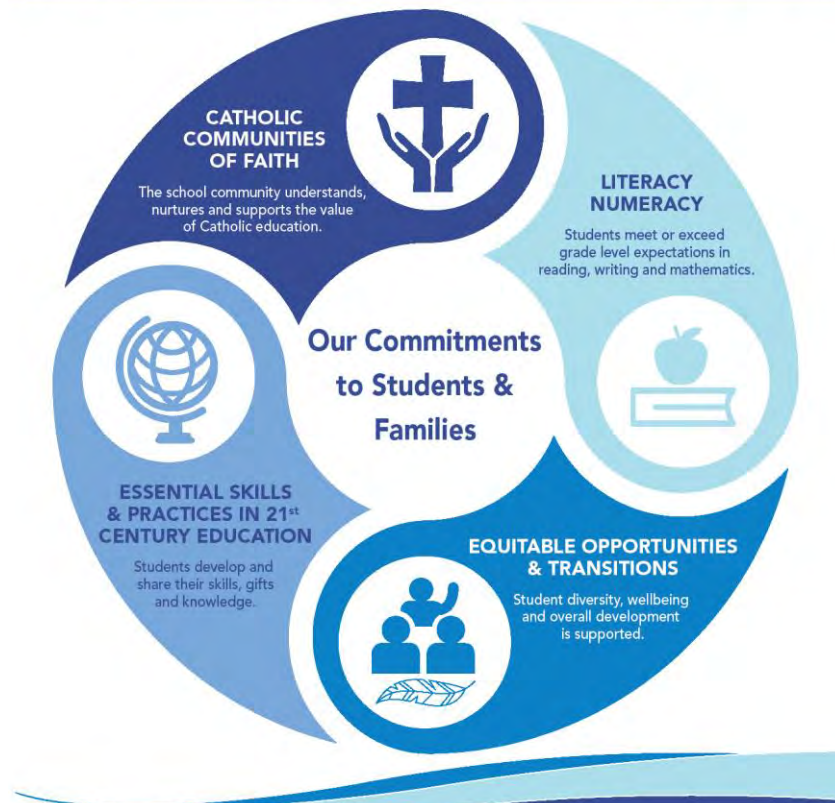
Vision

The Regina Catholic School Division will provide a quality Catholic education that is faith-based, student-centered, and results-oriented.

Values

The Regina Catholic School Division values are:

Accountability, Collaboration, Honesty, Integrity, Respect, and Wellness.



Community Partnerships

Within the RCSD, elementary and high schools have established a wide range of formal and informal partnerships in order to support and to promote student learning and ensure that school experiences for students are both positive and successful. The Education Sector Strategic Plan (ESSP) has a focus on improved First Nations, Métis and Inuit (FNMI) graduation rates. 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 the 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.

One of the school division's most noteworthy partnerships continues to be with the Regina District Industry Education Council (RDIEC). This cohesive partnership involving the Regina Catholic School Division, Regina Public School Division (RPSD), 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. During visits to these local businesses in 2019-20, 150 students in Grade 11 and 12 participated in career exploration activities ranging from auto body to machining.

STUDENT DATA for 2019-20					
Career Spotlights	LeBoldus	Miller	O'Neill	Riffel	St. Luke
RDIEC – CBC; RCMP; STEM; Entrepreneurship	17	4	2	33	
RDIEC – U of R; PTI: Health Links; Aesthetics	14	14	10	17	
RDIEC – Plumbers; Flying; Auto body; Machining	1	2		3	
RDIEC – Veterinarian; Police; Career Coaches	4	4	9	6	
Architect	1		2	7	
Total students = 150	37	24	23	66	

Along with career spotlights, all of the RCSD's high schools hosted noon-hour career exploration events from October 28 – November 1, 2019. Partners in attendance included Saskatchewan Polytechnic, Saskatchewan Apprenticeship, the Service & Hospitality Safety Association (SHSA), the Naval Reserves, the Regina Trades and Skills Centre and the Regina District Industry Education Council (RDIEC). Different partners were scheduled for March, but the March events had to be cancelled due to the COVID-19 pandemic. The main purpose of the career spotlights was to plant seeds in our students' minds about their futures. In conjunction with the career spotlights, the Cattlemen's Association provided \$3,000 for the RCSD's beef cooking competition in November 2019. This provided insight into the culinary careers.

A second noteworthy partnership is with Saskatchewan Polytechnic. Again, in 2019-20, the RCSD had students taking advantage of the dual credit opportunities offered by Saskatchewan Polytechnic. The opportunity to receive both a Saskatchewan Polytechnic credit and a high school credit is a new educational pathway in our province. In 2019-20 Saskatchewan Polytechnic partnered with the RCSD to hold a one-day career day. The plan was to have all Grade 10 students attend the event to experience hands-on demonstrations and learn about program

requirements. Due to the COVID-19 pandemic, this event did not take place as scheduled. The RCSD is working with Saskatchewan Polytechnic to provide virtual experiences during the 2020-21 school year.

A third highlight is the RCSD's partnership with the Service and Hospitality Safety Association (SHSA), which focuses on safety at home, at school, and at play for almost 1,000 of the RCSD's Grade 6 students. Another 1,000 Grade 8 students participated in presentations related to Mental Health and resiliency skills. The SHSA launched a new program for Grade 3 classes focusing on safety at home and in your community. This program will be launched in the 2020-21 school year. The RCSD also hosted the provincial *Youth Safety Education Day* kick-off event at Michael A. Riffel Catholic High School. The SHSA is trying to make this day a national event and the RCSD is at the forefront of this initiative.

The RCSD has a fourth notable partnership with the United Way of Regina. United Way is a strong supporter of education and learning. In the summer of 2019, the United Way organized and ran the *Summer Success Camps* in three of our schools (six camps in total). They provided funding for teachers, learning materials and books for students, as well as opportunities for field trips, and working with volunteers. Unfortunately, we were not able to run the *Summer Success Camps* in summer of 2020 due to the COVID-19 pandemic. In 2019-20, the *Attendance Matters* campaign was launched. This included the acquisition of a van to support students to get to school every day. Along with our partners in the RPSD, we targeted specific schools to support – Sacred Heart Community School and Archbishop M.C. O'Neill Catholic High School. The *Attendance Matters* campaign also included various incentives for schools to use to encourage attendance and getting to school every day. Access to books is a major focus for the Regina United Way. They organized funding for four classroom libraries at St. Michael Community School. The Regina United Way's most recent venture is the Campaign for Grade-Level Reading. This includes supporting students in four ways – school readiness, access to books, chronic absence, and summer learning loss. This is a three-year initiative and 2020-21 will be the launch year, beginning with St. Augustine Community School. In year two, Sacred Heart Community School will be included, and year three will see the addition of St. Francis Community School and St. Michael Community School.

The RCSD also collaborated with the Canadian Welding Bureau Foundation during the 2019-20 school year. For much of April and May, the welding shop at Miller Comprehensive Catholic High School underwent extensive renovations to the welding booths. This project cost approximately \$140,000. The school division committed \$100,000 and the Canadian Welding Bureau Foundation provided \$30,000 in grants to improvements. These new booths are much safer for students and staff. They are expected to last another 40 years and will support this practical and applied learning for hundreds of students.

The RCSD believes partnerships are a necessary component in the on-going success of each and every student.

Program Overview

In order to provide the best education possible for all students, the RCSD offers a wide range of programs in its 32 schools.

The provincially mandated core curricula, broad areas of learning and cross-curricular competencies are central to all the RCSD programs. Classroom instruction is designed to incorporate the adaptive dimension, differentiated instruction and First Nations and Métis content, perspectives and ways of knowing.

English as an Additional Language (EAL)

The Regina Catholic School Division continues to welcome students from all over the world. As of September 30, 2019, there were 3,871 English as Additional Language (EAL) learners registered in Pre-kindergarten to Grade 12. 1,928 of those students from Grades 1 through 12 required support to develop Academic English Language Proficiency. By June 2020, the number of EAL students in the school division had increased by about 100 students. In 2019-20, EAL teachers in the RCSD schools delivered direct instruction to 1,440 EAL students with indirect support to develop language proficiency provided to the remaining EAL students requiring support. This support was provided working as a multidisciplinary team, planning and implementing coordinated services to best meet individual students' needs. A focus on teacher professional development has continued in the EAL program. The EAL Consultant conducted training sessions at our annual Teacher Institute and on the school division's Teacher Professional Development days throughout the school year with an emphasis placed on teacher collaboration. EAL teachers provided classroom teachers with strategies to support all EAL learners. Classroom teachers worked through the process of scaffolding, which breaks down language into manageable pieces for students.

In high school, EAL learners enroll in EAL Locally Developed Courses: Saskatchewan Context for EAL Learners 20L, EAL A10L, EAL B10L, EAL A20L and EAL B20L. The approval of the last four mentioned courses was extended to the 2020-21 school year.

In response to feedback from division and school personnel, including the Senior Leadership Team, Student Achievement personnel, and School Administration, EAL teachers and EAL learners, the RCSD EAL Consultant and high school EAL teachers, working in collaboration with RPSD, continued working on a project that was presented to the Ministry of Education to renew the courses. The work included establishing connections, identifying gaps, and providing recommendations regarding the alignment, continuity, and consistency of courses with one another. These courses support EAL learners in developing their English language proficiency and in turn, completing high school credits required to graduate. The work was submitted to the Ministry of Education, and it is pending approval.

The RCSD, in collaboration with RPSD, also submitted another proposal to the Ministry of Education for the project *Newcomer Family Engagement*. A working group was established to develop a shared understanding of family engagement and develop recommendations and a plan

to elicit feedback from newcomer students and families to identify newcomer needs, wants and supports required to actively engage newcomers. The working group prepared and vetted documents, tools and processes (i.e. information defining family engagement, survey, focus group guiding questions, etc.) for gathering newcomer student and family feedback and data to support students learning the school community. The project was put on pause in March 2020 as it was not possible to continue the meetings with families due to the COVID-19 pandemic. The project will continue and will be revised to engage newcomer families for the 2020-21 school year.

The school division continues to be involved in the partnership and operation of the Newcomer Welcome Center. In collaboration with the Regina Open Door Society, RPSD, and the Conseil des Écoles Fransaskoises (CEF), the RCSD helps welcome new families to Regina and assists with their settlement and education needs. The school division's primary responsibility is to conduct initial language assessments with school-aged children in preparation for school registration.

In May 2020, the Provincial Auditor's Office continued work on the two-year review of the initial Kindergarten to Grade 8 EAL audit completed in June 2016. This work involved examining the original report, the four recommendations provided to the school division from the audit work and the updates shared at a 2019 public accounts meeting held with the Provincial Auditor, members of the government, and the official opposition at the Legislative Building. From the 2018 update to the audit, it had been determined that the school division had implemented strategies to address recommendations 1 and 2, but had not yet implemented recommendations 3 and 4, despite a number of different attempts at collecting the data from the schools.

The four recommendations for Regina Catholic Schools were as follows:

1. Annually assess its estimate for Kindergarten to Grade 8 EAL student enrollment.
2. Rationalize the number of Kindergarten to Grade 8 EAL teachers required for its EAL program.
3. Periodically analyze the results of the Kindergarten to Grade 8 EAL program.
4. Provide its Board of Education with periodic reports on the success of the Kindergarten to Grade 8 EAL program.

Currently, the Provincial Auditor's Office will be submitting an updated report showing that recommendation 3 has been partially implemented and recommendation 4 has been fully implemented. It is anticipated that the new *Aspen-Follett Student Data System* would be implemented in the school division in 2018-19, providing better student information storage options. Unfortunately, the system was not ready, so we had to search for alternate options, which included manually inputting all the data into Excel spreadsheets. The 2019-20 school year was the first year we tracked and collated the data at a division level. We have learned much throughout this journey. The EAL department is better equipped to be able to track the pace of student language acquisition, allowing us to report accurately on student progress for our EAL learners. The RCSD recognizes that the analysis of the results needs to be accurate and we have now implemented strategies to ensure that the data will be correct, resulting in authentic

analysis and reporting. The Provincial Auditor's Office will complete a follow-up review in 2022 on the partially implemented third recommendation.

Intensive French

Initiated in the 2012-13 school year, the Post-Intensive French program experienced declining enrolments and was phased out in 2016-17 at the pilot site, St. Gabriel School and in 2017 at the secondary site, St. Theresa School. Miller Comprehensive Catholic High School still offered the program for Grades 10, 11 and 12. Although there were eight Grade 10 students, four Grade 11 students, and five Grade 12 students eligible for the Post-Intensive French program during the 2019-20 school year, only one Grade 12 student completed the program. Due to the lack of enrolment, 2019-20 was the final year of the program.

Learning Online

The RCSD's Learning Online program has provided distance education opportunities since 2009. Learning Online has high school teachers based in both the Regina Catholic School Division and Holy Trinity Catholic School Division. Over 50 courses are offered in Grade 9 to 12 in Business Education, Catholic Studies, Humanities, Social Sciences, Mathematics, Science, Health and Wellness, and Technology.

Courses Offered		
Humanities English Language Arts A9 English Language Arts B9 ELA 9 Recovery 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 French 20 French 30	Mathematics Mathematics 9 Recovery Mathematics 9A Mathematics 9B Foundations of Mathematics and Pre-Calculus 10 Workplace & Apprenticeship Mathematics 10 Foundations of Mathematics 20 Pre-Calculus 20 Workplace & Apprenticeship Mathematics 20 Workplace & Apprenticeship Mathematics 30 Foundations of Mathematics 30 Pre-Calculus 30 (summer only)	Sciences Science 9 Science 10 Computer Science 20 Health Science 20 Physical Science 20 Environmental Science 20 Computer Science 30 AP Computer Science Tutorial
Social Sciences Social Studies 9 History 10 History 20 Psychology 20 Native Studies 30 Law 30	Catholic Studies Catholic Studies 9 Catholic Studies 10 Catholic Studies 20 Catholic Studies 30	Business Education Life Transitions 30 Accounting 10 Accounting 20
Physical Education Wellness 10	Technology Communication Media 10 Communication Media 20 Communication Media 30	French Immersion Histoire 10 (Summer Only) Histoire 20 (Summer Only) Français Intégré A20 (Summer) Transitions dans la vie 30

Learning Online offers asynchronous online courses, giving students the flexibility as to where and when they complete their online course content. Each course has set due-date guidelines to aid students in pacing themselves as they complete the course. All assessment, with the exception of the mathematics final exams, are completed electronically.

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

Learning Online has a Principal and 18 staff members. Each teacher is either a 0.25 FTE or 0.50 FTE Learning Online teacher and over the course of a semester, a teacher may teach up to four courses to a maximum of 30 students for each 0.25 FTE of Learning Online assigned time. The RCSD's Learning Online courses are continually renewed through our Learning Online teachers.

Beginning in the 2019-20 school year, Learning Online became a Continuous Intake online school to meet the learning needs of the students in our program. During the summer, we offer full credit and recovery courses.

In 2018–19, the RCSD signed a partnership agreement with Holy Trinity Catholic School Division (HTCSD) to include Holy Trinity students and a staff member in the RCSD's Learning Online. HTCSD provides a 0.25 FTE teacher to Learning Online in exchange for 30 course enrollments each semester in the school. In 2020-21, this partnership will expand to include an additional 0.20 FTE teacher allowing for an additional 24 students to enroll in our school per semester.

Learning Online has also worked to create partnerships and relationships with other distance education schools in the province. Learning Online's Principal initiated the creation of a Distance Education Administrators Network. This group meets semi-annually and invites other partners, including the Ministry of Education, to present at these meetings.

Learning Online Enrolment History			
Year	Semester 1	Semester 2	Summer Courses
2009-2010	7	12	n/a
2010-2011	44	42	n/a
2011-2012	58	87	n/a
2012-2013	58	117	n/a
2013-2014	101	160	10
2014-2015	138	220	24
2015-2016	195	295	33
2016-2017	256	384	55
2017-2018	302	413	54
2018-2019	346	468	77
2019-2020	330	489	109

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	6 Full, 6 Recovery
2014-2015	20	25	21 Full, 10 Recovery
2015-2016	26	33	34 Full, 15 Recovery
2016-2017*	34	34	36
2017-2018*	40	44	42
2018-2019*	42	48	54
2019-2020*	47	47	55

* Recovery Courses available in all of our compulsory graduation required courses for RCSD students who met the RCSD recovery criteria. Recovery students complete only the outcomes they were deficient in and receive a mark that is a blend of their original attempt and their recovery work.

Learning Online Course Success History						
School Year	Semester 1	Successful Completion%	Semester 2	Successful Completion%	Summer	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

Learning Online Program Goals			
Goal	Details	Semester 1 Results	Semester 2 Results
1.	85% of students finishing their course.	Total Number of Students Enrolled: 442 Total Number of Students Completing their Course: 330 75% completed course	Total Number of Students Enrolled: 533 Total Number of Students Completing their Course: 489 92% completed course
2.	Maintain successful completion percentage of 90% of students successfully completing their course.	Total Number of Students Enrolled: 330 Total Number of Students Completing their Course: 314 Percentage Successful: 95.2%	Total Number of Students Enrolled: 533 Total Number of Students Completing their Course: 521 Percentage Successful: 97.7%
3.	Grow Overall Student Numbers: Semester 1: 325+ Completing Semester 2: 425+ Completing	2019-20 Semester 1 end Enrolment: 330	2019-20 Semester 2 end Enrolment: 489

Strategic Direction and Reporting

The Education Sector Strategic Plan

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

Enduring Strategies of the 2014-2020 ESSP:

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

In 2018, prior to the 2019-20 school year, the education sector partners began to co-construct a provincial education plan for 2020-2030. In November 2019, a framework which had been developed collaboratively by the education sector partners was released. This framework provides the foundation within which a plan for education for 2020-2030 will be developed. The Education Sector Strategic Plan will continue to guide the education sector until the provincial education plan is in place.

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

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

The goals of *Inspiring Success* are:

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

Reading, Writing, Math at Grade Level

ESSP Outcome:

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

ESSP Improvement Targets:

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

School division goals aligned with Reading, Writing and Math at Grade Level outcome	1. Division Commitment: Literacy/Numeracy – English - Reading & Writing • By June 2020, the percentage of students in the English program who are at or above reading expectations will be: - o Grade 1s – 75% - o Grade 2s – 80% - o Grade 3s – 85% • By June 2020, 70% of the students in Grades 4-9 in the English program will meet or exceed grade level expectations in the <i>On-Demand Writing Assessment</i>. 2. Division Commitment: Literacy/Numeracy – French Immersion Program - Reading • By June 2020, 80% of French Immersion students in each of Grades 2–6 will read and comprehend at or above grade level in French. 3. Division Commitment: Literacy/Numeracy – French Immersion Program – Reading (continued) • By June 2020, 75% of students in Grades 4, 7 and 9 will be writing at or above grade level (*as determined using the provincial holistic rubric). 4. Division Commitment: Literacy/Numeracy – Mathematics • By June 2020, 80% of Grade 1-8 students will be at or above grade level for the number strand. • By June 2020, 90% of our high school mathematics students will successfully pass each of their mathematics courses.
School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome	Reading The RCSD established SMART goals for reading at each of Grades 1-3 in the English Program and Grades 2-6 in the French Immersion Program. With support from the school division student achievement team, a strategic action plan was created for the school division in support of these SMART goals. As part of the monitoring of these goals, benchmark targets were established for November, March, and June. The sudden closure of schools in March due to the COVID-19 pandemic resulted in incomplete March reading benchmark data sets. Although the supplemental learning period did focus on literacy skills for those students who engaged in the learning, it was not possible to gather the complete reading picture at these grades for the March target, nor was there final reading data in June.

English Program

Local data collected as of March 10, 2020 indicated that 66% of students in Grades 1–3 for whom benchmark data was collected were reading at or above grade level. It is noteworthy that 12% of students in these grades had incomplete data sets. Further breakdown of the data demonstrated that of the students assessed in March, student reading levels at or above grade level were as follows:

- Grade 1: 40%
- Grade 2: 78%
- Grade 3: 74%

French Immersion Program

Local data collected as of March 10, 2020 indicated that 84% of students in Grade 3 for whom benchmark data was collected were reading at or above grade level.

- Grade 2: 82%
- Grade 3: 84%
- Grade 4: 88%
- Grade 5: 89%
- Grade 6: 86%

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

1. School based administrators continued to develop literacy action plans based upon grade level reading data and school literacy initiatives as part of their *Learning Improvement Plans* (LIP) and in adherence to the recommendations of *Saskatchewan Reads for Administrators*.
2. Accessed 2018-19 Kindergarten EYE data – Grade 1 students at Yellow and Red (Tier 2 and 3) were placed in learning resource to reinforce literacy readiness.
3. Students in Grade 2 and 3 not reading at grade level according to June 2019 benchmark data received intensive learning resource support through Leveled Learning Intervention (LLI) via the Learning Resource Teacher.
4. Balanced Literacy approaches to classroom instruction were implemented with supports from school division personnel including a 0.50 FTE Literacy Coach in both the English and French Immersion Program, a 1.0 FTE Literacy Consultant, 1.0 FTE English Additional Language Consultant, a 1.0 FTE French Immersion Coordinator and a 1.0 FTE Curriculum and Instruction Coordinator, as well as school-based Learning Resource Teachers (LRT) and Teacher-Librarians. Literacy strategies such as the following were employed.
5. Literacy personnel developed and implemented literacy support plans for reading, including instructional best practices (adhering to Saskatchewan Reads/Saskatchewan Lit) such as modelled, shared, guided, scaffolded and independent reading.

	6. Emphasis on the learning environment (flexible spaces and reading rich environments): • Emphasis on primary classrooms employing guided literacy instruction model. New teachers and classrooms with reading deficits supported by the Primary Literacy Coach and Consultant. (English and French Immersion Program). • French Immersion Program – K-2 integrated curriculum with emphasis on oral language – support from Literacy Coach and Coordinator for French Language – LaRoue training. After Grade 6, reading comprehension is supported by the Évaluation de la lecture en français immersion (ELFI) which is an instructional resource for Grades 7-10. • Literacy centres – Jan Richardson’s and Daily 5, guided reading (small group), word study, independent reading, reading with tech, and writing stations. • Division-wide word study Grades 1-8. • Fountas & Pinnell Classroom Resources – to support responsive teaching (interactive read aloud, shared reading, guided reading, reading mini-lessons). • 21st Century technology supports – digital portfolios, Flipgrid, Newsomatic, RAZkids, etc. 7. Focus on Effective and Consistent Benchmarking Practices: • Direct support and professional development opportunities for new teachers on the benchmarking process, mentorship and analysis of data (French and English). • English Program – implementation of Next Steps Benchmarking. 8. Teacher Librarian Initiatives • Family Literacy Nights • Reading Incentives Programs • System Wide Book Club - Reader Nation – One Book to Connect Us All • Collaborative Inquiry Projects • Flipgrid Book Reviews • Battle of the Books (French and English) 5. 9. Maximized literacy instructional minutes via interdisciplinary units • Access all curriculum consultants and teachers from the field to create interdisciplinary kits with focus on literacy within the subject areas. • Increase student engagement through cross-curricular inquiry and project-based learning. 10. 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. • Best practice support for classroom teachers by the 1.0 FTE EAL Consultant. 11. Intensive Literacy Support for First Nations Métis and Inuit (FNMI) students: • Inquiry project and access to FNMI resources to promote literacy.
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- Additional staffing for small group instruction in literacy pilot room which included an additional 0.50 FTE teachers, additional Speech Language Pathology staffing and an First Nations Elder and Knowledge Keeper.

12. Grades 3-9 reading was supported by the Reading Assessment District (RAD). The RAD assesses before, during and after reading skills of complex non-fiction passages. Teachers used the RAD as a formative assessment tool to inform reading instruction.

13. Continued focus on the more complex reading strategies of inferencing and self-monitoring. Explicit teaching of reading skills at all Grades 3-9 and the use of numerous literacy events such as Battle of the Books and literacy incentives were used to promote an interest and practice of reading.

Writing

The RCSD continued to use the *OnDemand Writing Assessment* (ODWA) as an instructional tool for Grades 1-9. This writing assessment is provided as a resource for these grades to provide formative analytical data to target instruction for the improvement of student writing. The Division SMART goals focused on Grades 4, 7 and 9 with a goal of 70% of students writing at or above grade level by June 2020 as determined by the final ODWA scored utilizing the provincial holistic writing rubric. Writing data was not collected following the sudden closure of schools in March due to COVID-19, but the initial formative data gathered indicated that 55% of our Grades 4 and 60% of Grade 7 students were writing at or above grade level in English after the first formative assessment. Writing data was incomplete for Grades 4 and 7 French as well as Grade 9 English and French writing.

Actions to support writing were as follows:

1. Continued focus on the writing continuum and the 4-Point Rubric and prompts.
2. Focus on the traits revealed through formative analytical data collection from the initial On Demand Writing Assessment (English program).
3. Paired scoring opportunities and professional development for the instruction and promotion of the writing traits for all forms of writing (English and French Immersion Program).
4. Implementation of Lucy Calkins' forms of writing best practices: PowerPoint/scripted teacher plans for forms of writing (English program).
5. Writer's Workshop Grades 1-8.

Mathematics

The RCSD created the *Elementary Math Concepts Assessments* (EMCA) for Grades 1-3 in English and French which is administered in October for formative assessment purposes and in June for summative data. It is also available for Grades 4-8 as an instructional resource. The *Common Outcomes Math Assessments* (COMA) for Grades 4-8 is used throughout the year as outcomes are taught in both the English and French Immersion Programs. These assessments provide a snapshot of student performance and are intended to provide an indication of grade level outcome achievement in math at the time of assessment.

	Due to the closure of schools in March, the school division data sets are incomplete, but from the formative data gathered as of March 10, 2020 and based on the provincial holistic mathematics number strand rubric, the number of students meeting or exceeding grade level expectations in math are as follows: • Grade 2 – 72% • Grade 5 – 69% • Grade 8 – 76% The high school Division SMART goal that 90% of students would pass each of their math credits was also achieved, but the closure of schools in March and the subsequent provincial policy decision regarding passing grades does not allow for comparative data analysis with previous years. Actions implemented to support the achievement of mathematics SMART goals involved high level data analysis at both the Division and school level to activate the following actions and interventions: 1. Balanced Numeracy Approach to Classrooms: • Guided Math Instruction – supported by 0.50 FTE Math Coach • Number Talks • Formative and summative assessment practices • Promotes problem solving – makerspace and coding kits • Support from education technology for software – Mathletics, makerspaces, coding, etc. 2. Numeracy Coach (0.50 FTE) in Residence: • Directly supported five schools with the Numeracy Coach in Residence for four to six weeks working on collaborative planning, co-teaching, guided math implementation, best practices in assessment, math interventions, and coaching support. 3. EAL support: • Best practice support for classroom teachers by 1.0 FTE EAL Consultant. • Utilization of EMCA to identify students' learning gaps from previous grades. • Scripted <i>JUMP</i> math workbooks to support EAL students who may be several grade levels behind in Math. 4. Support through the Technology Coordinator, Technology Coach and Technology Consultant utilizing <i>Seesaw</i>, <i>Power of 10</i>, <i>Mathletics</i>, <i>Mimio</i> resources, and <i>IXL</i>. 5. Continued exploration of accessing the Response to Intervention (RTI) model. 6. At the high school level, continued leadership from math area specialists who serve as Education Leaders to provide professional development support for staff, tutorial support for struggling math students, non-semestered instruction at the Grade 9 level and recovery opportunities.
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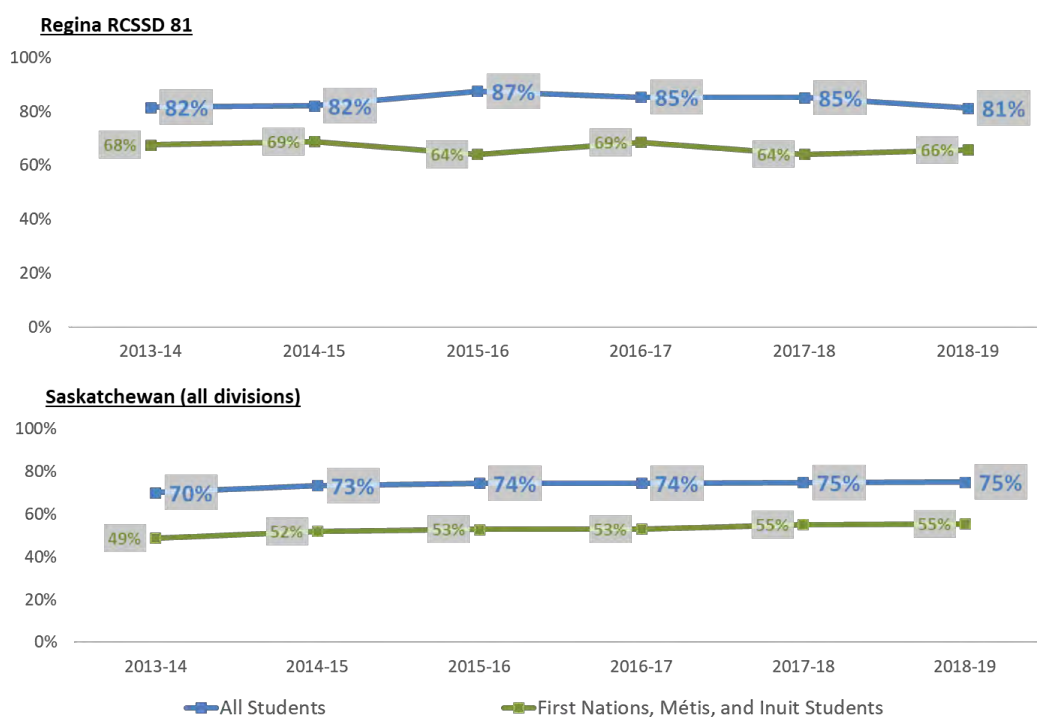
Measures for Reading at Grade Level

Proportion of Grade 3 Students Reading at or Above Grade Level

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

The following data display shows the six-year trend (2013-14 to 2018-19) overall and for First Nations, Métis and Inuit (FNMI) students. As a result of the COVID-19 pandemic response the June 2020 reading data was unavailable. The RCSD continues to perform above the provincial level for grade level reading and has met the provincial target of 80% of students reading at or above grade level for the past six years.

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



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

Source: Ministry of Education, 2020

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

Due to the closure of schools in March as a result of the COVID-19 pandemic, the RCSD was unable to collect a complete mid-year data set as per March benchmarks and there was no June reading benchmark data. However, based upon the student data gathered as of March 10, 2020, 84% of Grade 3 students in the French Immersion Program and 74% of English students were at or above reading level and the school division was on track to meet the provincial target of 80%. The five-year trend has showed consistent reading results for the division with a six -year average of 83.6% and a high of 87% and a low of 81% in 2018-19. The percentage of First Nations, Métis and Inuit students in RCSD reading at or above grade level remained above the average for this group of students provincially with a six-year average of 66.6%.

The RCSD continued to work intensively with our FNMI students to promote reading in the home, implementing reading interventions and best practice reading strategies. Additional literacy supports in terms of personnel and resources were provided to support struggling students at our schools with the highest self-declared FNMI population and the Literacy Intervention Program at our pilot school is in the final year of the three-year pilot. This program supports a literacy classroom which is staffed with one Levelled Learning Intervention Teacher, 0.50 FTE Speech and Language Pathologist for oral language development and ongoing support from the English Language Arts Consultant and the Teacher-Librarian.

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

ESSP Outcome:

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

ESSP Improvement Targets:

- Achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.
- By June 2020, schools involved in FTV for at least 2 years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.
- By 2020, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures (Student Engagement, Inclusion and Learning).

School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome	Division Commitment: Equitable Opportunities and Transitions – High School Completion • From September 2019 to June 2020, 80% of self-declared First Nations Metis and Inuit (FNMI) students in each of Grades 10, 11, and 12 will attain a minimum of 8 academic credits. • By June 2020, the percentage of FNMI students completing Grade 10 and remaining in school for Grade 11 will be 90%. • By June 2020, the percentage of students who were eligible in September to graduate from Grade 12 and who actually graduate will be 90% or greater. • The on-time graduation rate for FNMI students in Grade 12 will be 80% or greater by 2020. • The extended-time graduation rate for FNMI students in Grade 12 will be 85% or greater by 2020.
School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome	In 2019-20 school year, the school division had 1,308 self-declared First Nations, Métis and Inuit (FNMI) students. Supported by the <i>First Nations and Métis Education Achievement Fund</i> (FNMEAF), the school division maintained the roles of two FNMI High School Student Advisors that were hired and placed at Miller Comprehensive Catholic High School and Archbishop M.C. O'Neill Catholic High School. In 2018, in response to an increase in self-declared student enrollment, we added an additional FNMI High School Student Advisor at Miller Comprehensive Catholic High School. In 2019, responding to a need for additional support we expanded this role into all the RCSD high schools by adding a fourth FNMI Student Advisor. The FNMI Student Advisor job descriptions are directly tied to the local RCSD SMART goals mentioned above. We also used the data from the <i>Our School Survey</i> as indicators of the

importance of these roles. Research indicates a direct correlation between attendance, engagement and positive relationships with FNMI students and success at school.

From September to March, FNMI Student Advisors provided support for FNMI students in the following five areas:

1. Relationships and Mentoring

- Support through the development of healthy supportive relationships with Elders, students, teachers, staff, and parents/guardians.
- Meet and Mentor: Individual student meetings occur to plan for their year (i.e. reviewing class/course selections and the student students' needs to succeed and stay on track to graduate).
- Daily check-ins throughout the year to support students in the areas of attendance and academic performance.
- Connecting students to community supports.
- Working to enhance school environment for students by supporting Intercultural understanding through school wide *Truth and Reconciliation* Initiatives.

2. Transitions

- Frequent relationship building visits for Grades 8s at associate schools to introduce the FNMI Student Advisors. During these visits FNMI Student Advisors make students aware of the supports available to them at the high school they plan to attend. This relationship supports a smooth transition and fosters greater success.
- The FNMI Student Advisor is the main support for FNMI students at the school. The FNMI Student Advisor works with the Student Services Team to provide additional support for students upon entering the new school or high school environment.
- FNMI students explored post-secondary opportunities with support of the FNMI Student Advisor during the year to better prepare them to attend a post-secondary institution. FNMI Student Advisors also helped students with funding and admissions applications.

3. Cultural Engagement

- FNMI students were provided opportunities to grow spiritually, emotionally, physically and mentally through cultural connections in the school and local community.
- Students were provided opportunities throughout the school year to enrich their sense of cultural identity by connecting them to community cultural events such as attending The Graduation Powwow, FNMI speaker presentations, local video screenings, theatre performances, National Aboriginal Day events and the Friendship Centre Powwow Group. Miller Comprehensive Catholic High School has a First Nations Drum group led by a local cultural instructor. This provides

FNMI students with opportunities to develop a sense of belonging and access to positive role models. The drum group shares their talent by performing at local community events and ceremonies.

- The Elder / Knowledge Keeper In-Residence program in Miller Comprehensive Catholic High School, Archbishop M.C. O'Neill Catholic High School and Michael A. Riffel Catholic High School provided students with opportunities to connect with their culture through teachings, prayer, ceremony and smudging.

4. Academics / Career Planning

- Advocated on behalf of the FNMI students for academic success through on-going communication tracking, using OneNote documentation with the school.
- Identified additional supports to assist FNMI students to acquire credits needed to graduate such as tutorial support, on-line credit acquisition and special projects as needed.
- FNMI Student Advisors invited presenters from various Indigenous employment organizations to share.
- Support students to participate in monthly Outstanding Assignment Recovery (OAR) days at the school and to stay on track to pass courses by providing support to attend through student pick-up or bus passes/tickets as required.
- Provided post-secondary print material on-site and/or located electronically available information.

5. Parental/Caregiver Engagement

- Open and on-going communication with parents/caregivers to ensure their children are on a successful academic track and personal pathway for graduation and transitioning.
- Provided opportunities to invite parents/caregivers to school events (i.e. meet the teacher night, parent nights, awards ceremonies, and speaker's series presentations).
- Personal contact with parents/caregivers through phone conversations and home visits to keep parents/caregivers informed of their child's academic progress.

During the supplemental learning period of March through June, FNMI Student Advisors worked online to connected with students and parents/caregivers to support supplemental learning for participating students. They problem solved to ensure that students had devices as well as internet connections to complete the learning. FNMI Student Advisors continued to connect and communicate with students to support mental wellness. They dropped off necessities for families to stay well during this time.

FNMI Student Advisors helped to engage FNMI students in physically distanced graduation ceremonies to celebrate their hard work and success.

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

Average Final Marks

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

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

Average Final Marks in Selected Secondary-Level Courses, 2019-20						
Subject	All Students		Non-FNMI		FNMI	
	Province	Regina Catholic	Province	Regina Catholic	Province	Regina Catholic
English Language Arts A 10 (Eng & Fr equiv)	75.1	78.6	78.5	79.4	62.9	70.9
English Language Arts B 10 (Eng & Fr equiv)	75.7	76.6	79.1	77.7	64.3	66.9
Science 10 (Eng & Fr equiv)	73.8	78.2	77.3	79.1	61.8	68.0
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.5	68.6	77.1	68.8	63.0	61.9
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	76.8	77.5	79.0	78.0	65.5	69.8
English Language Arts 20 (Eng & Fr equiv)	77.3	80.8	79.6	81.2	67.0	77.1
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	70.0	66.4	72.7	67.7	64.9	60.3
Math: Foundations 20 (Eng & Fr equiv)	77.4	80.1	79.1	80.7	67.8	72.9

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

Source: Ministry of Education, 2020

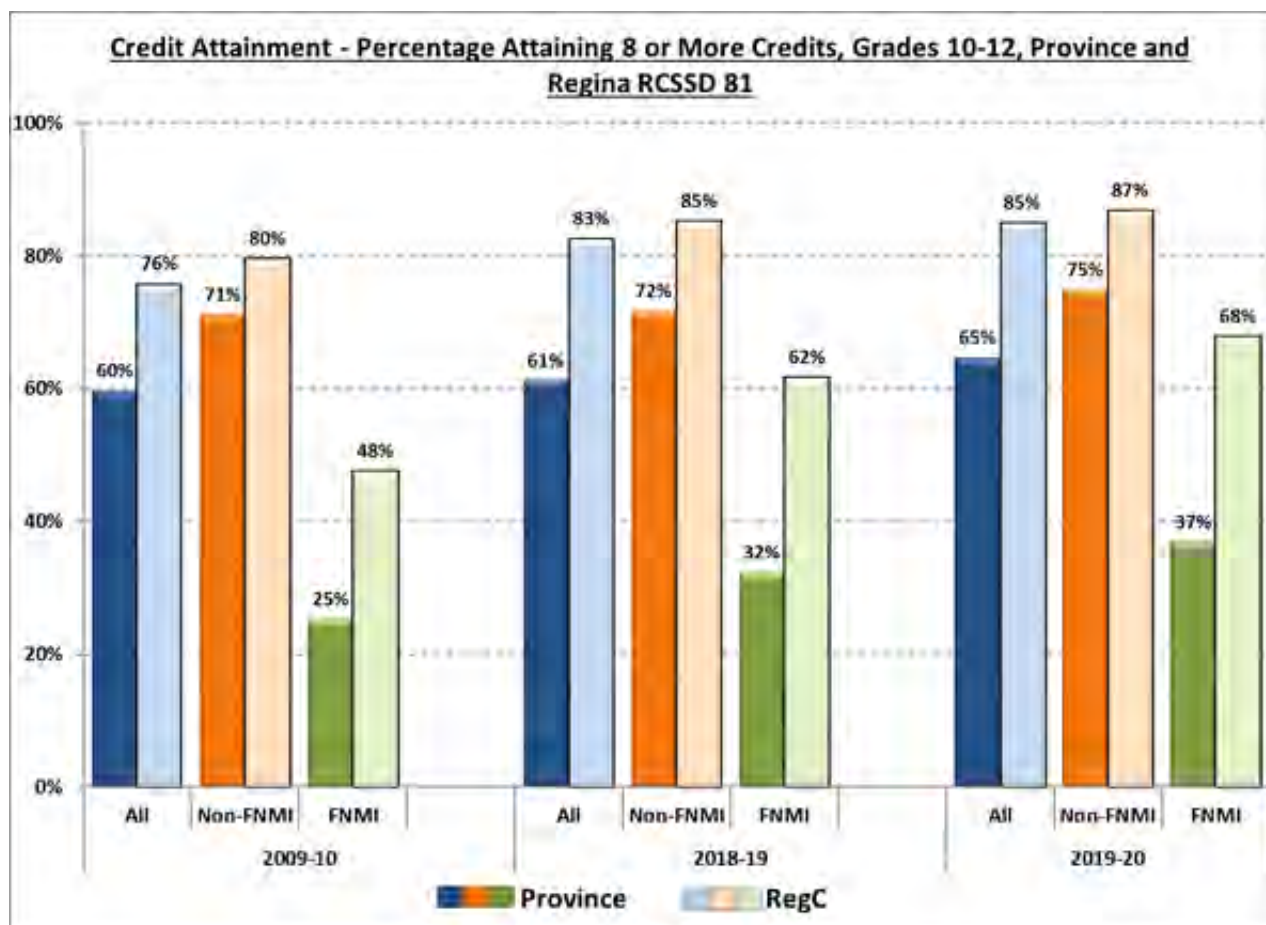
Analysis of Results – Average Final Marks

Annual final marks are one measure of success. The RCSD's FNMI students' results were significantly higher in most subject areas than the provincial results for the FNMI student subpopulation. Although the average final marks for FNMI students in the RCSD are above the provincial FNMI average in most courses displayed, these results are below those for non-FNMI students in the Division. As a result, targeted interventions were put in place such as FNMI peer tutoring coordinated by FNMI Student Advisors. *Outstanding Assignment Recovery* (OAR) days, now fully implemented at all high schools, are held several times each semester allowing FNMI students to complete assignments. These teacher-led days are particularly beneficial for students who struggle with consistent attendance.

Credit Attainment

Credit attainment provides a strong predictive indicator of a school division'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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2020

Analysis of Results – Credit Attainment

The RCSD continues to see a strong performance in its overall credit attainment, increasing to 85% of Grades 10-12 students attaining eight or more credits in 2019-20. Results for the RCSD's non-FNMI student subpopulation exceeds the provincial results at 87% compared to 75% provincially. In 2019-20, 68% of RCSD's FNMI students achieved eight or more credits which was nearly double the provincial FNMI results of 37%. The RCSD has set a goal of 75% for our FNMI students to achieve and the school division continues to work to meet this goal.

The RCSD high schools continue to monitor students with respect to assignment completion and have instituted a number of tracking measures in order to ensure intervention practices are in place such as OAR days. This past year, school teams refined some of the procedures including better communication, intervening earlier when FNMI students failed to turn in assignments and the scheduling of OAR days at regular intervals. These improved practices enabled more students to be successful. As well, the school division's credit recovery practice through the *Learning Online Program* has also been a beneficial intervention, which allows FNMI students the opportunity for credit recovery. Although credit recovery is one action that has increased credit attainment, some FNMI students are still challenged because of personal circumstances, such as mental health and wellness issues, attendance concerns and/or unstable home environments and, as a result, are not all successful. This information has been identified in the *OurSchool* data. Data was collected for each semester. Semester 1 data guides interventions to assist in keeping students on track to achieve a minimum of eight credits for the year. Supports were put into place to ensure students maintain and meet the goal by Semester 2. Students requiring extra support in Semester 2 have interventions in place to assist them with acquiring the eight credits needed by end of the year.

Graduation Rates

ESSP Outcome:

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

ESSP Improvement Targets:

- Achieve an annual increase of three percentage points in the provincial three-year graduation rate.
- 90% of students will have at least 80% attendance in 2019-20.

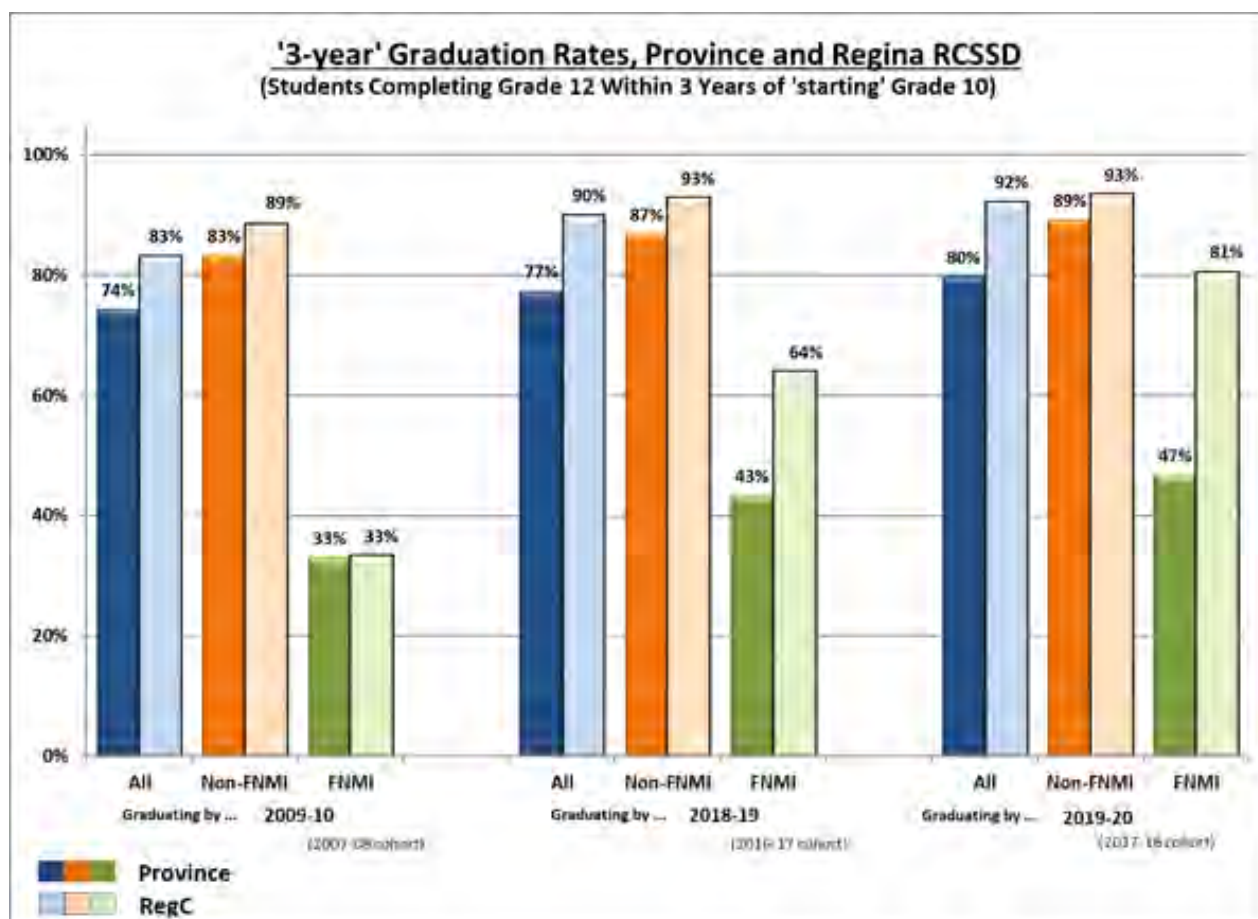
School division goals aligned with the Graduation Rates outcome	Division Commitment: Equitable Opportunities and Transitions – High School Completion • From September 2019 to June 2020, 80% of self-declared FNMI students in each of Grades 10, 11, and 12 will attain a minimum of 8 academic credits. • By June 2020, the percentage of FNMI students completing Grade 10 and remaining in school for Grade 11 will be 90%. • By June 2020, the percentage of students who were eligible in September to graduate from Grade 12 and who actually graduate will be 90% or greater. • The on-time graduation rate for FNMI students in Grade 12 will be 80% or greater by 2020. The extended-time graduation rate for FNMI students in Grade 12 will be 85% or greater by 2020.
School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Graduation Rates outcome	Graduation Rates The RCSD continued to implement a division-wide graduation plan that consisted of three key activities: • Grade 9 Transition – established support plans for Grade 8 students entering high school as Grade 9 students with the introduction and use of myBlueprint (an online career planning tool) in Grade 7 and 8 through Career Education and Practical and Applied Arts (PAA). This will follow the Grade 8 students to high school and support course selection and career planning. • Use of Graduation Plans – with the support of myBlueprint and our Student Support Team, every high school student had a graduation plan. • On-time credit tracking – all Grade 10, 11 and 12 students were tracked with the goal of attaining eight or more credits per year. Support for these goals required targeted support and interventions by key personnel including school based administrators to promote best practice, instructional and assessment strategies to improve student learning and engagement, and elementary and high school counsellors who provided vocational and personal counselling. In addition, First Nations, Métis and Inuit students in the RCSD receive direct support in two of our high schools from Aboriginal advocates and Elders and two of our high schools accessed support from Community School Coordinators.

Measures for Graduation Rates

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 required secondary level credits at the end of Grade 12. On-Time Graduation Rates are one measure of the efficiency of a school division.

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



Notes: 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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2020

Analysis of Results – Three-Year Graduation Rates

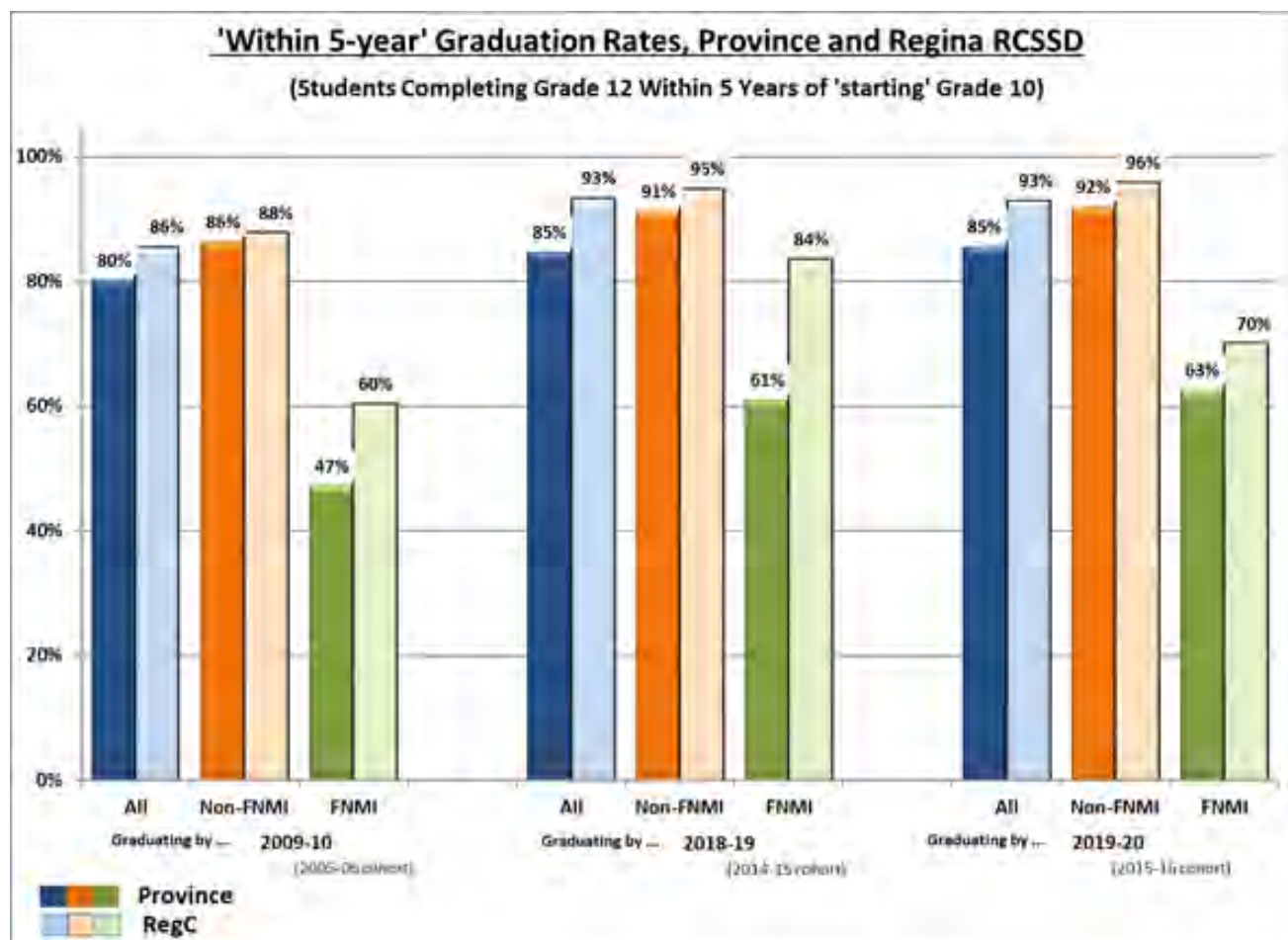
The RCSD's overall three year On-Time Graduation Rate was 92% in 2019-20, which continues to be well above the provincial average of 80%. There was a 2% increase in the three year On-Time Graduation rate for all students and the three year On-Time Graduation Rate for non-FNMI students stayed at 93%. The 2% overall increase can be attributed to an increase in RCSD's three year On-Time Graduation rate for our FNMI students. While RCSD performs above the provincial average for non-FNMI students, there continues to be a gap between the school division's non-FNMI and FNMI three year On-Time Graduation rates.

During the 2019-20 school year we see an increase of 17% in FNMI student's three year On-Time Graduation rates. The RCSD set an on-time graduation goal for FNMI students in Grade 12 to be 75% or greater by 2019, 80% or greater by 2020. This increase is the result of the interventions and supports that the RCSD has put in place as well as the provincial policies set in place for supplemental learning in response to the COVID-19 pandemic during supplemental learning. More students were able to attain credits as a result of the policy decision that all actively enrolled students as of March 13, 2020 would receive passing grades. We will continue to refine our interventions with an emphasis on student engagement and mentorship and credit recovery, so that we can continue to support FNMI students and overall graduation rates.

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. Extended-time graduation rates are one measure of the responsiveness of the school system.

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



Notes: 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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2020

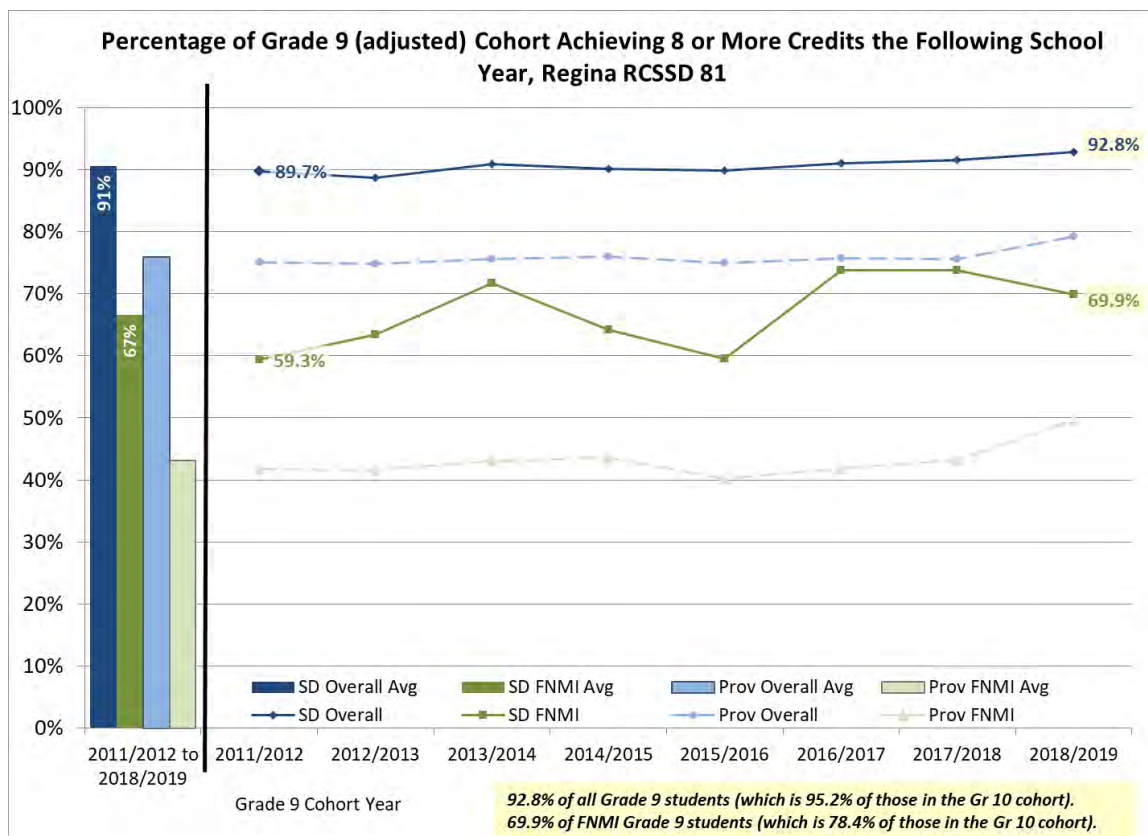
Analysis of Results – Graduation Rates ‘within five-years’

In 2019-20, the RCSD’s overall results for five year Extended-time Graduation Rates continued to be above the provincial results by 7% with a notable 93% success rate. While the Division performs above the provincial average of 85% for non-FNMI students, the most notable success is in the rate of FNMI students graduating within the extended time-period. 70% of FNMI students in the school division had graduated within five years compared to 63% provincially. This was a 14% decrease over last year’s school division results for our FNMI students. Although this is in contrast to the 2019-20 three-year graduation rate which was up 17%, it is important to keep in mind that two different groups of students are being tracked for these measures. The ‘within-5 year’ graduates are those who started in 2015-16 and graduated at some point prior to June 2020. Although there was a decline from the previous few years for this measure, there has been an increase compared to 10 years ago (60% in 2009-10), with some variability over the years.

Grade 9 to 10 Transition

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

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



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

Source: Ministry of Education, 2020

Analysis of Results – Grade 9 to 10 Transition

The RCSD's overall rate of Grade 9 students who attain eight or more credits the following school year continues to hover around 90%. The actual percent of students that achieved eight or more credits is 92.8%, up slightly from the previous year. This is approximately 12% above the provincial results for 2019-20. The RCSD's FNMI results dropped to 69.9% in 2020. The RCSD results continue to be well above the provincial average as the provincial eight-year average for FNMI students is 31%. We worked more significantly with all Grade 9-10 cohorts by having our high school guidance teams along with our FNMI Advisors track credit attainment of students and work with recovery options and catch-up days to achieve credit attainment goals. Significant work was done with Grade 9 transition across the school division in terms of tracking, mentorship and academic success behaviours. We continue to revisit and modify our detailed implementation plan to address student success toward high school completion.

Early Years

ESSP Outcome:

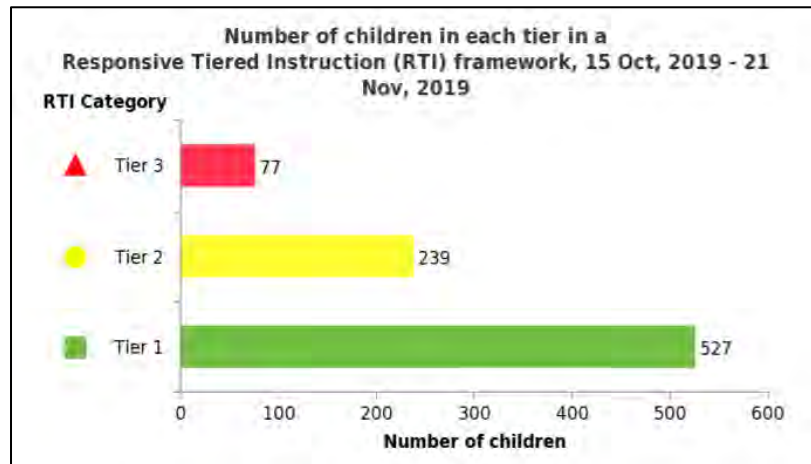
By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

ESSP Improvement Targets:

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

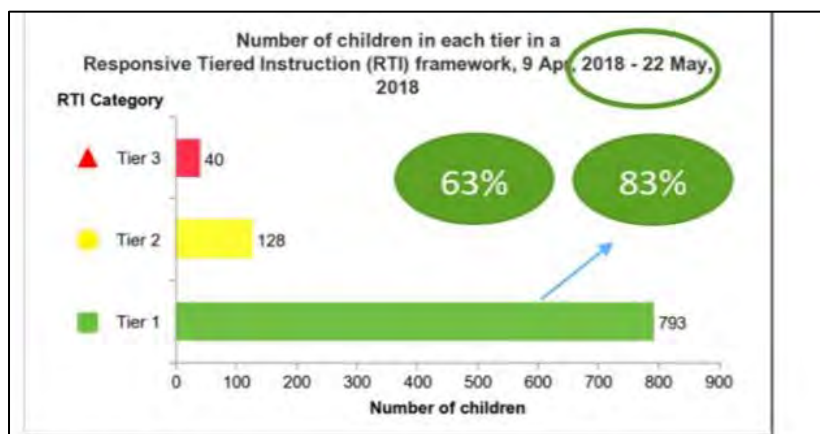
School division goals aligned with the Early Years outcome	Division Commitment: Equitable Opportunities and Transitions – Prekindergarten and Kindergarten. • By June 2020 100% of the Prekindergarten students (age 4) will be assessed with Help Me Tell My Story or Ages and Stages Questionnaire 3 (Pre assessment Sept -Nov; Post assessment April-May) and action plans each developed to guide the school team in meeting each child's learning and developmental needs. • By June of 2020, 90% of students exiting Kindergarten will be ready for learning in Grade 1 (scoring Tier 1 on the EYE-TA assessment). • 100% of the Kindergarten students who are identified as having Tier 2 or Tier 3 learning needs on the November EYE-TA will be discussed at a role alike meeting and/or a Student Support Team meeting before the end of January, 2020. Action plans will be developed to guide the school team in meeting and supporting the individual needs for each child's learning and development.
School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Early Years outcome	Performance Indicators/Data Collection • Administrators informed at the School Based Administrators meeting of the goal and expectations. • The EYE-TA was administered to Kindergarten students in October-November 2019. The EYE-TA Post Assessment (children who scored RTI Tier 2 and 3 in Fall 2019) did not occur in Spring 2020 due to the COVID-19 pandemic response. • Reports for each student assessed generated and analyzed for students scoring Yellow (RTI Tier 2 - student may require an intervention of targeted small-group instruction) or Red (RTI Tier 3 - students may require an intervention of individualized instruction) in two or more of the domains; these students were referred to the Student Support Team at the school where discussions for interventions, recommendations by the classroom teacher, Family Support Coordinator, Community School Coordinator, School Counsellor, Speech Pathologist were initiated. • Kindergarten students who had a Response to Intervention (RTI) score in the Yellow or Red range, were referred to the Student Support Team at the school site. Meetings reviewing results and discussing supports needed (Tier 1, Tier 2, and/or Tier 3 supports) were conducted at the school level, with action plans developed to support

implementation and fidelity. The following chart indicated students who required support based on November data results.

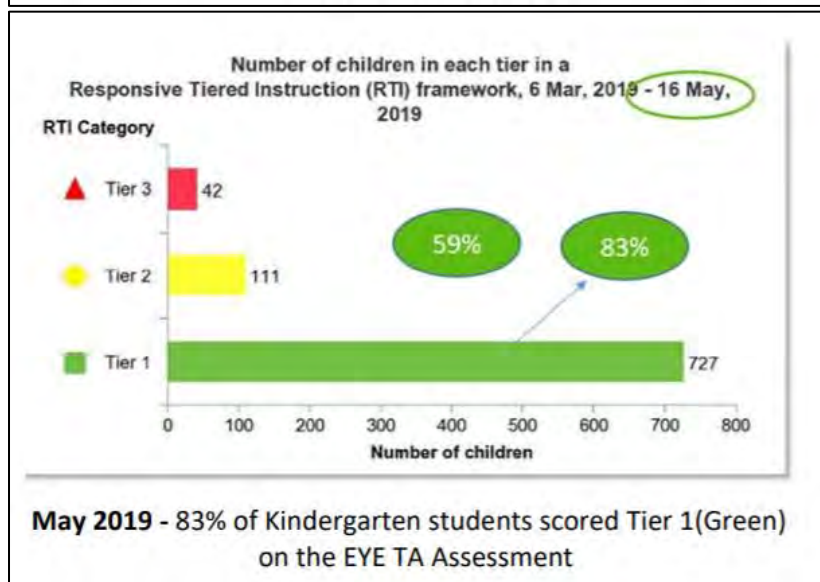


- The classroom teachers, School Administration, Community School Coordinators, Learning Resource Teachers, School Counsellors, Speech and Language Pathologists, Speech and Language Assistants, EAL teachers and assistants, as well as consultation with the Literacy Kindergarten and Pre-Kindergarten Consultant were all included in the development and delivery of the EYE-TA Action Plans.
- The Help Me Tell My Story (HMTMS) Oral Language/Family Engagement assessment was administered in several Kindergarten and Prekindergarten classrooms in January-February 2020. Family engagement was encouraged through sharing of assessment results as well as home activities to support, presented through the parent portal. The focus for the year 2019-20 was the pre-teaching, the assessment and the engagement of parents/guardians in the assessment process. Classroom teachers, instructional assistants, Speech and Language Pathologists, as well as the Literacy Kindergarten and Pre-Kindergarten Consultant and FNMI Coordinator supported this process.
- The Ages and Stages Questionnaire (ASQ3) was implemented among the Prekindergarten classrooms and discussions were held with the Prekindergarten teachers regarding the student's assessment. Discussions took place among the Prekindergarten teachers regarding the assessment and format. All information received from the Early Learning Branch of the Ministry of Education and the early intervention organization, *KidsFirst* (Regina).

The following charts indicate the baseline for Kindergarten EYE-TA. RCSD continues to work towards the ESSP 2020 goal of 90% of students exiting Kindergarten will be ready for learning in Grade 1 (scoring Green – Tier 1 on the EYE-TA).



May 2018 - 83% of Kindergarten students scored Tier 1(Green) on the EYE TA Assessment



May 2019 - 83% of Kindergarten students scored Tier 1(Green) on the EYE TA Assessment

NOTE: As a result of the COVID-19 pandemic response, **May 2020 EYE-TA RTI** data is unavailable.

Measures for Early Years

Early Years Evaluation

The RCSD has been able to have Kindergarten teachers participate in specific professional development training. These opportunities allowed the early learning teachers to assist in their daily work of preparing Prekindergarten and Kindergarten students for Grade 1.

Professional Development & Training

- November 2019 Early Years teachers participated in *The Amazing Brain* professional development training.
- The RCSD Early Years Consultant provided training to Kindergarten teachers to implement a fillable user friendly Child Report document. The Child Report focused on strengths, challenges and areas of growth that was shared with home and school to support each child's learning and development.

- To streamline the Division's processes, the RCSD Early Years Consultant introduced the Learning Bar's Individual Child Action Plan- Pre-EYE-TA Results tool that was created based on Spring 2019 feedback.
- All Kindergarten French Immersion teachers were provided with an opportunity to meet with both the RCSD Early Years Consultant and French Language Coordinator to review and discuss the EYE-TA November 2019 results and Action Plans in a French Immersion setting. This was a great network opportunity for the French Immersion Kindergarten teachers to meet and collaborate.
- Early Years Public Awareness Campaign, Play, Learn, Grow, Together! was officially launched December 2019 and shared with all RCSD early years staff. The early years staff were instructed to review and explore the website and promote and pass along the link to families as well as with social media contacts.
- In January 2020, the RCSD sent a team of staff to attend the Early Learning Symposium - Disrupting the Trend: Improving Outcomes for Early Learners in Saskatoon. It was a great opportunity to collaborate as a division team as a result of attending the conference.
- Also in January 2020, the Saskatchewan Professional Development Unit (SPDU) learning opportunity was offered to a group of Kindergarten teachers who took advantage of attending the training on Connecting Curriculum to Play-Based Projects in Kindergarten.
- In February 2020, as part of the Canada-SK Early Learning and Child Care Agreement the Ministry of Education offered the Aboriginal Awareness Workshops. This one-day workshop was made available to all RCSD Prekindergarten teachers.
- The RCSD February 2020 Institute Day, a Community of Professional Practice session was offered for early years teachers to review resources and watch the Family Engagement Videos available through EOnline.
- Yearly Prekindergarten and Kindergarten network meetings are held four times a year. This is an opportunity for early years teaching staff to gather as a professional group. Each meeting allows for sharing information and 10-15-minutes of professional development used to guide the discussion.
- In collaboration with the RCSD Human Resource Services Supervisor, the Division implemented a strategy for the deployment of Instructional Assistants in the school division. The Instructional Assistants are deployed at the beginning of the school year to assist in classrooms with large enrollment numbers or student needs. Following the November EYE-TA Assessments, the Instructional Assistants were re-deployed to the Kindergarten classrooms identified as having the most students requiring support.

Note: Other professional development opportunities were scheduled for April and May 2020, however due to COVID-19 pandemic they were no longer available.

Early Years Outcome: Professional Learning Tracking Process

1. By June 2020, 75% of Prekindergarten educators will have completed *Responding to Children's Interests* (SPDU) workshop.
 - 75% of RCSD Prekindergarten educators completed *Responding to Children's Interests* (SPDU) workshop.
 - By June 2020, 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten workshop.
 - 75% of RCSD Kindergarten educators completed Literacy Practices in Kindergarten.

Child Development area

- As a result of the COVID-19 pandemic response, 2019-20 data is unavailable.

Early Learning Pedagogy area

- As a result of the COVID-19 pandemic response, 2019-20 data is unavailable.

Relationship area

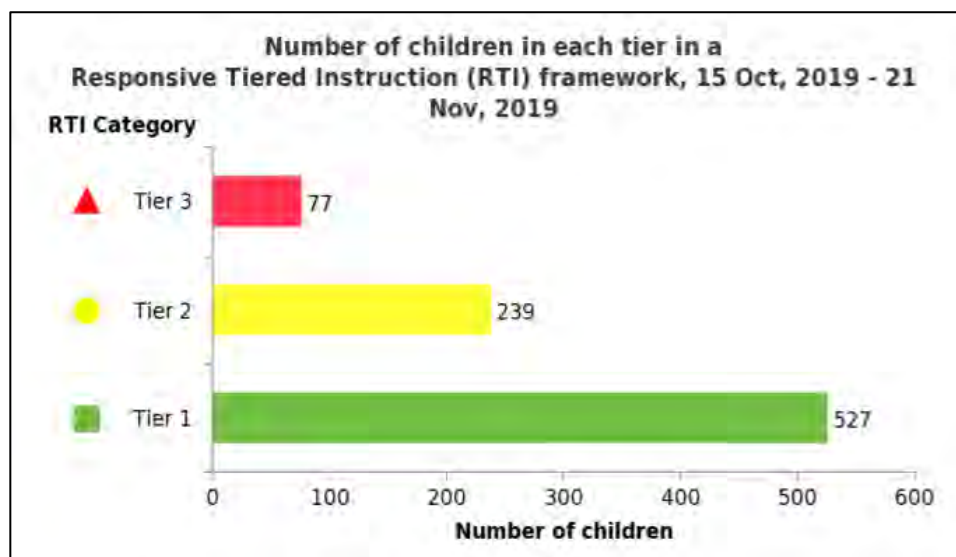
- As a result of the COVID-19 pandemic response, 2019-20 data is unavailable.

Assessment Literacy area

- As a result of the COVID-19 pandemic response, 2019-20 data is unavailable.

Ready to Learn: Children screened at Tier 1 on the Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry and exit 2014-2015 (baseline) to 2018-19 (current).

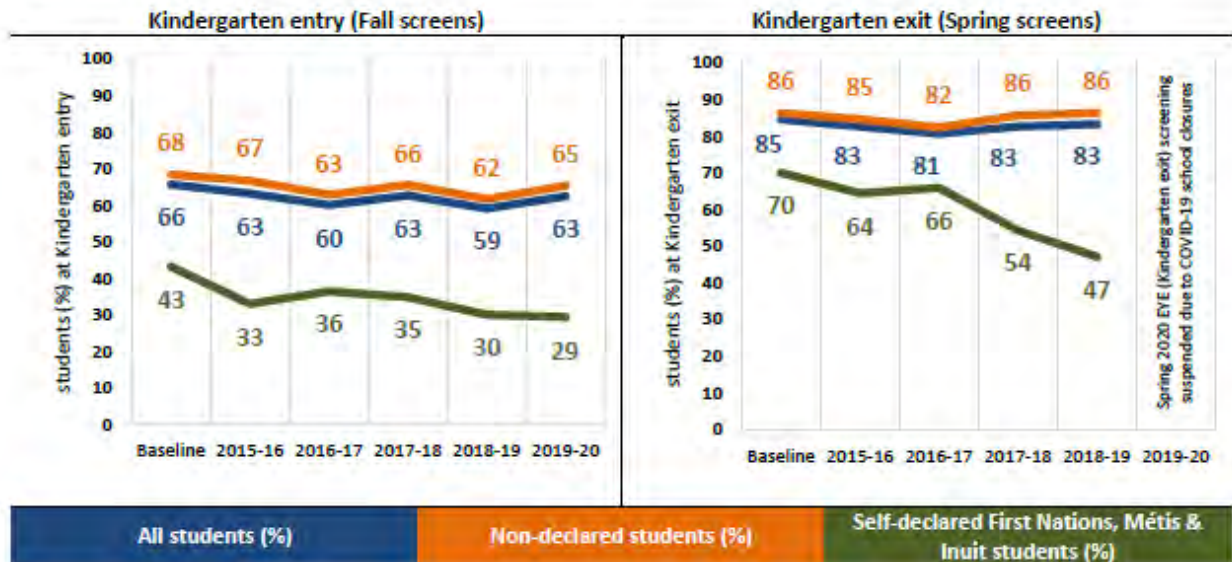
The following graph displays the number of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry Kindergarten year November 2019.



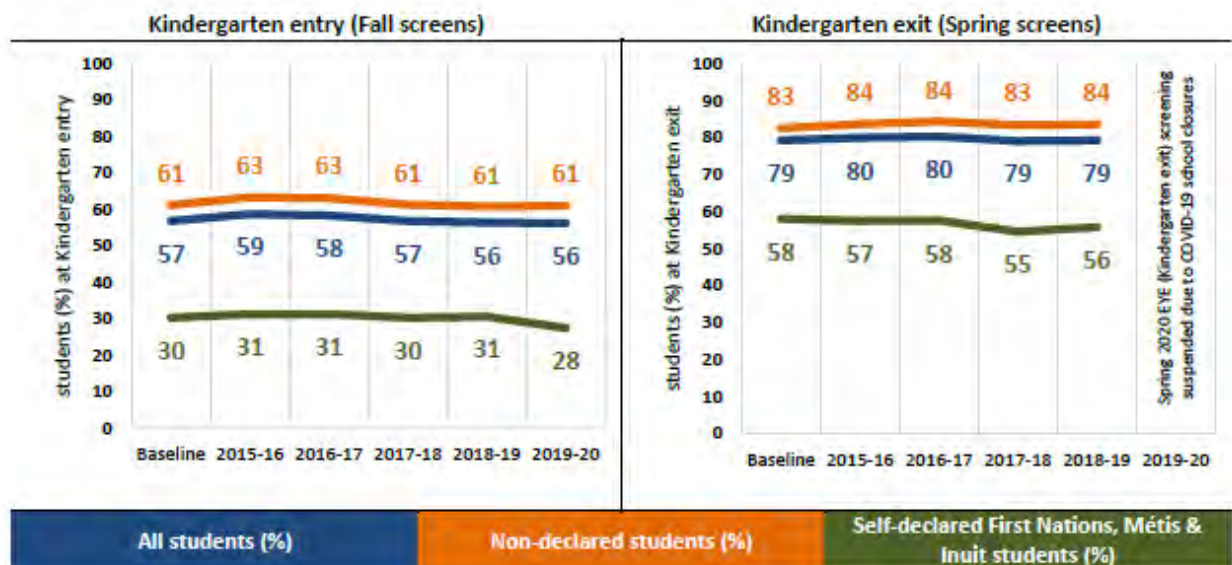
The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit since 2014-15 (baseline year). EYE-TA was used to assess Kindergarten students at entry in 2019-20. As a result of the COVID-19 pandemic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

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

Regina RCSSD 81



Saskatchewan (all divisions)



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

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

Source: Ministry of Education, Early Years Branch, 2020

Analysis of Results – Early Years Evaluation

The RCSD has continued to utilize Prekindergarten and Kindergarten SMART goals to focus our Early Learning Consultant, Prekindergarten and Kindergarten teachers, Instructional Assistants, and other supports on the important task of preparing our students for Grade 1. This continues to align with the ESSP Early Learning 2020 goal that by June 2020 children aged 0 to 6 will be supported in their development and to ensure that 90% of students exiting Kindergarten will be ready for learning in the primary grades. As a Division we continue to be challenged with children arriving in Kindergarten with increasing complex needs.

The RCSD continues to address student needs using the information gathered through the EYE assessments, classroom observations by the Prekindergarten and Kindergarten teachers, ongoing student support planning and monitoring student progress.

Monitoring student progress and adjusting support is of particular importance due to the limited amount of time the students have in Kindergarten to make the gains necessary to be ready for Grade 1. The last two years we have seen a decrease in the Grade 1 readiness for our FNMI students and we will continue our focus by exploring new ways to move the school division FNMI results closer to the provincial goal.

School Division Local Priority Area

1. Division Commitment: Catholic Communities of Faith
2. Essential Skills and Practices in 21st Century Education – Technology
3. Division Commitment: Equitable Opportunities and Transitions – English as an Additional Language

School division goals aligned with local priority area	1. Division Commitment: Catholic Communities of Faith • By June 2020, 90% of Grade 5 and 11 students will be able to articulate the faith by achieving a mark of at least 70% on the online religious education assessment. • By June 2020, 100% of all staff will have engaged in the process of their faith goals as agreed to on their <i>Committed to Professional Growth</i> (C2PG) form. • By June 2020, 100% of all staff and students are servant leaders who are proclaimers of our Catholic faith and demonstrate stewardship of time, treasure and talent through involvement in retreats, charitable donations, liturgies, service projects, Christian action project, etc. • By June 2020, 100% of teaching staff will have permeated the Catholic faith into at least one of their lesson plans in a subject other than Religion or Catholic Studies. 2. Division Commitment: Essential Skills and Practices in 21st Century Education – Technology • 100% of all RCSD schools will have a Learning Improvement Plan goal that focuses on the improvement of technology integration into instruction. • By June 2020, 100% of RCSD teachers will have accomplished a C2PG goal that focuses on the Essential Skills and Practices in 21st Century Education using the International Society for Technology in Education Standards for Educators (ISTE). • By June 2020, 100% of teachers will incorporate into their long range plans the Saskatchewan Digital Citizenship Continuum. 3. Division Commitment: Equitable Opportunities and Transitions – English as an Additional Language • By June 2020, 70% of Grade 1-12 EAL students with global CFR levels of A1.1 to A2.2 who have been receiving EAL support for at least a year will increase one global CFR level.
School division actions taken during the 2019-20 school year to support local priority area	1. Division Commitment: Catholic Communities of Faith • Due to the COVID-19 shutdown, we were unable to gathered data for this section: The goal of “By June 2020, 90% of Grade 5 and 11 students will be able to articulate the faith by achieving a mark of at least 70% on the online religious education assessment. (Deferred until June 2021). • By June 2020, 100% of all staff engaged in the process of their Faith goals as agreed to on their C2PG form.

	• By June 2020, 100% of all staff and students were involved in retreats, charitable donations, liturgies, service projects, Christian action project, etc. • By June 2020, 100% of teaching staff permeated the Catholic faith into at least one of their lesson plans in a subject other than Religion or Catholic Studies.
	2. Division Commitment: Essential Skills and Practices in 21st Century Education – Technology Regina Catholic Schools continue to work towards meeting our three smart goals related to Essential Skills and Practises in 21st Century Education. • 100% of all RCSD schools will have a Learning Improvement Plan (LIP) goal that focuses on the improvement of technology integration into instruction. ○ Currently we are achieving this goal as all schools have a LIP goal. • By June 2020, 100% of RCSD teachers will have a technology integration goal in their C2PG. ○ We are achieving this goal through the C2PG document that all staff members must complete. • By June 2020, 100% of teachers will incorporate into their long range plans the Saskatchewan Digital Citizenship Continuum. ○ We are achieving this goal through our long range plans. All staff are required to provide long range plans to their school administrator.
	3. Division Commitment: Equitable Opportunities and Transitions – English as an Additional Language • In the school year 2019-20, 66% of RCSD students with a global Common Framework of Reference (CFR) level of A1.1 to A2.2 increased at least one global CFR level. • Due to the COVID-19 closure of schools, EAL teachers were not able to teach/assess all the items on the CFR scale for the school year. • Prior to March 2020, RCSD was on track to reach the goal of 70% by June.

Local Measures for School Division Local Priority

1. Division Commitment: Catholic Communities of Faith

- By June 2020, 90% of Grade 5 and 11 students will be able to articulate the faith by achieving a mark of at least 70% on the online religious education assessment.
 - Due to the COVID-19 school closures and the transition to remote supplemental learning, we were unable to gathered data for this section. No analysis is available. (Deferred until June 2021.)

2. Division Commitment: Essential Skills and Practices in 21st Century Education –Technology

- 100% of all RCSD schools will have a *Learning Improvement Plan* (LIP) goal that focuses on the improvement of technology integration into instruction.
 - Currently we are achieving this goal as all schools have an LIP goal. During LIP meetings, the Senior Leadership Team ensured that all schools had Technology / 21st Century Learning goals in their LIPs. During June follow up meetings with all administrators, it was confirmed that schools were meeting or working towards their goals.
- By June 2019, 100% of RCSD teachers will have a technology integration goal in their C2PG.
 - We are working towards this goal. During the June *Committed to Professional Growth* (C2PG) meetings, School Based Administrators confirmed that all RCSD Staff are working towards the implementation of their technology goals. We are looking to rework the school division's C2PG document to include a section for *Essential Skills and Practices in 21st Century Education*.
- By June 2020, 100% of teachers will incorporate into their long range plans the *Saskatchewan Digital Citizenship Continuum*.
 - We are achieving this goal. Long range plans have been submitted to School Based Administrators and they have confirmed that all teachers have incorporated Digital Citizenship lessons into their planning.

3. Division Commitment: Equitable Opportunities and Transitions – English as an Additional Language

The RCSD works tirelessly to support our students, staff, and administrators in our English as an Additional Language (EAL) Program. We have a strong EAL team consisting of one EAL Consultant, 15 EAL teachers, and one EAL Instructional Assistant.

EAL support was provided working as a multidisciplinary team, planning and implementing coordinated services to meet individual students' needs best. A focus on teacher professional development has continued in the EAL program. The EAL Consultant conducted training sessions at our annual Teacher Institute and on Teacher Professional Development days throughout the school year. An emphasis was placed on teacher collaboration. EAL teachers provided classroom teachers with strategies to support all EAL learners, and classroom teachers worked through the process of scaffolding.

In high school, EAL learners enroll in EAL Locally Developed Courses: Saskatchewan Context for EAL Learners 20L, EAL A10L, EAL B10L, EAL A20L and EAL B20L. The approval of the last four mentioned courses was extended to the 2020-21 school year. In response to feedback from division and school personnel and working in collaboration with RPSD, we continued working on a project that was presented to the Ministry of Education to renew the courses. The work included establishing connections, identifying gaps, and

providing recommendations regarding the alignment, continuity, and consistency of courses with one another. These courses support EAL learners in developing their English language proficiency and in turn, completing high school credits required to graduate. The work was submitted to the Ministry of Education, and it is pending approval.

The RCSD, in collaboration with RPSD, also submitted another proposal to the Ministry of Education for the project *Newcomer Family Engagement*. A working group was established to develop a shared understanding of family engagement and develop recommendations and a plan to elicit feedback from newcomer students and families to identify newcomer needs, wants and supports required to actively engage newcomers. The working group prepared and vetted documents, tools and processes (i.e. information defining family engagement, survey, focus group guiding questions, etc.) for gathering newcomer student and family feedback and data to support students learning the school community. The project was put on pause in March as it was not possible to continue the meetings with families due to COVID-19. The project will continue and will be revised to engage newcomer families for the 2020-21 school year.

Analysis of Results

1. Division Commitment: Catholic Communities of Faith

Due to the COVID-19 pandemic, school closures and the transition to remote supplemental learning, we were unable to gather data for this section. No analysis is available. (Deferred until June 2021.)

2. Essential Skills and Practices in 21st Century Education – Technology

The RCSD's Education Technology Department is comprised of the Coordinator, Consultant, and Coach who support *Essential Skills and Practices of 21st Century Education*. As a result of the COVID-19 pandemic, these skills and practices become even more essential than ever before, which is one of the silver linings of the pandemic's effects on education. Some highlights from 2019-20 include:

- Adding 25 teachers to the RCSD's Connected Educator Project, which equips classrooms with 2:1 (Gr K-2) or 1:1 (Gr 3-12) technology to transform teaching practice and student learning. This brought our total Connected Educators to 145 division-wide. Our Connected Educators (and their students) were able to pivot more easily to remote learning during school closures, due to the fact that authentic teaching and learning with technology is part of their everyday practice.
- Continued adoption of Seesaw and myBlueprint as digital learning portfolios and continued use during remote learning.
- A surge in coding and robotics. A partnership with SaskCode saw 74 RCSD teachers trained, which equipped them with the pedagogy, technological skills, and physical tools they needed to embed computational thinking and coding into their classrooms.
- A total of 48 organized professional development webinars offered during remote learning to support teachers in teaching with technology. This is in addition to the 1:1 and small group coaching/support offered division wide.

3. English as an Additional Language (EAL)

It is difficult to accurately assess achievement for EAL learners since many EAL students join our classrooms at various times throughout the year, and even more so this year with the school closures due to COVID-19. Our SMART goal allows for EAL students to receive instruction and supports for them to be successful.

Of the RCSD's 27 elementary schools, 17 schools met or exceeded the SMART goal. Important to note is that not all language tasks were able to be taught and assessed due to COVID-19 and school closures. Two out of four of the school division high schools met or exceeded the SMART goal. There were six elementary schools and one high school that were only a few percentage points below the SMART goal. While we know that COVID-19 and the closure of schools affected our results, we celebrate these achievements and anticipate further growth with our EAL learners.

Demographics

Students

The Regina Catholic School Division has witnessed continued growth in the number of students enrolled the last few years.

Grade	2015-16	2016-17	2017-18	2018-19	2019-20	Subpopulation Enrolments	Grades	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	873	841	959	885	852	Self-Identified First Nations, Métis, or Inuit	K to 3	436	423	397	378	342
1	909	917	877	960	899		4 to 6	362	368	393	389	374
2	913	932	922	896	979		7 to 9	338	311	312	325	337
3	882	953	933	938	919		10 to 12	263	268	273	277	255
4	862	905	971	947	952		Total	1,399	1,370	1,375	1,369	1,308
5	842	868	934	996	958	English as an Additional Language	1 to 3	404	548	505	565	630
6	846	854	883	943	982		4 to 6	412	478	487	499	488
7	753	846	853	887	943		7 to 9	335	433	407	381	374
8	796	765	855	858	879		10 to 12	424	462	404	415	436
9	808	797	782	859	827		Total	1,575	1,921	1,803	1,860	1,928
10	787	825	818	808	858	French Immersion	K to 3	1,001	1,046	1,072	1,067	1,045
11	773	795	821	812	805		4 to 6	569	596	642	658	685
12	795	820	841	859	830		7 to 9	392	389	439	497	526
Total	10,839	11,118	11,449	11,648	11,683		10 to 12	301	294	307	316	317
							Total	2,263	2,325	2,460	2,538	2,573
PreK	352	355	326	302	258							

NOTES:

1. Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
2. 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.
3. Prekindergarten (PreK) enrolments are the 3- and 4-year-old student enrolments which includes those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
4. A student's First Nations, Métis, or Inuit identity is established through self-identification.

Source: Ministry of Education, 2019

Staff

The Regina Catholic School Division employs 1,178 staff members. These employees are included in three employee groups: teachers, education support professionals and facilities. Approximately 70% are teachers, 20% are education support professional staff and 10% are facilities staff.

With the onset of the COVID-19 pandemic and the closure of schools, staff worked remotely from home. They were asked to create a work plan that outlined how they were spending their time. There were expectations that within the work plan, staff included time spent on wellness and professional development. All staff were expected to complete the *Respect in Schools* and *Four Seasons of Reconciliation* webinars to receive certification. The school division also created several self-help videos to support staff's professional learning. The pandemic has created new opportunities and different ways for staff to fulfill their duties.

Job Category	FTEs
Classroom teachers	688.9
Principals, vice-principals	44.4
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	238.4
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	33.3
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	85.1
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	0.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	7.0
Total Full-Time Equivalent (FTE) Staff	1,096.9

Notes:

- Curtis Kleisinger is the Executive Director of Mother Teresa Middle School, our associate school, and is included within the (LEADS) category.
- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.
- Staff member FTEs are as of September 30, 2019.
- Some individuals are counted in more than one category. For example, a teaching principal might be counted as 0.40 FTE as a classroom teacher and 0.60 FTE as a principal.

Source: Human Resource Services, 2019

Senior Leadership Team

The Regina Catholic School Division's organizational structure is headed by the Senior Leadership Team which includes the Director of Education, Mr. Domenic Scuglia who reports directly to the Board of Trustees. Reporting to the Director of Education are:

- The Chief Financial Officer, Raymond Arscott, has responsibility for the Business and Finance Department overseeing Payroll, Purchasing, Accounting and Transportation services.
- The Superintendent of Human Resource Services, Heidi Hildebrand, has responsibility for overseeing all staffing responsibilities and Facilities.
- The Superintendents of Education Services, Kelley Ehman, Stacey Gherasim, Joanna Landry and Dave Magnusson oversee school operations and technology, all aspects of student achievement and each are responsible for a group of specified schools.



D. Scuglia
Director of Education



R. Arscott
Chief Financial Officer



H. Hildebrand
Superintendent of
Human Resource Services



K. Ehman



S. Gherasim



J. Landry



D. Magnusson

Superintendents of
Education Services

Curtis Kleisinger is the Executive Director of Mother Teresa Middle School, our associate school.

Infrastructure and Transportation

There are 32 schools in the Regina Catholic School Division including 25 elementary schools, four high schools, two K-12 schools that offer alternative programming and one associate school. Jean Vanier School changed its name in June of 2020 to St. Maria Faustina School.

School	Grades	Location
Deshaye Catholic School	Pre K-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 *	Pre K-8	140 N. McIntosh Street
École St. Pius X *	K-8	3301 Garnet Street
Holy Rosary Community School	Pre K-8	3118-14 th Avenue
Sacred Heart Community School	Pre K-8	1325 Argyle Street
St. Augustine Community School	Pre K-8	2343 Edgar Street
St. Bernadette School	K-8	727 N. McIntosh Street
St. Catherine Community School	Pre K-8	150 Brotherton Avenue
St. Dominic Savio School	K-8	195 Windfield Road
St. Francis Community School	Pre K-8	45 Mikkelson Drive
St. Gabriel School	K-8	3150 Windsor Park Road
St. Gregory School	K-8	302 Upland Drive
St. Jerome School	Pre K-8	770 Rink Avenue
St. Joan of Arc School	Pre K-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 (formerly Jean Vanier)	K-12	425-15 th Avenue
St. Marguerite Bourgeoys School	K-8	2910 E. Shooter Drive
St. Matthew School	Pre K-8	4710 Castle Road
St. Michael Community School	Pre K-8	431 Hamilton Street
St. Nicholas School	K-8	7651 Mapleford Boulevard
St. Peter School	Pre K-8	150 Argyle Street
St. Theresa School	Pre K-8	2707 – 7 th Avenue E.
St. Timothy School	Pre K-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 – 25 th 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 2 nd Avenue N.

* French Immersion

** English and French Immersion

*** Associate School

Infrastructure Projects

The Regina Catholic School Division facilities include:

- Thirty-two schools located in the City of Regina. The average age of our schools is 52 years. The oldest school is 106 years old (built in 1914); the three newest schools are three years old, all opened in September 2017.
- The current average utilization for the schools in the RCSD is 92.6% with three schools above 110% and the highest at 121% utilization.
- The school division's head office, the Catholic Education Centre, is in Regina. The original 8,300 square foot building is 58 years old and an addition of 7,000 square feet is 48 years old. The centre is undersized and not adequate for present use or future growth.
- Population growth and shifts coupled with immigration to the city have caused capacity issues at most schools in the RCSD. There are currently 17 schools between 80% and 110% utilization and three schools between 110% and 121% utilization.
- The school division currently has three major departments located at schools in order to relieve crowding at the Catholic Education Centre. 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.
- Several upgrades and renovations were completed during the 2019-20 fiscal year which included the installation of a new relocatable.

The RCSD recognizes the link between facility condition and student outcomes. All schools were cleaned and repaired over the summer break. Major and minor infrastructure projects are planned for completion over the summer months or at times when students are away. However, many of these projects included paint, flooring, renovations, upgrades, roofing, and installing of a new portable, which were done during early spring when students were learning from home.

Infrastructure Projects			
School	Project	Details	2019-20 Cost
Deshaye Catholic School	Renovation	Renovation to classrooms, washrooms and office areas.	276,000
St. Francis Community School	New Fire Sprinklers & relocatable	Install new fire suppression system throughout building. Upgrade interior ceilings and lighting.	295,000
Dr. Martin LeBoldus Catholic High School	Roofing	There is a three-year plan to replace the roof at LeBoldus, forty percent (40%) was completed.	450,000
Miller Comprehensive Catholic High School	Roofing	There is a three-year plan to replace the roof at Miller, one third (1/3) was completed.	635,000
Information & Library Services (ILS)	Ergonomic renovation for Library Services	Asbestos abatement, new storage racking, renovation to area and offices.	250,000
Various Projects	Upgrade Gym Lighting	Installation of new energy efficient LED gym lights and LED exterior lighting.	400,000
Total			\$2,307,000

Transportation

The Regina Catholic School Division contracts out its transportation service requirements to LP3 Transportation Solutions Inc. and Regina Paratransit and received specialized transportation services from Regina Cabs.

The Regina Catholic School Division and the Regina Public School Division (RPSD) entered into a joint transportation agreement and effective with the start of the 2018-19 school year RCSD began transporting students from RPSD's École Wascana Plains along with École St. Elizabeth students and in the 2019-20 school year began transporting École Elsie Mironuck students with École St. Mary students. RCSD transported approximately 449 students for RPSD for the 2019-20 school year. The two school divisions will continue to collaborate on future joint transportation opportunities.

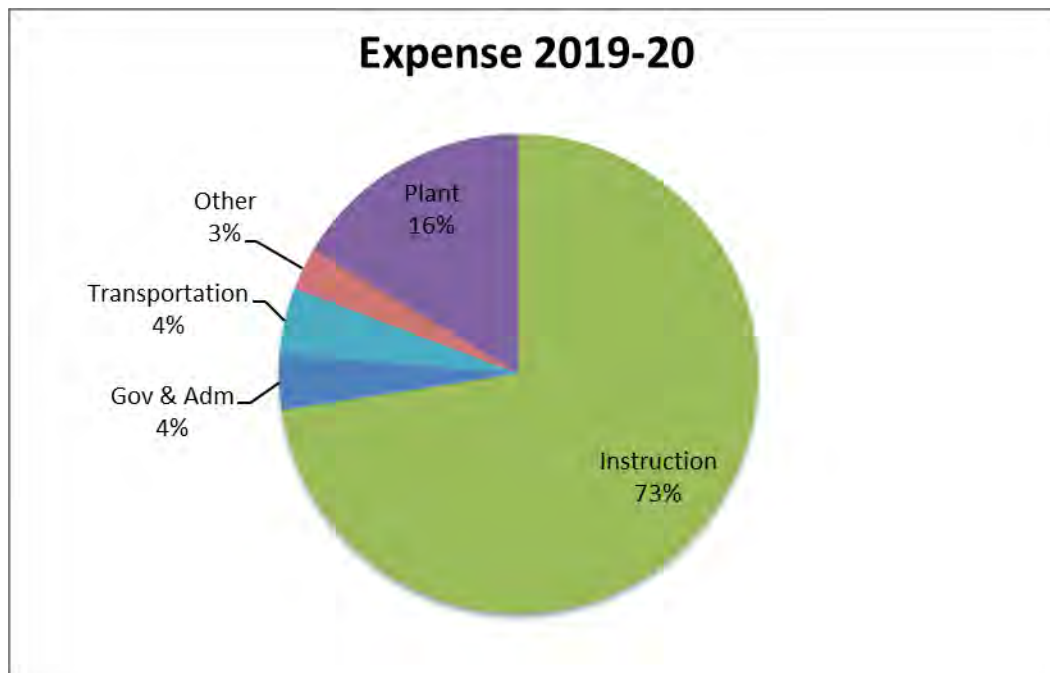
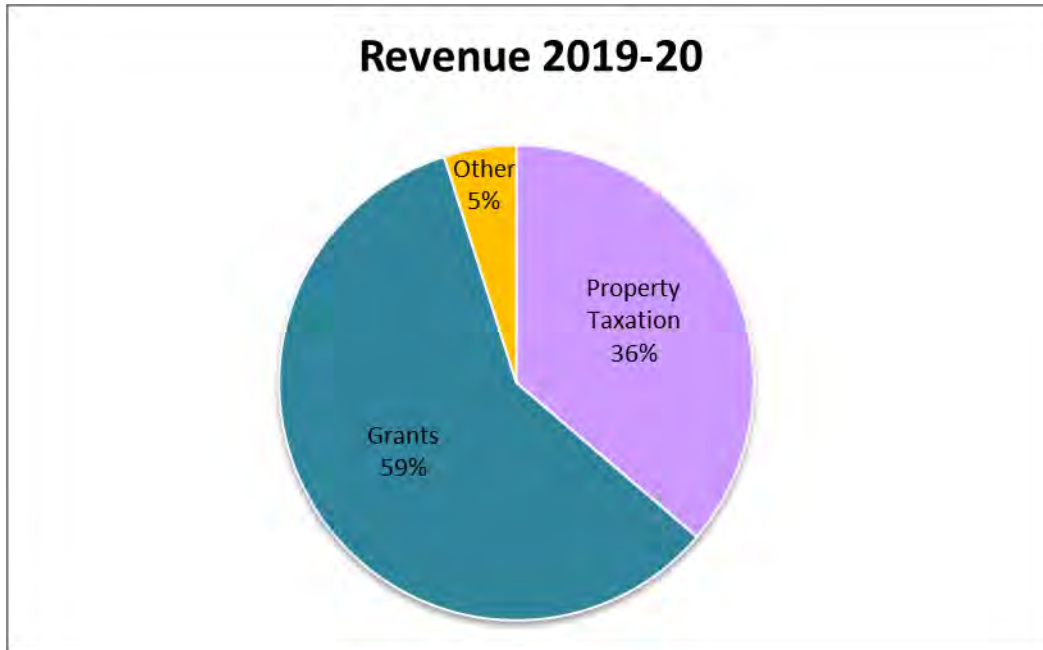
Transportation Statistics	
Students Transported (includes 449 students from RPSD)	5,263
Transportation Routes	84
Average One-Way Ride Time	14 minutes
Longest One-Way Ride Time	68 minutes

Note: Source RCSD Transportation - September 30, 2019

During 2019-20, two additional routes were added, bringing the total to 86 routes, to address the longest one-way ride time.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2020	2020	2019	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
REVENUES						
Property Taxation	45,173,090	46,092,008	30,688,755	918,918	2%	
Grants	70,085,620	74,797,674	85,465,170	4,712,054	7%	1
Tuition and Related Fees	190,935	129,601	202,995	(61,334)	-32%	2
School Generated Funds	2,220,600	1,474,821	2,149,488	(745,779)	-34%	3
Complementary Services	1,431,555	1,431,555	1,417,531	-	0%	
External Services	635,645	567,167	626,563	(68,478)	-11%	4
Other	2,519,105	2,670,729	2,656,726	151,624	6%	5
Total Revenues	122,256,550	127,163,555	123,207,228	4,907,005	4%	
EXPENSES						
Governance	593,040	502,701	508,453	(90,339)	-15%	6
Administration	4,031,545	4,085,480	3,953,637	53,935	1%	
Instruction	92,715,500	89,513,105	90,411,139	(3,202,395)	-3%	
Plant	20,580,290	20,177,769	20,209,014	(402,521)	-2%	
Transportation	6,344,885	5,563,905	5,888,590	(780,980)	-12%	7
Tuition and Related Fees	97,810	91,919	89,258	(5,891)	-6%	8
School Generated Funds	2,153,620	1,467,320	1,911,776	(686,300)	-32%	9
Complementary Services	1,431,555	1,306,657	1,228,527	(124,898)	-9%	10
External Services	679,460	640,483	682,785	(38,977)	-6%	11
Other Expenses	14,120	115	163	(14,005)	-99%	12
Total Expenses	128,641,825	123,349,454	124,883,342	(5,292,371)	-4%	
Surplus (Deficit) for the Year	(6,385,275)	3,814,101	(1,676,114)			

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

Note	Explanation
1	Property taxes due date postponed from June 30 to September 30, 2020, therefore Ministry grant increased to offset the decreased cash collected.
2	Less than budgeted tuition fees received from foreign/international students.
3	Less than budgeted school generated funds revenue as a result of limited fundraising activities due to school closures related to COVID-19.
4	Less than budgeted cafeteria sales revenue as a result of school closures due to COVID-19.
5	More than budgeted reimbursement revenues and gain on disposal of tangible capital assets.
6	Less than budgeted professional development expenditures due to COVID 19 and board remuneration due to one trustee vacancy.
7	Less than budgeted transportation expenditures as a result of school closures due to COVID-19.
8	Less than budget due to decreased reliance on external agencies to provide education services. (ie Ranch Ehrlo Society)
9	Less than budgeted school generated funds being available for expenditure as a result of school closures due to COVID-19.
10	Less than budgeted complementary services expenditure due to a lower than planned salary and benefits expense for the complementary service staffing complement.
11	Less than budgeted cafeteria expenditures as a result of school closures due to COVID-19.
12	Less than budgeted interest expense.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Bonnell, E. Victoria**	35,496	-	-	977	-	-	36,473
Bresciani, Deborah	33,942	-	-	394	2,777	-	37,113
Bresciani, Robert	32,999	-	-	394	1,675	-	35,068
Dittrick, Richard	1,110	-	-	-	-	-	1,110
Flegel, Frank	34,129	-	-	1,008	-	-	35,137
Kowalchuk, Robert*	36,307	-	-	871	-	-	37,178
Ziegler, Donna	31,541	-	-	871	-	-	32,412

Trustees receive a per diem for travel to and from, and attendance at, in and out-of-province Board business activities and attendance at board committee and community linkage meetings. Trustee remuneration includes these per diems.

**Board Chair*

***Deputy Chair*

Personal Services

The following listing includes individuals who were paid a total of \$50,000 or more.

Name	Amount
Abusada, Shawna	88,100
Adam, Janalee	88,098
Adams, Sharon	65,167
Adedeji, Olushola	77,182
Agar, Jason	78,207
Agustin, Gerardo	52,555
Akinpelu, Oluwakemi	89,505
Allan, Stacy	91,691
Allen, Allison	80,417
Amichand, Mandy	80,436
Ananfack Kowo, Annie	61,275
Anaquod, Denise	86,837
Ander, Amaya	59,546
Anderson, Alison	91,817
Anderson, Lisa	87,762
Anderson, Lucie	72,863

Name	Amount
Anderson, Nicole	78,333
Anonas, Nenita	91,059
Appell, Tammy	111,381
Appleby, Pamela	74,829
Arscott, Raymond	91,672
Astrophe, Kylene	89,016
Babyak, Sarah	78,029
Bachelu, Blair	91,059
Bachiu, Maria	87,518
Baht, Francine	65,167
Baiton, Leah	86,515
Baker, Alissa	81,300
Balaberda, Cory	62,742
Ball, Marchelle	87,356
Baragar, Jodi	96,741
Barilla, Marlyse	88,099

Name	Amount
Barnes Wilcox, Barbara	96,741
Barnes, Leanne	78,590
Barnes-Pitka, Rhonda	96,958
Baron, Kevin	88,583
Bartlett, Wade	91,245
Baryluk, Vincent	87,784
Bassie, Ron	61,852
Bast, Nicole	86,837
Bastock, Leanne	87,651
Baudu, Chauntel	70,663
Baudu, Kaela	84,320
Bauer, Christine	56,475
Baumgartner, Alana	96,243
Baumgartner, Lynsey	96,796
Beckel, Suzanne	90,028
Beisel, Maureen	86,837
Beitel, Holly	91,822
Belanger, Nicole	66,710
Belisle, Paulette	121,107
Belof, Jill	102,042
Belvedere, Derek	79,976
Benard, Micheline	93,039
Benham, Catherine	86,837
Benko, Dean	105,268
Benko, Kirsten	91,564
Bens, Chloe	58,702
Bernauer, Cymone	92,304
Berner, Andrea	76,872
Bernhardt, Rebecca	91,676
Berry, Kyrie	87,526
Beskowiney, Stephan	91,616
Betteridge, Ashley	64,545
Biegler, Lawrence	129,394
Birrell, Lyn	59,976
Birrell, Nathan	96,815
Bisson, Jordan	61,331
Blacklock, Romona	96,748
Bladyko, Amy	82,862
Boast, Meaghan	91,849
Bodnarchuk, Peter	53,753

Name	Amount
Boehm, Leeanne	91,071
Bogdan, Tyler	101,310
Bokure, Abede	54,128
Bolen Manz, Carol	91,060
Bollman, Margaret	94,807
Borsa, Louella	52,132
Borthwick, Dwight	104,467
Borys, Heather	87,226
Boucher, Chelsey	50,114
Bourquin, Allysha	65,417
Boutilier, Kristina	78,394
Boyachek, Cheryl	54,427
Bracken, Jenna	75,334
Brass, Colin	86,836
Brass, Jaylene	113,158
Brassard, Wendy	86,924
Bray, Jodie	97,572
Brcic, Marley	85,199
Brennan, Patrick	92,069
Bresciani, Angelina	86,903
Bresciani, Matthew	78,347
Bresciani, Mitchell	70,481
Bridgeman, Janna	87,493
Brischuk, D'Arcy	109,570
Brittner, Peter	79,767
Brochu, Scott	72,131
Brodner, Landon	81,220
Brown, Corrine	88,781
Brown, Daniel	88,099
Brundige, Jane	74,769
Bucsis, Courtney	51,729
Burant-Maher, Rolande	111,728
Burchi-Little, Brenda	86,065
Burns, Christina	65,392
Burns, Morgan	71,978
Busby, Christopher	103,315
Bzdell, Corinne	87,937
Bzdell, Paula	61,202
Cabylis, Demetrios	56,224
Campbell, Joshua	96,084

Name	Amount
Carignan, Todd	88,276
Carson, Malia	74,221
Casper, Stephanie	105,860
Chabot, Laura	71,324
Chagnon, Kimberley	86,952
Chapple, Sarah	91,599
Chase, Elena	77,196
Chase, Michael	113,290
Chase, Nicole	93,668
Chase, Sherry	127,102
Chastel, Jessica	64,238
Chay, Les	66,996
Cherwaty, Ryan	64,279
Chevrier, Natalie	89,108
Chicilo, Candace	126,056
Chobot, Aleah	76,054
Chomos, Chelsea	91,973
Chomos, Patrice	87,594
Chomyn, Cindy	69,835
Christian, Joy	51,462
Christoph, Jessica	74,877
Christopherson, Jacqueline	93,000
Collins, Katherine	62,644
Columpsi, Donna	80,535
Columpsi, Emily	65,393
Comte, Melissa	70,767
Conger, Melody	85,722
Conly, Charis	63,925
Cook, Michelle	88,099
Coolican, Sarah	79,684
Cooper, Lisa	53,625
Cornish, David	91,302
Cote, Bartley	113,077
Cote, Terri	118,166
Cottrill, Nat	63,136
Courchene, Rachel	67,790
Cozine, Daniel	115,567
Cozine, Kelly	98,595
Craig, Alina	69,575
Cromarty-Zech, Tobi	88,326

Name	Amount
Crompton, Holly	87,594
Cronin, Sara	90,207
Cronk, Sheri	59,130
Crook, Sharon	93,641
Cruikshank, Meagan	91,059
Csada, Robert	92,310
Cummings, Keenan	62,057
Czarnecki, Joseph	52,863
D Souza, Yvette	92,229
Dales, Heather	83,070
Daly, Marian	142,225
Danaher, John	68,082
Dauphinais, Catherine	88,209
Dauphinais, Gilles	118,149
Davies-Eltom, Colette	93,355
Dech, Samantha	57,378
Decosse, Ryan	81,266
Delorey, Patricia	96,243
Delorme, Chasity	66,544
Demaria, Diana	67,142
Demeter, Melinda	74,233
Desautels, Kimberly	80,780
Devine, Dawn	91,750
Dietrich, Danielle	80,239
Diiorio, Suzanne	88,173
Dizy, Michelle	87,089
Dodd, Cassie	56,057
Doepker, Christina	88,100
Dombowsky, Shauna	88,355
Donnelly, Liza	134,119
Donohue, Brooke	64,655
Dornstauder, Rose-Marie	92,063
Douville, Annette	91,214
Drews, Darren	56,168
Drotar, Jeremy	96,243
Duczek, Jason	91,059
Duczek, Nancy	91,059
Dufour Jerrett, Stephanie	89,792
Duguay, Martin	83,971
Dureault, Renee	87,983

Name	Amount
Dziaduck, Carey	88,351
Ebenda Mboutou, Yvette	57,747
Echtner, Nicole	65,513
Edmands, Jason	91,245
Edmands, Tara	87,784
Edquillane, Tristan	64,727
Ehman, Kelley	180,334
Einsiedler, Courtney	65,589
Elendu, Candina	79,918
Ell, Anita	69,999
Ell, Brenda	87,889
Ell, Donna	89,792
Ell, Dwayne	86,836
Ellery, Kari-Anne	86,836
Emery, Shannon	88,192
Endicott, Denise	96,243
Engele, Shelby	68,992
Erichsen, Valerie	86,388
Erlendson, Tricia	106,746
Estate Of Mills, Douglas	87,936
Ethier, Chantel	70,052
Evans, Stephanie	90,515
Ewert, Amanda	57,961
Faber, Elizabeth-Ann	88,098
Faris, Heather	97,020
Faris, Robert	67,153
Farris, Lynnette	87,533
Fellner, Franchesca	87,594
Fennell, Thomas	94,867
Ferguson, Tammy	96,243
Ferrara Horne, Cheryl	91,059
Fetsch, Kevin	97,776
Fiissel, Jada	86,516
Firnesz, Jacqueline	87,342
Firnesz, Matthew	92,978
Firnesz, Nolan	97,001
Firnesz, Simon	86,604
Fischer, Gregory	86,836
Fischer, Tara Lee	87,403
Fischer, Tara-Lynn	93,801

Name	Amount
Fisher, Tara Lynn	96,467
Fiske, Michelle	73,811
Flegel, Aimee	72,181
Fletcher, Michelle	85,762
Florek, Matthew	88,106
Folk, Jacqueline	92,697
Foord, John	98,976
Foraie, Amanda	71,228
Ford, Clayton	83,552
Forrest, Leanne	113,445
Forrest, Ryan	88,161
Fossenier, Scott	154,973
Francis, Janelle	52,132
Frank, Jessica	75,731
Frey, Nadine	59,037
Friesen, Catherine	74,083
Froh, Rachel	77,657
Fuchs, Larry	111,400
Fuchs, Tracy	126,013
Gaboury, Laura	84,304
Gallagher, Nicole	74,793
Gallagher, Ryan	96,454
Gardiner, Breanne	61,436
Gareau, Robert	71,682
Garinger, Lee	103,100
Gartner, Tamara	90,296
Gavin, Bernadette	68,336
Geiger, Kelly	67,064
Gelinas, Deana	92,628
Gelinas, Francois	95,476
Gherasim, Scott	87,678
Gherasim, Stacey	180,334
Ghiglione, Nadine	86,837
Gibbons, Blaine	54,782
Gibbs, Kory	91,059
Gibson, Jennifer	85,535
Giesbrecht, Ryan	69,019
Giesbrecht, Shayna	59,705
Gilbert, Geoffrey	118,678
Giroux, Maegan-Ann	75,842

Name	Amount
Gonzales, Ronald	97,848
Goodman, Deborah	51,729
Goodon, Karen	87,089
Goulet-Brown, Melanie	92,322
Grad, Jacqueline	86,836
Greenough, Allison	97,892
Guay, Jennifer	74,577
Gueguen-Nielsen, Nina	79,464
Gyoerick, Kristin	85,774
Hackl, Wade	128,436
Haggard, Barent	50,982
Hall, May	91,517
Hallett, Karyn	87,938
Halvorsen, Juanita	92,574
Hambleton, David	91,059
Hamilton, Angus	59,505
Hammond, Anita	92,072
Hammond, Gaetan	96,243
Hannant, Tracy	87,594
Hanus, Shauna	86,842
Harbus, Mindy	91,059
Harding, Angela	92,355
Harper, Shae-Ann	59,212
Harrison, Sheryl	96,761
Hart, Andrea	91,405
Hartney, Desmond	92,153
Harvey, Cheryl	89,361
Hautcoeur, Lisa	89,361
Hayduk, Katherine	76,514
Hayes, Graham	104,959
Hayward, Ashley	87,140
Hegi, Michala	88,310
Heisler, Amanda	84,130
Hendren, Alexandra	60,327
Herman, Kathleen	59,028
Herschmiller, Bradley	86,837
Heszheimer, Kim	62,713
Hickey, Justine	57,519
Hicks, Ryan	93,044
Hildebrand, Heidi	180,334

Name	Amount
Hillman, Rhiannon	87,373
Hindle, Erin	85,934
Hindmarch, Trina	87,596
Hischebett, Leah	70,749
Hjelsing, Trina	73,540
Hodges, Edward	91,431
Hoffart, Curtis	89,309
Hoffart, Rodd	164,630
Hognerud, Katrina	90,678
Holle-Meyers, Diana	88,516
Holliday, Sharlene	95,925
Hollinger, Janna	96,525
Holowachuk, Dorianna	53,265
Holt, Nicole	87,467
Hom, Shina	63,691
Hope, Leah	69,942
Hopfauf, Carly	69,620
Hornung, Sheri	87,089
Horsman, Courtney	67,006
Horvath, Rhonda	97,603
Houk, Rodney	94,303
Houk, Shannon	51,311
Hovdebo, Marcia	69,485
Howat, Cindy	56,385
Hubenig, Sara	51,379
Huber, Jessica-Lynn	51,720
Hubic, Brant	87,874
Huel, Chad	86,835
Huerto, Jenny	52,556
Hynd, Sara	87,757
Hynes, Curtis	82,216
Ibon, Robert	51,403
Istace, Karen	110,192
Jacek-Flaman, Amanda	75,225
Jackson, Alannah	71,388
Jackson, Eric	85,290
James, Ryan	69,274
Janeczko, Kyle	67,821
Jarikre, Ejiroghene	70,388
Jeannot, Brian	110,919

Name	Amount
Jensen, Michelle	87,036
Johnson, Chantel	91,580
Johnson, Jennifer	96,954
Jones, Dawn	88,980
Jones, Tiffany	74,310
Josie, Joelle	87,761
Jost, Janet	91,686
Jost, Thomas	98,743
Juzyszyn, Stephanie	73,135
Kaczmarek, Loretta	88,386
Kalenchuk, Heather	98,853
Kalynchuk, Monica	87,322
Kaminski, Megan	77,724
Kampman, Christopher	83,019
Kampman, Matthew	61,159
Kauf, Arkin	83,881
Keen, Darla	86,836
Keith, Melanie	104,233
Kendel, Krista	91,501
Kerr, Trevor	65,667
Kilkenny, Jaclyn	90,585
King, Juanelle	51,727
Kleckner, Frank	53,154
Klein, Kristopher	70,962
Kleisinger, Curtis	175,799
Kleisinger, James	69,974
Kleisinger, Patrick	53,759
Klippenstein, Alisa	91,059
Knight, Charmaine	83,632
Knight, Michael	91,671
Koback, Megan	63,932
Kobelsky, Carolynne	88,530
Kondzielewski, Marie	88,218
Koroluk, Karen	95,222
Koskie, Daniel	66,581
Kot, Garrett	87,022
Kotylak, Marley	74,373
Kowalski, Marcellina	92,852
Kozak, Colleen	68,855
Kreklewich, Terri	91,245

Name	Amount
Kristoff, Colin	98,035
Krueger, Patrice	91,463
Kryzanowski, Marguerite	84,670
Kuntz, Kevin	87,594
Kuntz, Scott	92,498
Kupper, Sheri	92,257
Kuster, Jody	91,059
Kuster, Shawn	60,181
Kuz, Dean	93,786
La Rocque, Jeffrey	89,361
La, Angela	73,247
Labatt, Amanda	98,316
Labelle, Krista	64,284
Lacasse, Diane	106,422
Lach, Karen	86,837
Lamb, Nancy	87,389
Landry, Joanna	180,334
Landry, Julius	70,093
Landry, Wayne	58,311
Lane, Meagan	62,845
Lang, Carter	73,661
Lang, Danielle	81,617
Lang, John	105,309
Lang, Lydell	86,521
Lang, Mark	92,322
Langen, Alexis	80,086
Langen, Amy	87,846
Langlois, Alycia	51,857
Lareau, Joel	62,598
Laursen, Jillian	105,860
Lauzon, Jennifer	74,174
LeBlanc, Natalie	91,561
LeBlond, Ryan	88,754
LeBoldus, Sara	87,760
LeCouffe, Shannon	87,697
Lefebvre, Chloe	61,444
Leitner, Sarah	64,722
Lekivetz, Elizabeth	89,171
Lenic, Amber	92,263
Lewis, Alison	58,388

Name	Amount
Lewis, Riley	60,460
Liebel, Laura	63,097
Ling, Rachel	87,190
Lipp, Kelsey	73,784
Lizee, Daniel	124,550
Lizee, Honni	100,436
Long, Sophie	70,711
Lorencz, Cheri	65,408
Lorencz, Laura	91,809
Louttit, Suzanne	85,612
Luce, Mavis	89,368
Luce, Raymond	53,190
Lucero, Anna	87,888
Lucyk, Dean	117,742
Lucyk, Leonora	89,119
Lucyk, Linda	91,059
Luff, Sheila	62,843
Lulik, Emil	86,837
Lumbard, Jennifer	91,062
Lutz, Anne	116,905
Macdonald, Tianna	55,523
Macdougall, Courtney	82,040
Macleod, Nicole	65,639
Magnusson, David	180,334
Magnusson, Jenna	57,136
Magnusson, Kelly	86,837
Mah, William	68,086
Mahajan, Renee	97,513
Mahoney, Amanda	64,817
Maier, Leah	96,647
Makar, Shelley	88,884
Malawski, Nicole	59,293
Malick, Marie Louise	62,505
Mann, Sandra	91,523
Mannion, Edward	91,059
Mantyak McDonald, Jennifer	87,683
Marchand, April	86,837
Marcotte, Amanda	64,343
Marcotte, Lisa	96,580
Marin, Brian	89,072

Name	Amount
Marion, Brian	86,837
Markowicz-Troy, Elena	70,067
Marshall, Michelle	91,059
Martin, Daylia	53,263
Martinez, Daisy	67,430
Masaoay, Crisanto	69,413
Massey, Megan	79,912
Masur, Melony	68,855
Matlock, Brett	86,251
Matt, Chelsea	83,847
Mazden, Shelley	72,259
Mazur, Mariah	60,484
Mbanza, Christian	60,123
McBeth, Trisha	96,243
Mccalmon, Eric	86,268
McCalmon, Laura	79,510
McCann, Lisa	84,441
McCaughey, Colleen	59,139
McClare, Sabrina	87,314
McCulloch, Jessi	92,683
McCulloch, Robert	97,638
McCusker, Georgia	52,804
Mcfee, Jayde	68,908
McGeough, Jacob	64,881
McGill, Mary	88,591
McKechnie, Sharon	89,413
McLean, Wade	92,796
McLennan, Leanne	54,056
McManus, Amy	86,562
McMillan, Harmony	91,559
McMillan, Suzanne	88,402
Meadowcroft, Cheri	84,391
Meier, Frank	51,190
Mejia, Andre	69,505
Melnychuk, Sherri	51,138
Menhart, Milos	90,741
Mercado, Eumir	64,626
Mercier, Hillary	55,018
Merk, Janet	88,034
Merk, Shelley	67,855

Name	Amount
Merkosky, Rebecca	52,841
Messer, Christine	90,296
Metz, Thomas	93,264
Meyer, Ashlyn	58,709
Meyer, Vincent	87,762
Meyers, Miles	110,668
Miller, Kristen	70,904
Millette, Theresa	67,463
Milo, Tammie	87,767
Mitchell, Natalie	92,732
Mohr, Nicole	91,808
Moisuk, Amanda	71,371
Molesky, Renee	62,516
Molleken, Stacey	87,846
Montague, Ryan	88,036
Montenegro, Renee	86,837
Montero De Moore, Nora	96,956
Moran, Glen	57,373
Morgan, Terry	93,357
Morhart, Carrie Lynn	91,649
Morhart, Lindsay	102,878
Moriarty, Kristy	50,065
Morley, Kiersten	52,501
Morley, Lyle	100,420
Moser, Laura	58,930
Moskowsky, Greg	87,846
Mougeot, Sara	56,300
Mrazek, Jamie	75,044
Murray, Clayton	104,734
Murray, Jacqueline	88,192
Mushumanski, Amanda	93,279
Myers, Jamie	65,100
Nagel Zeller, Kimberly	91,059
Nakutnyy, Katerina	86,837
Naluz-Alimbuyao, Sarah	61,923
Neal Langdon, Mary	87,089
Neigum, Jamie	111,729
Neiles, Susan	86,837
Nelson, David	86,912
Nelson, Jo-Anne	88,150

Name	Amount
Nelson, Kenna	92,578
Nelson, Robert	86,837
Neumann, Jason	91,741
Neumann, Tricia	87,594
Nicolson, Carmel	98,156
Nicolson, Cole	58,615
Nicurity, Renee	87,860
Nielsen, Russell	76,120
Niragira, Herve	63,457
Nishnik, Jasmine	63,965
Nishnik, Lynette	92,213
Nistor, Geraldine	87,522
Norminton, Jennifer	88,080
Norris, Monica	118,945
Norton, Amanda	81,386
Nowosad, Michael	68,657
Ntawuhorageze, Ernest	62,110
Olsen, Brigitte	74,255
Onrait, Morgan	76,815
Orr, Alyssa	58,116
Orthner, Jolene	96,740
Orthner, Miquel	64,234
Ortman, Pamela	91,650
Oszust, Joanne	96,448
Ottenbreit, Kyle	92,749
Ottenbreit, Tyler	105,342
Owens, Jennifer	96,456
Owens, Paul	109,851
Oyka, Courtney	78,006
Paez, Adaluz	103,121
Paidel, Kate	60,493
Palmarin, Anthony	91,430
Palmarin, Daniel	76,917
Papandreou, Barbara	73,302
Parisien, Clayton	88,806
Parisien, Kimberly	88,285
Parisien, Victoria	66,037
Parrott, Tracy	65,937
Pastuch, Molly	64,038
Patenaude, Cindy	57,326

Name	Amount
Patterson, Hannah	92,021
Paul, Hannah	61,247
Paul, Marla	57,485
Paul-Bereti, Irene	65,167
Paysen, Jaimie	92,954
Pearce, Megan	67,024
Pearce, Shawn	121,742
Peat, Jacqueline	122,229
Peeters, Susan	86,840
Pellerin, Kyle	72,990
Pelletier, Gregory	91,059
Pelletier, Joseph	86,837
Perrault, Connie	91,059
Perrault, Lesley	102,225
Perreaux, Johnny	52,556
Perreaux, Robin	72,935
Perrey, Amy	91,992
Perron, Cindy	87,594
Perron, Linda	87,342
Peters, Jenna	82,513
Pettigrew Steadman, Tammie	96,243
Phair, Michelle	97,126
Phaneuf, Daniel	92,083
Piercy, Kristen	58,348
Pilon, Derek	72,607
Pinnow-Weber, Jocelyn	91,236
Piquette, Jinny	87,176
Pirot, Corinne	86,988
Pitzel, Mandy	86,837
Pool, Michelle	91,059
Porter, Diana	91,732
Porter, Jacob	65,441
Postma, Coralie	73,115
Prifti, Vasila	58,261
Pringle, Anna	67,727
Prysiak, Jonas	104,212
Pusch, Amy	88,464
Quigley, Melissa	64,402
Quiroz-Norman, Karen	101,872
Radons, Glenn	60,803

Name	Amount
Rambow, Jeffrey	87,865
Ramdez, Paula	91,059
Ratcliffe, Melissa	88,218
Rath, Serena	52,370
Reding, Yvonne	86,823
Redler, Carla	93,106
Redler, Jessica	91,564
Redler, Trevor	88,784
Reed, Denise	75,744
Reed, Ellen	81,899
Reed, Patrick	74,811
Resch, Jennifer	105,141
Richards-Bailey, Luna	52,950
Richter, Adam	88,100
Richter, Michelle	86,955
Rieder, Gregory	86,837
Rieger, Korrin	87,653
Rieger, Sheldon	93,128
Riffel, Olivia	65,470
Riffel, Petra	89,052
Ring, Gabrielle	65,749
Ripplinger, Micheal	58,758
Roberts, Jocelyn	62,378
Robertson, Daphnie	91,060
Robinson, Holly	57,249
Rockthunder, Audrey	87,232
Rodriguez, Genna	51,614
Romanchuk, Ashley	71,244
Romanyk, Chelsea	54,831
Rose, Tammy	51,760
Ross, Dawn	86,894
Ross, Sarah	65,736
Roth, Patrick	91,059
Roundell, Shantelle	85,417
Rubrecht, Markus	121,831
Rudd-McPherson, Chelsey	91,114
Ruschiensky, Amanda	87,995
Ryall, Rebecca	66,896
Ryhorchuk, Danielle	87,523
Sackville, Caroline	66,207

Name	Amount
Sali, Cyril	63,250
Sandercock, Jeannie	57,663
Sanville, Amy	114,598
Sarvari, Alex	58,002
Sawka, James	53,348
Sayer, Therisa	89,380
Sazynski, Angela	84,709
Schaan, Bernadette	85,612
Schaan, Robert	96,243
Schaffer, Pamela	73,618
Scheibel, Shelley	92,172
Schieman, Karen	82,709
Schikowsky, Jennifer	92,069
Schiltz, Teagan	67,078
Schmidt, Brenda	91,059
Schmidt, Julia	73,928
Schmidt, Kent	79,266
Schmidthiesler, Joseph	61,099
Schmitz, Mallory	78,042
Schmitz, Ryan	92,479
Schneider, Linda	87,594
Schoff, Danna	59,631
Schoff, Lee An	88,099
Schulkowsky, Shelan	87,384
Schultz, Dorinda	87,651
Schwebius, Dean	114,838
Sciog, Christopher	69,436
Scollan, Amber	92,543
Scollan, Paul	81,828
Scuglia, Domenic	215,962
Sears, Douglas	74,887
Seidler, Bailey	74,442
Seidler, Jason	54,683
Seiferling, Wayne	52,555
Seitz, Heather	65,167
Selinger, Sandra	111,430
Selinger, Wayne	51,705
Semeniuk, Katelynn	71,801
Senger, Staci	92,477
Senger, Stephanie	66,534

Name	Amount
Sentes, Brian	50,990
Sentes, Cynthia	51,315
Sentes, Daniel	88,100
Shaw, Lindsay	90,316
Sherar, Mitchel	83,567
Shyian, Olena	74,148
Shynkaruk, Tricia	107,161
Sifert, Erin	64,415
Sinclair, Chelsie	65,058
Sirdar, Yvonne	111,782
Sirke, Kara	62,734
Sitter, Shalyn	85,473
Skotnitsky, Paula	91,059
Slonski, Amber	85,313
Smadu, Joachim	91,691
Smith, Bailey	58,367
Sobering, Karen	93,137
Sokalofsky, Tanner	62,495
Solano, Laura	68,979
Sonntag, Johnathan	66,864
Soroka, Gregory	89,044
Soucy, Shane	69,535
Spelliscy, Vanessa	62,384
St Amand, Cole	57,132
St Amand, Maurice	118,971
St Amand, Timothy	92,467
St.Onge, Erin	87,199
Stephen, Jacquelyn	92,542
Stephen, Kenneth	57,416
Stephenson, Elizabeth	91,197
Stewart-Mitchell, Jennifer	110,668
Stockbrugger, Carie	96,663
Stom-Anthony, Samantha	96,243
Storms, Kerri	80,873
Stratilo-Campbell, Elisabeth	54,759
Stringer, Erin	63,013
Strueby, Krista	96,243
Strueby, Nadine	87,343
Strueby-Denkert, Jolene	92,732
Sullivan, Fawn	82,871

Name	Amount
Sutherland, Wendy	87,684
Sutter, Alexandra	87,745
Sutter, Nyka	53,340
Suwala, Bernadine	91,294
Suwala, Mark	56,917
Swartz, Jessica	59,373
Sylvestre, Vanessa	86,837
Synk, Rosalie	92,180
Syrnyk, Kathy	87,214
Szumack, Rosalind	63,971
Thellend, Eric	67,780
Thick, Kurtis	104,212
Thiele, Laurie	87,341
Thompson, Kendra	91,059
Thurmeier, Erin	87,594
Tochor, Claire	58,149
Tocker, Russell	65,688
Tokarz, Allison	87,736
Toniello, Paul	59,368
Tonita, Jeffrey	98,953
Tourigny, Paul	121,760
Tran, Jennifer	67,726
Trapane, Jeanette	67,677
Trebilcock, Mira	79,388
Treptau, Christine	86,837
Treso, Maria	91,059
Troy, Trevor	95,102
Trudelle, Alfred	91,380
Trudelle, Kathy	88,779
Tuck, Robin	64,268
Turcotte, Martin	71,596
Turlock, Kirsten	54,447
Turmel, Celine	75,818
Ulmer, Britney	65,814
Untereiner, Dawn	69,485
Untereiner, Jennifer	92,102
Ursan, Jodi	90,720
Urszulan, Darrel	60,220
Valiquette-Norton, Genevieve	91,714
Van Bendegem, Joyce	81,196

Name	Amount
Van Betuw, Christina	53,817
Van Betuw, Paul	118,524
Van Jarikre, An	91,137
Van Parys, Craig	93,956
Van Parys, Curt	196,512
Vany, Carrie	122,640
Vaughn, Wendy	72,977
Vendramin, Dean	103,158
Vogelsang, Annette	86,836
Vollet, Tina	115,939
Volpe, Luca	56,331
Von Staden, Anna	91,807
Wahl, James	116,279
Wahl, Monique	104,501
Walby, Kelly	93,559
Walcott, Jessica	69,092
Ward, Adam	98,312
Ward, Andrea	129,624
Ward, Roxanne	70,482
Ward, S. Deborah	91,645
Wark, Melodie	87,868
Warnecke, Brian	100,242
Warnecke, Kyla	86,836
Waronek, Louise	74,411
Weafer, Della	87,594
Webb, Carla	68,442
Webb, Kyle	89,675
Weber, Anneliese	79,614
Weber, Kelly	92,716
Weins, Andrea	83,128
Weir, Janelle	57,661
Weir, William	115,003
Welburn, Cynthia	87,341
Wenaus, Leah	64,736
Wernikowski, Jillian	71,258
Wernikowski, Mark	113,305
West, Gordon	54,654
West, Teresa	87,689
West, Twylla	85,496
White, Sandra	88,100

Name	Amount
White, Shawn	89,547
White, Stephany	92,587
Whitehouse, Jeannine	106,253
Whitelaw, Murray	54,992
Whitestar, Evan	53,354
Whitney, Jennifer	65,147
Wickenheiser, David	91,691
Wiebe, Darryl	55,126
Wiley, Erin	54,676
Willford, Jillana	59,400
Williams, Janine	59,751
Williams, Katherine	92,833
Willson, Kimberly	94,223
Wilton, Jodi	108,432
Wilyman, Kelly	88,139
Wingert, Kimberley	72,889
Winter, Mark	86,895
Wiseman, Vanessa	74,789
Wolensky, Leanne	88,298
Wolf, Michael	87,449
Wood, Tricia	87,340
Woolley, Brenda	67,374
Woolley, Conor	58,134
Woytowich, Logan	71,681
Wright, Murray	90,821

Name	Amount
Wright, Tyler	116,159
Wyllychuk, Donna	51,672
Yakichuk, Marc	88,964
Yannitsos, Sophia	57,778
Yaremko, Brennan	87,022
Yathon, Deacon	56,619
Yeo, Gail	88,162
Young, John	73,266
Young, Leslie	51,272
Zacharias, Caitlin	59,293
Zacharias, Cassidy	57,621
Zampese, Deena	88,099
Zampese, Leanne	92,353
Zatylny, Danielle	80,891
Zatylny, Ken	66,115
Zawacki, Carla	87,388
Zenuk, Branelle	104,681
Zeresenai, Mary	73,105
Zerr, Sharon	57,661
Zorn, Jennifer	87,392
Zuck, Denise	56,057
Zumstein, Marcus	59,128
Zwart, Allysa	78,766
Zwarych, Shauna	54,932
Zylak, Michael	63,715

Transfers

There were no transfer payments for 2019-20.

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	153,710
3twenty Solutions Inc.	421,476
Abstract Construction	110,895
Accelerated Driving Academy Ltd.	122,570
Action Roofing Ltd.	893,489
Action Sewer & Drain	175,362
Agilewalls Inc.	70,269
Ainsworth Inc.	75,469
ALFA Engineering Ltd.	172,799
Alliance Energy Ltd.	64,666
All-Pro Environmental Contract	191,791
Amazon.ca	201,494
Arch Transco Ltd.	464,181
Bell Mobility Inc.	163,064
BLS Asphalt Inc.	113,965
BrainPOP LLC	100,630
Capital Ford Lincoln Inc.	56,593
City of Regina	433,334
Cloverdale Paint Inc.	134,124
Croft Electric Ltd.	179,725
Demand Janitorial Equip & Repair	114,619
Do-All Floors	58,533
Edco Plumbing & Heating	308,788
Flynn Canada Ltd.	449,550
Glacier Glass Service Ltd.	60,113
HBI Office Plus Inc.	220,294
Hewlett-Packard Financial Services Canada Company	138,270
Homewood Health Inc.	88,844
Indigo Books & Music Inc.	60,242
Inland Audio Visual Limited	409,022
Johnson Controls Inc.	90,485
Jostens Canada Ltd.	92,951
JPH Consulting Ltd.	57,762
Loblaws Inc.	86,976
LP3 Transportation Solutions Ltd.	4,890,132
Marathon Mechanical (2010) Inc.	115,750

Name	Amount
Marsh Canada Limited	295,235
Mengel Floor And Window Fashion	211,841
Microsoft Canada Inc.	78,695
Mr. B's Driving School	103,693
Nelson Education Ltd.	60,998
Number Ten Architectural Group	307,195
Palmers Electric Ltd.	265,902
Pearson Education Canada	457,508
Plain View Media	57,174
Powerland Computers Ltd.	330,384
PowerSchool	128,378
Praxair Distribution	116,414
Rand Teed Consulting	90,061
Real Canadian Superstore	76,609
Regina Food Bank	60,900
Regina High Schools Athletic Association	110,452
Regina School Division No. 4	97,499
RK Publishing Inc.	96,311
Royale Driving Academy	105,770
SaskEnergy Incorporated	642,492
Saskatchewan Catholic School Boards Association	53,580
Saskatchewan Workers' Compensation Board	359,247
SaskPower	1,486,863
SaskTel	209,544
Shanahan's Limited Partnership	76,828
Silver Screen Inc.	139,069
Skyview Cleaning Inc.	62,565
Somerset Equipment Finance Ltd.	1,188,540
Source Office Furnishings	53,630
South Country Equipment Ltd.	107,521
Sportfactor Inc.	59,599
SPTRB (Saskatchewan Professional Teachers Regulatory Board)	94,133
St. John's Music	73,023
Staseson Klein Applicators	127,872

Name	Amount
Supreme Basics	272,371
T.G. Marketing Inc.	82,170
Technique Construction Inc.	104,404
Trade West Equipment Ltd.	80,860
US Bank National Association**	3,638,545
Veritiv Canada Inc.	227,343

Name	Amount
W.K.S. Professional Driving	127,716
Wal-Mart Canada Corp. #01-3076	52,176
Western Electrical Management	298,235
Westridge Construction Ltd.	458,596
Wood Cogger Ltd.	52,574

**VISA payments made to vendors whose total payments exceed \$50,000 have also been included in the vendor totals on this list.

Other Expenditures

Listed are payees who received a total of \$50,000 or more and are not included in personal services, transfers or suppliers payments.

Name	Amount
CUPE Local Union 1125	80,047
London Life	2,397,663
Regina Catholic Schools Teachers Association	132,273
Receiver General For Canada	24,596,078

Name	Amount
Saskatchewan School Boards Association	1,437,126
Saskatchewan Teachers' Federation	7,830,291
Teachers Superannuation Commission	136,172

Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

Of the Regina Roman Catholic Separate School Division No. 81

School Division No. 2160000

For the Period Ending: August 31, 2020

Ray Arscott
Chief Financial Officer

Dudley & Company LLP
Auditor

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

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

11/23/2020

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, 2020 and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the school division as at August 31, 2020, 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.

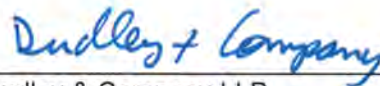
Auditors' Responsibilities for the Audit of the Financial Statements

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 23, 2020

Regina Roman Catholic Separate School Division No. 81
Statement of Financial Position
as at August 31, 2020

	2020	2019
	\$	\$
Financial Assets		
Cash and Cash Equivalents	30,037,373	36,084,781
Accounts Receivable (Note 6)	11,545,307	1,692,167
Total Financial Assets	41,582,680	37,776,948
Liabilities		
Accounts Payable and Accrued Liabilities (Note 7)	4,931,548	4,230,153
Liability for Employee Future Benefits (Note 4)	2,348,600	2,577,800
Deferred Revenue (Note 8)	1,200,008	5,695,373
Total Liabilities	8,480,156	12,503,326
Net Financial Assets	33,102,524	25,273,622
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	121,922,635	125,913,000
Prepaid Expenses	1,310,287	1,334,723
Total Non-Financial Assets	123,232,922	127,247,723
Accumulated Surplus (Note 11)	156,335,446	152,521,345

Contractual Rights (Note 13)

Contingent Liabilities (Note 14)

Contractual Obligations and Commitments (Note 15)

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, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$ (Note 12)	\$	\$
REVENUES			
Property Taxes and Other Related	45,173,090	46,092,008	30,688,755
Grants	70,085,620	74,797,674	85,465,170
Tuition and Related Fees	190,935	129,601	202,995
School Generated Funds	2,220,600	1,474,821	2,149,488
Complementary Services (Note 9)	1,431,555	1,431,555	1,417,531
External Services (Note 10)	635,645	567,167	626,563
Other	2,519,105	2,670,729	2,656,726
Total Revenues (Schedule A)	122,256,550	127,163,555	123,207,228
EXPENSES			
Governance	593,040	502,701	508,453
Administration	4,031,545	4,085,480	3,953,637
Instruction	92,715,500	89,513,105	90,411,139
Plant	20,580,290	20,177,769	20,209,014
Transportation	6,344,885	5,563,905	5,888,590
Tuition and Related Fees	97,810	91,919	89,258
School Generated Funds	2,153,620	1,467,320	1,911,776
Complementary Services (Note 9)	1,431,555	1,306,657	1,228,527
External Services (Note 10)	679,460	640,483	682,785
Other	14,120	115	163
Total Expenses (Schedule B)	128,641,825	123,349,454	124,883,342
Operating Surplus (Deficit) for the Year	(6,385,275)	3,814,101	(1,676,114)
Accumulated Surplus from Operations, Beginning of Year	152,521,345	152,521,345	154,197,459
Accumulated Surplus from Operations, End of Year	146,136,070	156,335,446	152,521,345

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, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$ (Note 12)	\$	\$
Net Financial Assets, Beginning of Year	25,273,622	25,273,622	24,273,628
Changes During the Year			
Operating Surplus (Deficit) for the Year	(6,385,275)	3,814,101	(1,676,114)
Acquisition of Tangible Capital Assets (Schedule C)	(1,159,520)	(1,695,254)	(3,049,186)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	127,983	6,105
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(57,711)	(6,105)
Amortization of Tangible Capital Assets (Schedule C)	7,195,275	5,615,347	6,074,153
Net Change in Other Non-Financial Assets	-	24,436	(348,859)
Change in Net Financial Assets	(349,520)	7,828,902	999,994
Net Financial Assets, End of Year	24,924,102	33,102,524	25,273,622

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, 2020

	2020	2019
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus (Deficit) for the Year	3,814,101	(1,676,114)
Add Non-Cash Items Included in Surplus / Deficit (Schedule D)	5,557,636	5,507,991
Net Change in Non-Cash Operating Activities (Schedule E)	(13,851,874)	7,287,353
Cash Provided (Used) by Operating Activities	(4,480,137)	11,119,230
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(1,695,254)	(2,489,129)
Proceeds on Disposal of Tangible Capital Assets	127,983	6,105
Cash (Used) by Capital Activities	(1,567,271)	(2,483,024)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(6,047,408)	8,636,206
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	36,084,781	27,448,575
CASH AND CASH EQUIVALENTS, END OF YEAR	30,037,373	36,084,781

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, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	42,729,755	42,988,240	28,471,548
Revenue from Supplemental Levies	-	84,209	123,642
Total Property Tax Revenue	42,729,755	43,072,449	28,595,190
Grants in Lieu of Taxes			
Federal Government	902,220	877,182	627,860
Provincial Government	1,878,500	2,142,377	1,465,705
Total Grants in Lieu of Taxes	2,780,720	3,019,559	2,093,565
Additions to Levy			
Other	431,750	-	-
Total Additions to Levy	431,750	-	-
Deletions from Levy			
Other Deletions	(769,135)	-	-
Total Deletions from Levy	(769,135)	-	-
Total Property Taxes and Other Related Revenue	45,173,090	46,092,008	30,688,755
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	65,063,715	69,212,293	80,756,286
Other Ministry Grants	4,071,905	4,010,804	1,449,008
Total Ministry Grants	69,135,620	73,223,097	82,205,294
Other Provincial Grants	-	139,577	215,085
Total Operating Grants	69,135,620	73,362,674	82,420,379
Capital Grants			
Ministry of Education Capital Grants	950,000	1,435,000	3,044,791
Total Capital Grants	950,000	1,435,000	3,044,791
Total Grants	70,085,620	74,797,674	85,465,170
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	8,070	2,220	4,175
Individuals and Other	182,865	127,381	198,820
Total Operating Tuition and Related Fees	190,935	129,601	202,995
Total Tuition and Related Fees Revenue	190,935	129,601	202,995

Regina Roman Catholic Separate School Division No. 81
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
School Generated Funds Revenue			
Curricular			
Student Fees	486,735	321,528	452,104
Total Curricular Fees	486,735	321,528	452,104
Non-Curricular Fees			
Commercial Sales - Non-GST	37,970	31,724	48,433
Fundraising	599,335	415,579	620,884
Grants and Partnerships	15,985	28,550	3,850
Students Fees	1,006,625	619,488	937,314
Other	73,950	57,952	86,903
Total Non-Curricular Fees	1,733,865	1,153,293	1,697,384
Total School Generated Funds Revenue	2,220,600	1,474,821	2,149,488
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,431,555	1,431,555	1,417,531
Total Operating Grants	1,431,555	1,431,555	1,417,531
Total Complementary Services Revenue	1,431,555	1,431,555	1,417,531
External Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	488,205	479,696	487,065
Total Operating Grants	488,205	479,696	487,065
Fees and Other Revenue			
Other Revenue	147,440	87,471	139,498
Total Fees and Other Revenue	147,440	87,471	139,498
Total External Services Revenue	635,645	567,167	626,563
Other Revenue			
Miscellaneous Revenue	1,742,930	1,822,326	1,769,320
Sales & Rentals	407,100	410,891	378,621
Investments	369,075	379,801	502,680
Gain on Disposal of Capital Assets	-	57,711	6,105
Total Other Revenue	2,519,105	2,670,729	2,656,726
TOTAL REVENUE FOR THE YEAR	122,256,550	127,163,555	123,207,228

Regina Roman Catholic Separate School Division No. 81

Schedule B: Supplementary Details of Expenses

for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	255,595	205,524	218,488
Professional Development - Board Members	40,985	8,967	19,725
Grants to School Community Councils	61,445	49,417	60,780
Elections	12,200	12,678	11,808
Other Governance Expenses	222,815	226,115	197,652
Total Governance Expense	593,040	502,701	508,453
Administration Expense			
Salaries	3,176,460	3,307,703	3,128,821
Benefits	496,090	362,466	471,935
Supplies & Services	249,010	320,572	227,314
Non-Capital Furniture & Equipment	525	5,279	856
Communications	30,335	55,213	45,440
Travel	14,500	4,339	12,474
Professional Development	64,225	28,853	65,526
Amortization of Tangible Capital Assets	400	1,055	1,271
Total Administration Expense	4,031,545	4,085,480	3,953,637
Instruction Expense			
Instructional (Teacher Contract) Salaries	67,154,240	64,542,605	64,621,132
Instructional (Teacher Contract) Benefits	3,716,940	3,464,868	3,230,066
Program Support (Non-Teacher Contract) Salaries	10,179,435	9,948,822	10,016,114
Program Support (Non-Teacher Contract) Benefits	2,265,500	2,173,582	2,088,706
Instructional Aids	2,089,680	1,799,468	1,810,380
Supplies & Services	1,486,970	1,959,662	2,324,536
Non-Capital Furniture & Equipment	2,112,960	2,661,149	2,964,196
Communications	359,060	307,832	303,389
Travel	161,035	65,336	114,389
Professional Development	534,645	375,827	425,716
Student Related Expense	767,975	766,420	897,496
Amortization of Tangible Capital Assets	1,887,060	1,447,534	1,615,019
Total Instruction Expense	92,715,500	89,513,105	90,411,139

Regina Roman Catholic Separate School Division No. 81

Schedule B: Supplementary Details of Expenses for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	5,228,440	5,272,846	5,427,557
Benefits	1,045,870	1,159,368	1,049,163
Supplies & Services	94,835	63,336	128,636
Non-Capital Furniture & Equipment	285,000	65,570	61,904
Building Operating Expenses	8,441,305	9,406,988	9,034,393
Communications	16,530	27,607	16,991
Travel	162,680	58,727	69,975
Professional Development	20,000	1,282	7,681
Amortization of Tangible Capital Assets	5,285,630	4,122,045	4,412,714
Total Plant Operation & Maintenance Expense	20,580,290	20,177,769	20,209,014
Student Transportation Expense			
Salaries	140,310	132,689	139,215
Benefits	31,345	23,885	20,016
Contracted Transportation	6,173,230	5,407,331	5,729,359
Total Student Transportation Expense	6,344,885	5,563,905	5,888,590
Tuition and Related Fees Expense			
Tuition Fees	90,110	86,529	81,768
Transportation Fees	7,700	5,390	7,490
Total Tuition and Related Fees Expense	97,810	91,919	89,258
School Generated Funds Expense			
Academic Supplies & Services	453,120	265,124	441,954
Cost of Sales	49,105	54,132	63,480
School Fund Expenses	1,651,395	1,103,351	1,361,193
Amortization of Tangible Capital Assets	-	44,713	45,149
Total School Generated Funds Expense	2,153,620	1,467,320	1,911,776

Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	1,035,580	1,002,290	905,138
Program Support (Non-Teacher Contract) Salaries & Benefits	350,650	281,982	311,404
Instructional Aids	23,140	3,533	5,438
Supplies & Services	-	214	64
Non-Capital Furniture & Equipment	-	16,921	2,866
Student Related Expenses	-	1,514	3,417
Contracted Transportation & Allowances	-	203	200
Amortization of Tangible Capital Assets	22,185	-	-
Total Complementary Services Expense	1,431,555	1,306,657	1,228,527
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	488,205	479,696	487,065
Program Support (Non-Teacher Contract) Salaries & Benefits	95,875	93,995	92,912
Supplies & Services	-	62,407	100,597
Non-Capital Furniture & Equipment	-	4,385	2,211
Student Related Expenses	95,380	-	-
Total External Services Expense	679,460	640,483	682,785
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	14,120	115	163
Total Interest and Bank Charges	14,120	115	163
Total Other Expense	14,120	115	163
TOTAL EXPENSES FOR THE YEAR	128,641,825	123,349,454	124,883,342

Regina Roman Catholic Separate School Division No. 81

Schedule C - Supplementary Details of Tangible Capital Assets

for the year ended August 31, 2020

		Buildings	Other	Furniture and	Computer Hardware and	Computer	Assets		
	Land	Buildings	Short-Term	Vehicles	Equipment	Audio Visual Equipment	Software	Under Construction	
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Tangible Capital Assets - at Cost									
Opening Balance as of September 1	7,152,381	147,109,574	22,539,793	494,299	13,177,046	1,960,630	176,766	-	192,610,489
Additions/Purchases	-	-	435,080	223,346	622,053	21,721	17,000	376,054	1,695,254
Disposals	-	-	-	(200,177)	(715,831)	(746,889)	(29,771)	-	(1,692,668)
Closing Balance as of August 31	7,152,381	147,109,574	22,974,873	517,468	13,083,268	1,235,462	163,995	376,054	192,613,075
Tangible Capital Assets - Amortization									
Opening Balance as of September 1	-	47,756,239	11,710,295	324,912	5,305,542	1,510,507	89,994	-	66,697,489
Amortization of the Period	-	3,251,629	712,521	62,978	1,308,327	247,093	32,799	-	5,615,347
Disposals	-	-	-	(129,905)	(715,831)	(746,889)	(29,771)	-	(1,622,396)
Closing Balance as of August 31	N/A	51,007,868	12,422,816	257,985	5,898,038	1,010,711	93,022	N/A	70,690,440
Net Book Value									
Opening Balance as of September 1	7,152,381	99,353,335	10,829,498	169,387	7,871,504	450,123	86,772	-	125,913,000
Closing Balance as of August 31	7,152,381	96,101,706	10,552,057	259,483	7,185,230	224,751	70,973	376,054	125,913,000
Change in Net Book Value	-	(3,251,629)	(277,441)	90,096	(686,274)	(225,372)	(15,799)	376,054	(3,990,365)
Disposals									
Historical Cost	-	-	-	200,177	715,831	746,889	29,771	-	1,692,668
Accumulated Amortization	-	-	-	129,905	715,831	746,889	29,771	-	1,622,396
Net Cost	-	-	-	70,272	-	-	-	-	70,272
Price of Sale	-	-	-	127,983	-	-	-	-	127,983
Gain on Disposal	-	-	-	57,711	-	-	-	-	57,711

Regina Roman Catholic Separate School Division No. 81**Schedule D: Non-Cash Items Included in Surplus / Deficit
for the year ended August 31, 2020**

	2020	2019
	\$	\$
Non-Cash Items Included in Surplus / Deficit		
Amortization of Tangible Capital Assets (Schedule C)	5,615,347	6,074,153
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus / Deficit	-	(560,057)
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(57,711)	(6,105)
Total Non-Cash Items Included in Surplus / Deficit	5,557,636	5,507,991

Regina Roman Catholic Separate School Division No. 81**Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2020**

	2020	2019
	\$	\$
Net Change in Non-Cash Operating Activities		
(Increase) Decrease in Accounts Receivable	(9,853,140)	1,602,043
Increase in Accounts Payable and Accrued Liabilities	701,395	323,646
(Decrease) Increase in Liability for Employee Future Benefits	(229,200)	75,700
(Decrease) Increase in Deferred Revenue	(4,495,365)	5,634,823
Decrease (Increase) in Prepaid Expenses	24,436	(348,859)
Total Net Change in Non-Cash Operating Activities	(13,851,874)	7,287,353

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

1. AUTHORITY AND PURPOSE

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of "The Board of Education of the 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

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

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

a) Basis of Accounting

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

b) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$2,348,600 (2019 - \$2,577,800) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$46,092,008 (2019 - \$30,688,755) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related accumulated amortization of \$70,690,440 (2019 - \$66,697,489) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

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 cost for 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 of the amount of taxes that will not be collected taking into consideration prior years' tax

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

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

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

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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

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.

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

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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

give rise to an obligation that meets the definition of a liability. Transfers with stipulations are recorded as deferred revenue and recognized as revenue in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled. 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 2019 and 2020 taxation years, the school division does have a bylaw in place.

iii) Fees and Services

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

iv) Interest Income

Interest is recognized as revenue when it is earned.

v) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions are deferred until the resources are used for

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
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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.

vi) Goods and Services Tax

The school division is entitled to a rebate of a portion of the GST incurred. These rebates are reported as revenue rather than as a reduction of the various expenses and assets that attracted the tax

3. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2020 Actual	2019 Actual
Governance	\$ 205,524	\$ 297,177	\$ -	\$ -	\$ 502,701	\$ 508,453
Administration	3,670,169	414,256	-	1,055	4,085,480	3,953,637
Instruction	80,129,877	7,935,694	-	1,447,534	89,513,105	90,411,139
Plant	6,432,214	9,623,510	-	4,122,045	20,177,769	20,209,014
Transportation	156,574	5,407,331	-	-	5,563,905	5,888,590
Tuition and Related Fees	-	91,919	-	-	91,919	89,258
School Generated Funds	-	1,422,607	-	44,713	1,467,320	1,911,776
Complementary Services	1,284,272	22,385	-	-	1,306,657	1,228,527
External Services	573,691	66,792	-	-	640,483	682,785
Other	-	-	115	-	115	163
TOTAL	\$ 92,452,321	\$ 25,281,671	\$ 115	\$ 5,615,347	\$ 123,349,454	\$ 124,883,342

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, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2020. The benefits consulting practice, previously owned by Morneau Shepell Inc., was acquired by HUB International Limited in March 2020.

Details of the employee future benefits are as follows:

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	<u>2020</u>	<u>2019</u>
Long-term assumptions used:		
Discount rate at end of period (per annum)	1.54%	1.93%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non Teachers (excluding merit and promotion) (per annum)	3.00%	3.00%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2020	2019
Accrued Benefit Obligation - beginning of year	\$ 2,623,800	\$ 2,355,400
Current period service cost	189,200	158,700
Interest cost	52,400	72,100
Benefit payments	(479,600)	(151,300)
Actuarial losses	391,600	188,900
Accrued Benefit Obligation - end of year	2,777,400	2,623,800
Unamortized net actuarial (losses)	(428,800)	(46,000)
Liability for Employee Future Benefits	\$ 2,348,600	\$ 2,577,800

Expense for Employee Future Benefits	2020	2019
Current period service cost	\$ 189,200	\$ 158,700
Amortization of net actuarial (gain) loss	8,800	(3,800)
Benefit cost	198,000	154,900
Interest cost	52,400	72,100
Total Employee Future Benefits Expense	\$ 250,400	\$ 227,000

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 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

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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 2018 calendar year was \$55,900, for the 2019 calendar year was \$57,400, and for the 2020 calendar year is \$58,700.

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

	2020			2019
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	893	5	898	903
Member contribution rate (percentage of salary)	see above	see above	-	-
Member contributions for the year	\$ 6,754,250	\$ 18,546	\$ 6,772,796	\$ 6,695,650

Defined Contribution Plans

The pension plan for non-teaching employees is with Great West 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 Great West Life Plan are as follows:

	2020	2019
Number of active School Division members	372	359
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	\$ 1,243,781	\$ 1,226,331
School Division contributions for the year	\$ 1,212,764	\$ 1,198,507

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:

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	2020		2019	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Taxes Receivable	\$ 10,123,254	\$ 10,123,254	\$ 123,642	\$ 123,642
Provincial Grants Receivable	637,925	637,925	628,551	628,551
Other Receivables	784,128	784,128	939,974	939,974
Total Accounts Receivable	\$ 11,545,307	\$ 11,545,307	\$ 1,692,167	\$ 1,692,167

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2020	2019
Accrued Salaries and Benefits	\$ 1,438,233	\$ 2,082,713
Supplier Payments	3,341,812	2,000,981
Funds Held for Award and Deferred Salary	76,796	61,047
Payable to Other Boards	-	4,951
Negotiated Professional Development Carryover	42,205	25,880
Audit Fees	28,860	22,145
My School Sask.	-	25,191
Payable to Associate School	3,642	7,245
Total Accounts Payable and Accrued Liabilities	\$ 4,931,548	\$ 4,230,153

8. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2019	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2020
Non-Capital Deferred revenue:				
City of Regina tax revenue	\$ 5,637,623	\$ 955,489	\$ 5,637,623	\$ 955,489
Tuition fees	47,750	-	47,750	-
Non-Government Grant	10,000	20,000	10,000	20,000
Climate Action Incentive Fund	-	345,508	120,989	224,519
Total Deferred Revenue	\$ 5,695,373	\$ 1,320,997	\$ 5,816,362	\$ 1,200,008

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	2020	2019
Revenue:			
Operating Grant	\$ 1,431,555	\$ 1,431,555	\$ 1,417,531
Total Revenue	1,431,555	1,431,555	1,417,531
Expenses:			
Salaries & Benefits	1,284,272	1,284,272	1,216,542
Instructional Aids	3,533	3,533	5,438
Supplies and Services	214	214	64
Non-Capital Furniture & Equipment	16,921	16,921	2,866
Student Related Expenses	1,514	1,514	3,417
Contracted Transportation & Allowances	203	203	200
Total Expenses	1,306,657	1,306,657	1,228,527
Excess of Revenue over Expenses	\$ 124,898	\$ 124,898	\$ 189,004

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	2020	2019
Revenue:				
Operating Grant	\$ -	\$ 479,696	\$ 479,696	\$ 487,065
Sales and Rentals	87,471	-	87,471	139,498
Total Revenue	87,471	479,696	567,167	626,563
Expenses:				
Salaries & Benefits	93,995	479,696	573,691	579,977
Supplies and Services	62,407	-	62,407	100,597
Non-Capital Equipment	4,385	-	4,385	2,211
Total Expenses	160,787	479,696	640,483	682,785
(Deficiency) of Revenue over Expenses	\$ (73,316)	\$ -	\$ (73,316)	\$ (56,222)

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.

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

Details of accumulated surplus are as follows:

	August 31 2019	Additions during the year	Reductions during the year	August 31 2020
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 125,913,000	\$ 1,695,254	\$ (5,685,619)	\$ 121,922,635
	125,913,000	1,695,254	(5,685,619)	121,922,635
PMR maintenance project allocations (1)	5,608,678	2,483,320	(2,810,026)	5,281,972
Designated Assets:				
Capital projects:				
Designated for tangible capital asset expenditures	2,569,445	698,946	(2,190,183)	1,078,208
	2,569,445	698,946	(2,190,183)	1,078,208
Other:				
School Generated Funds	1,484,054	1,474,821	(1,467,320)	1,491,555
Contingency Reserve	16,946,168	9,614,908	-	26,561,076
	18,430,222	11,089,729	(1,467,320)	28,052,631
Total Accumulated Surplus	\$ 152,521,345	\$ 15,967,249	\$ (12,153,148)	\$ 156,335,446

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

12. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 19, 2019 and the Minister of Education on August 26, 2019.

13. CONTRACTUAL RIGHTS

Significant contractual rights of the school division are as follows:

- \$345,507 for the Climate Action Incentive Fund agreement with the Government of Saskatchewan for the LED intensive lighting upgrade project. This project is expected to be complete in the 2020-21 school year.

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14. 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.

15. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- construction contract for LED intensive lighting upgrade in the amount of \$432,109 over 1 year.

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:					
2021	\$ 13,171	\$ 5,104,894	\$ 165,784	\$ 702,793	\$ 5,986,642
2022	13,171	5,104,894	165,784	567,512	5,851,361
2023	13,171	5,104,894	165,784	354,631	5,638,480
2024	2,639	-	-	39,797	42,436
Total Lease Obligations	\$ 42,152	\$ 15,314,682	\$ 497,352	\$ 1,664,733	\$ 17,518,919

16. COMPARATIVE INFORMATION

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

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).

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

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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 at August 31, 2020 was:

August 31, 2020				
	Total	0-30 days	30-60 days	60-90 days
Grants Receivable	\$ 637,925	\$ 637,925	\$ -	\$ -
Other Receivables	\$ 525,785	253,593	93,775	178,417
Net Receivables	\$ 1,163,710	\$ 891,518	\$ 93,775	\$ 178,417

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

ii) Liquidity Risk

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

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

August 31, 2020						
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years	
Accounts payable and accrued liabilities	\$ 4,931,548	\$ 4,854,752	\$ -	\$ 76,796	\$ -	
Total	\$ 4,931,548	\$ 4,854,752	\$ -	\$ 76,796	\$ -	

iii) Market Risk

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

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents. 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, 2020.

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The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency; and
- managing cash flows to minimize utilization of its bank line of credit.

Foreign Currency Risk

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

18. COVID-19 PANDEMIC

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

In 2019-20, some municipalities deferred property tax collections due to the COVID-19 pandemic. This does not change the revenue recognition of education property tax, however, it results in decreased cash collections and an increase in accounts receivables. Consequently, the school operating grant from the Ministry of Education has increased in 2019-20 to offset this. In 2020-21, it is expected that the cash will be collected from the deferred education property tax, accounts receivable will decrease and the school operating grant from the Ministry of Education will also decrease.