

Regina Roman Catholic Separate School Division No. 81

2018-19 Annual Report



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School Division Contact Information



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Letter of Transmittal

Honourable Gordon Wyant, Q.C.
Minister of Education

Dear Minister Wyant:

The Board of Education of Regina Roman Catholic Separate School Division No. 81 is pleased to provide you and the residents of the school division with the 2018-19 annual report. This report presents an overview of the 2018-19 School Division's goals, activities and results for the fiscal year September 1, 2018 to August 31, 2019. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Bob Kowalchuk

Introduction

This annual report presents an overview of the Regina Catholic School Division's goals, activities and results for the September 1, 2018 to August 31, 2019 fiscal year.

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 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. Board of Education members as of August 31, 2019 are:



Bob Kowalchuk
Chair



Donna Ziegler
Deputy Chair



Vicky Bonnell
Trustee



Deb Bresciani
Trustee



Rob Bresciani
Trustee



Richard Dittrick
Trustee



Frank Flegel
Trustee

A list of remuneration paid to all Board members in 2018-19 is provided in Appendix A.

Catholic School Community Councils (CSCCs)

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

In 2018-19, Regina Catholic Schools' CSCCs were provided with \$1,972 per school for a total funding allocation of \$63,104. This funding was used in a variety of ways including meeting expenses, school community-building events and supporting the school *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, 2015* request that school divisions undertake orientation training and networking opportunities for the CSCC members. The Board of Trustees/Catholic School Community Council linkage meetings are held twice a year, once in the fall and once in the spring. At the first linkage meeting held in November Senior Administration and the Board of Trustees established a leadership team called *Catholic Parent Advisory Council* (CPAC). The vision of CPAC is to be a bridge between School Based Administrators, Senior Administration and the Board of Trustees. Through this vision we hope to establish engaging opportunities for all our CSCCs and communities. During the 2018-19 school year CPAC met 5 times, led the second Board of Trustees/CSCC Linkage meeting and began planning a fall *Parent Engagement Conference* for November 23, 2019. CPAC also planned six division-wide parent events for all CSCCs to be a part of. We look forward advancing this initiative even more in 2019-20 school year.

Following the *Education Regulations, 2015*, 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 have been strong supporters of literacy and math programs within our 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 our 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 our math stations with materials and manipulatives for our math stations and guided math programs. The CSCCs continue to make literacy and math a focus within our schools.

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.

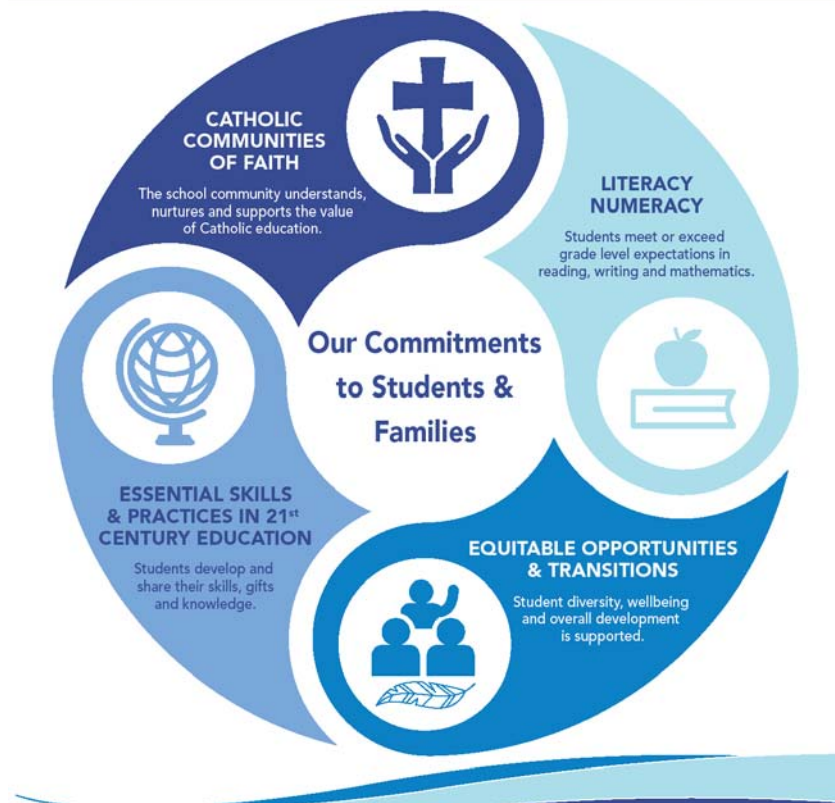
Vision

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 Regina Catholic School Division, 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 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 division's most noteworthy partnerships remains with the Regina District Industry Education Council (RDIEC). This cohesive partnership involving Regina Catholic Schools, Regina Public Schools, 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 these visits, over 175 students in Grade 11 and 12 participated in career exploration activities ranging from baking to welding.

A second noteworthy partnership is with Saskatchewan Polytechnic. Again, in 2018-19, our school division 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 2018-19 Saskatchewan Polytechnic partnered with RCSD to do a one-day *Tomorrow in the Making* career day. Over 900 of RCSD's Grade 10 students attended the event where they were provided hands-on demos and program requirements. Saskatchewan Polytechnic has 67 different programs at their Regina location.

A third highlight is our 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 our Grade 6 students. Another 1,000 Grade 8 students participated in presentations related to Mental Health and resiliency skills. 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 our school division is at the forefront of this initiative.

Regina Catholic Schools has a fourth notable partnership with the United Way of Regina. United Way is a strong supporter of our summer reading program which provides funding for teachers, learning materials and books for students, as well as opportunities for field trips and working with volunteers. In the summer of 2019, the United Way also generously supported Regina Catholic School's Learning Online program through tuition support by assisting students who demonstrated financial need. A school representative completed application forms on behalf of students that required financial assistance. Six students received sponsorship for seven classes and five of these students completed their courses and obtained their credits. One student will complete the credit in the fall.

The Regina Catholic School Division believes partnerships are a necessary component in the on-going success of our students.

Program Overview

In order to provide the best education possible for all students, 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 our programs. Classroom instruction is designed to incorporate the adaptive dimension, differentiated instruction and First Nations, Métis and Inuit (FNMI) 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 June 2019, there were 3,727 English as Additional Language (EAL) learners registered in Pre-kindergarten to Grade 12. We provide support of language acquisition for 1,890 EAL students in Grades 1-12. The number of EAL families joining our school division has continued to increase as government sponsorship programs have provided the opportunity for family members in foreign countries to join relatives who are already living in Regina. Employment and education opportunities also continue to draw families and students to our province and city.

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, Regina Public Schools, and the Conseil des Écoles Fransaskoises, the Regina Catholic School Division 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 2018, the Provincial Auditor's office began 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 the public accounts meeting held with the Provincial Auditor, members of the government and the official opposition at the Legislative Building. During this meeting, it was reported that the school division had implemented strategies to address recommendations 1, 2, and 3 but had not yet implemented recommendation 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.

As of the end of the 2018-19 school year, all recommendations have been implemented. During the 2018-19 school year we collated the data. We hoped 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 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.

A focus on teacher professional development has continued in the EAL program. The EAL Consultant twice presented a two-day workshop to classroom teachers on the *Sheltered Instruction Observation Protocol* (SIOP) program. As well, the EAL Consultant has led training sessions at our annual teacher institute and on teacher professional development days throughout the school year. An emphasis was placed on teacher collaboration. The EAL service delivery model used in our elementary schools was mostly providing support from the EAL teachers to English language learners, pulling the students out of their mainstream classroom working in small group instruction through Tier II support. During the 2018-19 school year, we began identifying interventions based on individual students' academic and cultural needs. Multi-disciplinary teams at schools, with the guidance and support from administrators and the EAL Consultant, coordinated services to meet the needs of individual students and classrooms. We went through the process of analyzing the data and sharing the knowledge regarding specific students and classroom needs. EAL teachers began serving students directly within the classroom setting, supporting Tier I Interventions and aiding teachers to build capacity in working with EAL learners.

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 to expire at the end of the 2018-19 school year. In response to feedback from division and school personnel, including Division Administration, 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, put forward a proposal to the Ministry of Education to renew the courses. We took on the task of reviewing the courses, which 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. To better serve our EAL learners in high school, we worked on another project, which consisted of designing an assessment that aligns with the *Common Framework of Reference*. The assessment is part of a comprehensive toolkit that enables EAL teachers to generate targets to supplement, support and provide progress. It focuses on the four language strands of speaking, listening, reading and writing. The results are for teachers to guide, reinforce, shape, and strengthen their teaching.

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 phased out in 2017 at the secondary site, St. Theresa School, with a final grade eight class of twenty students.

Still operational but in its final stages of phase out was the high school *Post-Intensive French* offered at Miller Comprehensive Catholic High School in Grades 9, 10, 11 and 12. There were nine Grade 9 students, four Grade 10 students, five Grade 11 students, and seven Grade 12 students enrolled in *Post-Intensive French* 9, 10, 20, and 30 respectively. The first group of students who began the program in 2012 completed the *Post-Intensive French* 30 during the 2018-19 school year. The final group of students will be completing the program in 2021-22.

Learning Online

Regina Catholic Schools Learning Online program has provided distance education opportunities since 2009. Learning Online has teachers based in high schools both in the Regina Catholic and Holy Trinity Catholic School Divisions. Over 50 Grade 9 to 12 courses are offered 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 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	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 Career/Work Experience 20, 30A, 30B (Summer Only)
Physical Education Wellness 10	Technology Communication Media 10 Communication Media 20 Communication Media 30	French Immersion Histoire 10 Histoire 20 Français Intégré A20 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 assessments, with the exception of the mathematics final exams, are completed electronically.

Learning Online primarily services students within the Regina Catholic School Division who are taking a blend of online and in school classes. Registrations will be accepted from out of 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. Our Learning Online courses are continually renewed through our Learning Online teachers. Beginning in the 2019-20

school year, Learning Online will become 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, Regina Catholic School Division signed a partnership agreement with Holy Trinity Catholic School Division to include Holy Trinity students and a staff member in Regina Catholic Schools Learning Online. Holy Trinity Catholic School Division provides a 0.25 FTE teacher to Learning Online in exchange for 30 course enrollments each semester in the school.

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, to present at these meetings.

Our Learning Online program continues to grow each year and our school division continues to add courses and students.

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

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

* 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.

Course Success History												
School Year	Semester 1				Semester 2				Summer			
	Total	Pass	Fail	%	Total	Pass	Fail	%	Total	Pass	Fail	%
2009-2010	7	6	1	85.7	12	n/a	n/a	n/a				
2010-2011	44	40	4	91.0	42	39	3	92.9				
2011-2012	58	39	19	67.0	87	80	7	92.0				
2012-2013	58	54	4	93.1	117	110	7	94.0				
2013-2014	101	94	7	93.1	160	148	12	92.5	10	7	3	70.0
2014-2015	138	129	9	93.5	220	203	17	92.3	20	12	8	60.0
2015-2016	195	179	16	91.8	295	270	25	91.5	28	21	7	75.0
2016-2017	256	239	17	93.4	384	354	30	92.2	50	40	10	80.0
2017-2018	302	269	33	89.1	413	386	27	93.5	54	43	11	80.0
2018-2019	346	323	23	93.5	468	446	22	94.1	77	66	11	86

Program Goals			
Goal	Details	Semester 1 Results	Semester 2 Results
1.	85% of students finishing their course.	Total Students: 438 Lost: 92 Students Completed: 346 79% completed course	Total Students: 616 Lost: 148 Students Completed: 468 76% completed course
2.	Maintain successful completion percentage of 90% of students successfully completing their course.	Total Students: 346 Passed: 323 Percentage Successful: 93.5%	Total Students: 468 Passed: 446 Percentage Successful: 94.1%
3.	Grow Overall Student Numbers 300+ Completing Semester 1 400+ Completing Semester 2	2018-19 Semester 1 end Enrolment: 346	2018-19 Semester 2 end Enrolment: 468

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.

2018-19 was the fifth year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

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

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

The Ministry of Education is pleased to have collaborated with First Nations and Métis organizations, Elders and Traditional Knowledge Keepers, post-secondary and provincial Prekindergarten to Grade 12 education stakeholders to update and renew [*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 Education Sector Strategic Plan. *Inspiring Success* is intended to guide and inform planning and implementation of initiatives aimed at improving outcomes for First Nations, Métis and Inuit students.

The goals of *Inspiring Success* are:

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

Reading, Writing, Math at Grade Level

ESSP Outcome:

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

ESSP Improvement Targets:

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

School division goals aligned with Reading, Writing and Math at Grade Level outcome

Reading/Writing– English

1. By June 2019, the percentage of students in the English program who are at or above reading expectations will be:
 - Grade 1s – 75%
 - Grade 2s – 80%
 - Grade 3s – 85%
2. By June 2019, 70% of the students in Grades 4 - 9 in the English program will meet or exceed grade level expectations in the *On-Demand Writing Assessment*.

Reading – French Immersion Program

1. By June 2019, 80% of French Immersion students in each of Grades 2 – 6 will read and comprehend at or above grade level in French.
2. By June 2019, 70% of students in Grades 4, 7 and 9 will be writing at or above grade level, 75% by June 2019, and 80% by June 2020 (*as determined by the provincial holistic rubric).

Mathematics

1. By June 2019, 80% of Grade 1-3 students will be at or above grade level for the number strand.
2. By June 2019, at least 75% of Grade 4 - 8 students will be at or above grade level for the number strand, and 80% by June 2020.
3. By June 2019, 90% of our high school mathematics students will successfully pass each of their mathematics courses.

School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome

Reading

Regina Catholic Schools set reading targets at each of Grades 1-3 in the English program and Grades 2-6 in the French Immersion program. These goals guided the primary teachers in the school division's English program and French Immersion program towards one goal: by June 2019, students could read at or above grade level. Targets were established for November, March and June benchmarking and were monitored by utilizing ongoing running records to implement interventions for struggling readers. Consequently, by June 2019, 81% of our Grade 3 students were reading at or above grade level.

English Program

In our English program students that were reading at or above grade level were as follows:

- Grade 1s - 69%
- Grade 2s - 76%
- Grade 3s - 77%

These results were local data that included all our students which included many newcomer students for whom English was a new language. Actions implemented to support the achievement of reading SMART goals for Grades 1-3 English program were as follows:

1. Literacy personnel (one full-time consultant, one half-time primary Literacy Coach and Teacher-Librarians) developed and implemented literacy support plans for reading, including instructional best practices such as modelled, shared, guided, scaffolded and independent reading, as well as consistent benchmarking practices, including the use of running records to inform small group targeted instruction.
2. RCSD continued to emphasize best practices (adhering to *Saskatchewan Reads*), including emphasis on the learning environment (flexible spaces, reading rich physical spaces that are print rich environments), literacy readiness (behaviours, routines and procedures, oral language development), best practice literacy instructional strategies (*Jan Richardson's Best Practices*, *Daily 5*, early interventions, running logs, guided reading, independent study, and word study).
3. RCSD used targeted intervention strategies that employed the expertise of Teacher Librarians and Learning Resource teachers to support a *Response to Intervention* (RTI) model through *Levelled Literacy Intervention* (LLI) and to support literacy events such as family literacy nights.
4. 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*.
5. Additional technological support for literacy was provided through the use of apps such as *RAZ Kids* and *News-O-Matic*, and the use of the web-based software program *Biblionasium* to promote book talks and provide incentives

for reading. These were supported by the Coordinator of Information and Library Services, Technology Coach and Technology Consultant.

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. The RAD was used as an instructional resource at Grades 1 through 8. RCSD has made steady improvements in the more complex reading strategies of inferencing and self-monitoring. This is due to explicit teaching of reading skills at all Grade levels 3-9 and the use of numerous literacy events such as *Battle of the Books* and literacy incentives to promote an interest and practice of reading.

Reading – French Immersion Program

The SMART goal targeting reading in the French Immersion program was met for Grades 2-5 students with over 80% reading at or above grade level by June 2019. Additionally, 78% of Grade 6 students were reading at or above grade level by June 2019. The following actions supported French Immersion reading goals:

1. A concentrated focus on literacy instruction.
2. Personnel support included a 0.50 FTE French Immersion Literacy Coach for the school division and a Learning Resource teacher and a Teacher-Librarian at every school. These support personnel focused on best practices as outlined in *Saskatchewan Lit*, including oral language development, word rich environments, and modeling and guided reading instruction. In addition, increased resource support was provided, both print and electronic, by Teacher-Librarians, the Technology Consultant and Technology Coach and French language monitors.
3. French Immersion schools used the *Response To Intervention* (RTI) model to support struggling students as determined by benchmark data and running records.
4. Classroom teachers continued to receive professional development support around the integration of best practice literacy strategies including content area vocabulary development in a second language context.

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 through 10.

Writing - English Program

For the past five years, Regina Catholic Schools has used the *On-Demand Writing Assessment* (ODWA) as an instructional tool for Grades 1-9. The assessment is provided as a resource for these grades to provide analytical data around formative instruction to improve student writing. The Division SMART goals focused on Grades 4 through 9 with a goal of 70% of students writing at or above grade level as determined by the ODWA by June 2019. 66% of our students Grades 4-7 were writing at or above grade level in the forms of expository and persuasive writing. This is a 3% increase over previous year results; however, as a Division we did not meet our goal of 70% and are well below the sector goal of 80% by June 2020.

As a school division our baseline data submitted to the Ministry for all eligible students in Grades 4, 7 and 9 was as follows:

- Grade 4 – 57%
- Grade 7 – 64%
- Grade 9 – 70%

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 our formative analytical data collection.
3. Paired scoring opportunities and professional development around the instruction and promotion of the writing traits around all forms of writing
4. Implementation of Lucy Calkins' forms of writing best practices: PowerPoint/scripted teacher plans for forms of writing and *Writer's Workshop* Grades 1-8.

Writing – French Immersion Program

June 2018 provided benchmark data for writing in the French Immersion program based on the provincial assessment package and assessment rubric. June 2019 provided second year data at the Grade 4 level as well as baseline data for Grades 7 and 9. Our school division SMART goal was 70% of students in Grades 4, 7 and 9 writing at or above grade level by June 2019. Our Grade 4's met the SMART goal with 70% of students writing at or above grade level in French. In June 2019, 60% of Grades 7 and 66% of Grade 9 were writing at or above grade level in French.

Actions to support writing in French were as follows:

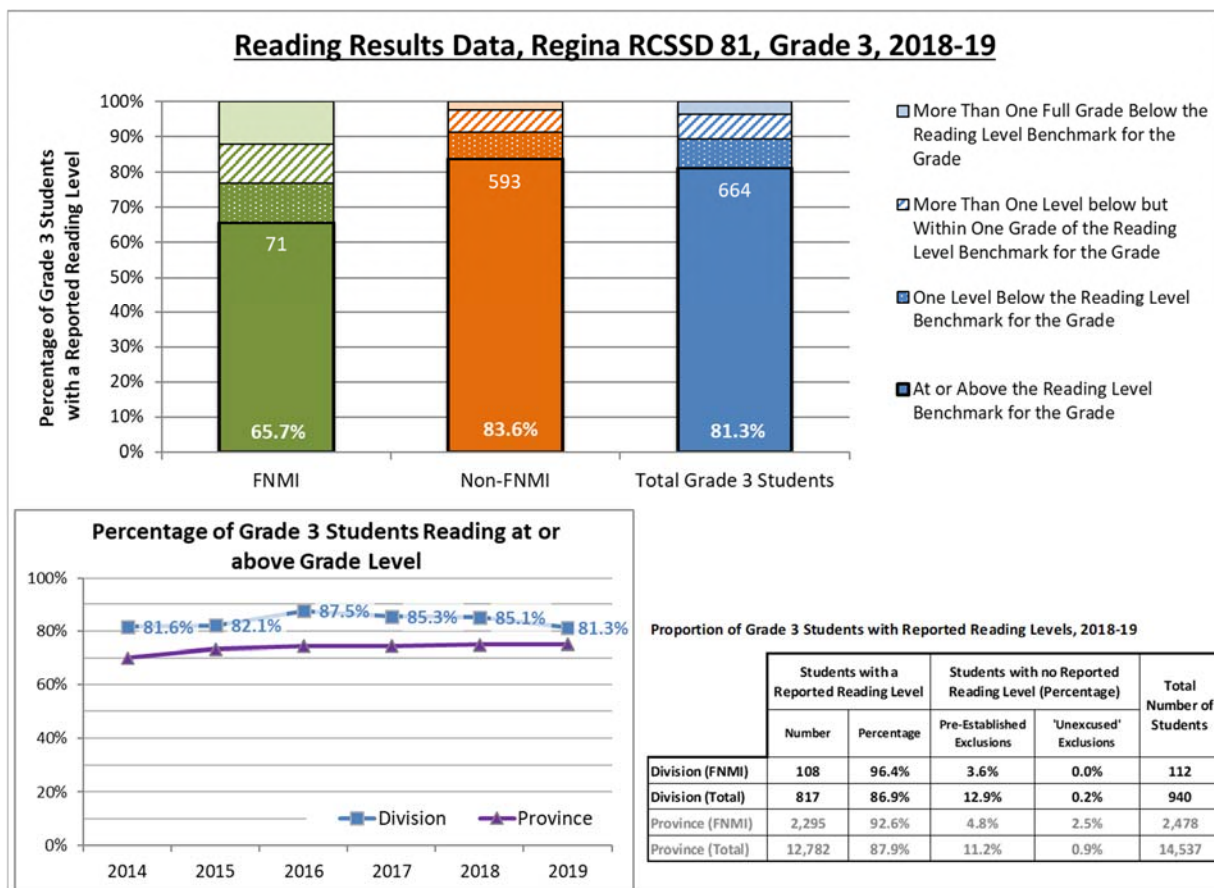
1. Targeted professional development for immersion teachers on both best practices writing and around the provincial writing packages.
2. Group scoring opportunities.
3. Support from a full-time French Immersion Coordinator and 0.50 FTE French Immersion Coach.

Mathematics

Actions implemented to support the SMART goals around mathematics are as follows:

1. Continued alignment of outcomes-based reporting and sector plan targets.
2. Clear grade level learning targets and continued emphasis on creating opportunities for student growth through differentiated instruction, scaffolding and enrichment.
3. Growth of the guided-math model (differentiated instruction, small group instruction, independent learning) supported by the Numeracy Coach and Math Consultant at Grades 1 through 8.
4. Continuation of *JUMP* math resource support for EAL students which allows all students performing grade level specific scripted instruction.

	5. Professional development delivered via a four-school intensive support math model that allowed direct support for teachers and classrooms by the Numeracy Coach and Math Consultant around instruction and assessment for numeracy skills including number talks, straight grade and split grade level grouping, flipped classroom instruction, math centers, small group instruction and utilization of concrete math manipulatives. 6. 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>. 7. Continued exploration of accessing the <i>Response to Intervention</i> (RTI) model. 8. Consulted with teachers, administrators, and superintendents on current math assessment processes. We developed two new elementary common math assessments based on best practice and current models. These were built in collaboration with teachers and will be implemented in the 2019-20 school year. 9. At the high school level, continued leadership from math area specialists who serve as Education Leaders to provide students with tutorial math support, non-semestered instruction at the Grade 9 level and recovery opportunities, which allowed RCSD to meet the SMART goal of 90% of Grade 9 students passing Grade 9 math and 90% of students in Grades 10 – 12 achieving their math course credits.
Measures for Reading, Writing and Math at Grade Level	
Proportion of Grade 3 Students Reading At or Above Grade Level	
Grade 3 reading levels are considered a leading indicator of future student performance. In response to the <i>Plan for Growth Improvement</i> 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) is reading at grade level will mean more students each year are ready to learn in Grade 4 and beyond. The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province over a period of time. The table shows the proportion of Grade 3 students with reported reading levels.	



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, 2019

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

Our 2018-19, Grade 3 reading level data showed a slight decline from the overall 2017-18 reading results of 85.1%. In 2019, 81.3% of RCSD students in Grade 3 were reading at or above grade level. 83.6% of non-FNMI students achieved the goal which was a drop from the previous year's results. However, our FNMI students increased from 64.2% of FNMI students reading at or above grade level in June 2018 to 65.7% of FNMI students reading at or above grade level and overall our division has still achieved over 80% in line with the ESSP goal. RCSD continues to work intensively with our FNMI students to promote reading in the home, engaging reading interventions and stronger reading practices. Additional literacy supports in terms of personnel and resources are provided to support struggling students at our schools with the highest self-declared FNMI populations. There is also a continued focus on our EAL learners with pull out and push in support provided by EAL teachers in the classroom. RCSD's overall reading results of 81.3% exceed the provincial reading results of 75% (a relatively consistent trend).

FNMI Commentary

RCSD continued to provide additional *Levelled Literacy Intervention* (LLI) teachers to deliver the LLI program for FNMI students in Grades 1-3 at our schools with the highest population of self-declared FNMI students. At our schools with the highest FNMI population, a special literacy classroom was formed which was staffed with an LLI teacher, a 0.50 FTE Speech and Language Pathologist for oral language development, and ongoing support from the English Language Arts Consultant, teacher-librarian, and Coordinator of Curriculum and Instruction. This allowed daily small group literacy instruction for students not achieving grade level expectations. Additionally, Early Years Evaluation (EYE) data was used to quickly identify students who needed support in the LLI commencing at the beginning of the 2018-19 school year.

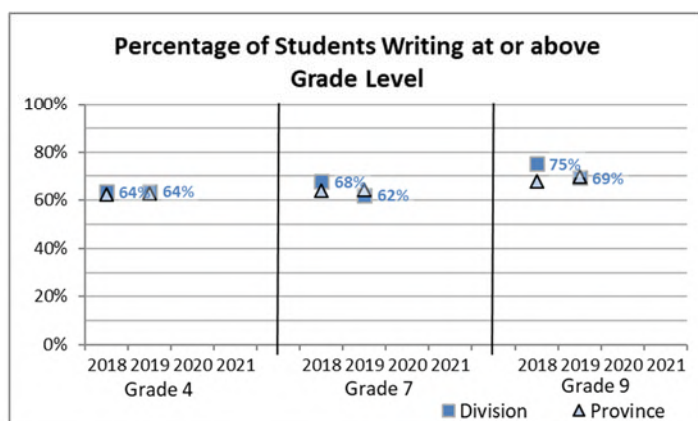
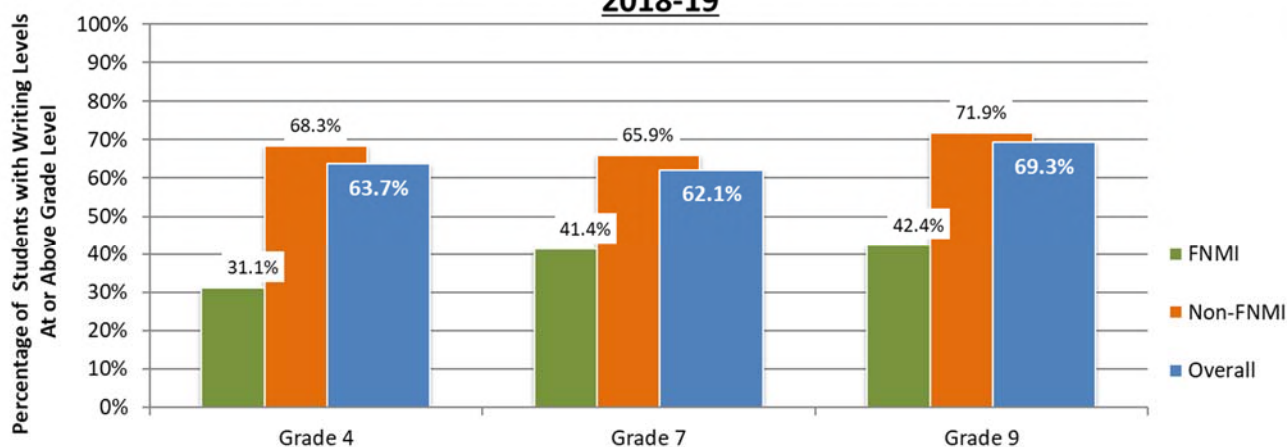
Division benchmarking was completed in November, March and June. The SMART goal for FNMI students was the same for the non-FNMI population. Although our targets were not met for our FNMI students, the goal was to close the achievement gap. As our Grade 3 data indicates, there was an increase for grade level reading from 64% to 66%. Tracking students reading below grade level and providing intensive supports did help to close the achievement gap. Transiency continues to be a concern, as does daily attendance, which is closely related to achievement. RCSD continues to work with the United Way to raise community awareness on the importance of attendance.

Proportion of Students Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. The provincial writing goal is that by June 2020 at least 80% of Grades 4, 7 and 9 students will be at or above grade level as determined by the provincial rubric. ESSP writing results are being reported for a second time in 2019. Students need strong written communication skills to meet challenges of their future. Writing helps students to: learn; shape critical thought; express and record ideas; convince others; and demonstrate knowledge and veracity. Developing writing skills also reinforces reading skills.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) in Grades 4, 7 and 9 by levels according to the provincial writing rubric. The chart below the graph shows school division results relative to the province over a period of time. The table shows the proportion of students with reported results.

Percentage Writing At or Above Grade Level, Regina RCSSD 81, Grades 4, 7, and 9, 2018-19



Proportion of Students with Reported Writing Levels, 2018-19

	Students with a Reported Writing Level		Students with no Reported Writing Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (Grade 4)	848	89.3%	10.4%	0.3%	950
Division (Grade 7)	821	92.2%	7.2%	0.6%	890
Division (Grade 9)	763	90.0%	9.2%	0.8%	848
Province (Grade 4)	13,150	88.5%	10.4%	1.1%	14,860
Province (Grade 7)	12,332	90.3%	8.2%	1.5%	13,656
Province (Grade 9)	11,378	88.3%	7.6%	4.1%	12,883

Notes: Writing levels are reported based on a provincially developed rubric. The percentage of students at each level was determined as a proportion of those students with a 'valid' writing 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, 2019

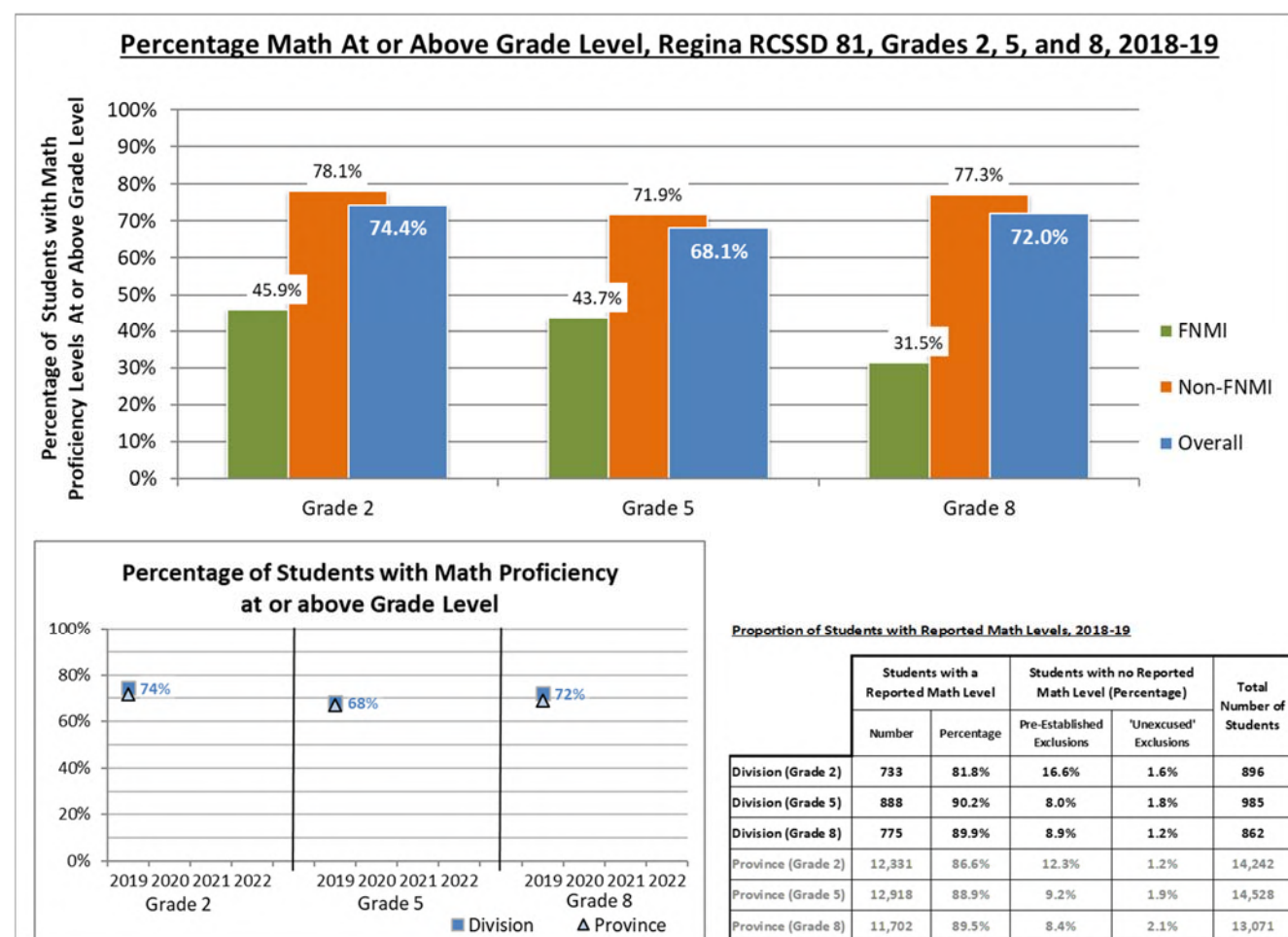
Analysis of Results – Proportion of Students Writing At or Above Grade Level

RCSD has collected writing assessment data around writing for five years based on a system assessment, the *On Demand Writing Assessment*. 2019 was the first year of Grade 4, 7 and 9 provincial submission of data for both the English and French Immersion program utilizing the provincial holistic writing rubric. Our overall results were below the Division target of 70% at each of the three grades. The percentage of Grade 4 students writing at grade level was similar to 2018 results of 63.7% and 63.5% respectively. Although the percentage of non-FNMI students in Grade 4 writing at grade level increased, there was a 25% decrease in grade level or higher writing achievement for FNMI students. The percentage of Grade 7 students writing at or above grade level remained consistent with 2018 results for FNMI and non-FNMI students. Overall Grade 9 writing results were lower, down 6% from 75.2% in June 2018 to 69.3% in 2019 with 74.2% of FNMI students writing at or above grade level in 2018 down to 42.4% in June 2019. However, overall writing results are on par with the provincial levels of writing achievement at each of the three grades.

Proportion of Students At or Above Grade Level in Mathematics

Mathematics number strand is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. The provincial goal is that by June 2020 at least 80% of Grades 2, 5, and 8 students will be at or above grade level is determined by the provincial rubric. ESSP math number strand results are being reported for the first time in 2019. Students who develop understanding of the number strand outcome become flexible and confident with numbers, and can transfer those abilities to more abstract problems.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) in Grades 2, 5 and 8 mathematics by levels according to the provincial number strand rubric. The chart below the graph shows school division results relative to the province over a period of time. The table shows the proportion of students with reported results.



Notes: Math number strand levels are reported based on a provincially developed rubric. The percentage of students at each number strand outcome level was determined as a proportion of those students with a 'valid' math 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, 2019

Analysis of Results – Proportion of Students At or Above Grade Level in Mathematics

2018-19 was our first year collecting holistic number strand scores using the provincially developed rubric. RCSD did not achieve its goal of 80% of Grade 1-3 students at or above grade level, seen through the results of 74.4% of Grade 2 students reported at or above grade level in the number strand. Our goal to have 75% of Grades 4-8 students at or above grade level was also not met, with 68.1% of Grade 5 students and 72.0% of Grade 8 students at or above grade level in the number strand.

In our data, there was a significant gap between our non-FNMI and FNMI students at or above grade level.

- In Grade 2, 78.1% of non-FNMI students compared to 45.9% of FNMI students were at or above grade level.
- In Grade 5, 71.9% of non-FNMI students compared to 43.7% of FNMI students were at or above grade level.
- In Grade 8, 77.3% of non-FNMI students compared to 31.5% of FNMI students were at or above grade level.

Although our results are in line with provincial averages, it is evident that further supports are needed to improve Math achievement in the number strand in our elementary schools.

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

ESSP Outcome:

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

ESSP Improvement Targets:

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

ESSP Priority:

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

School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome	High School Completion 1. From September 2018 to June 2019, 80% of self-declared FNMI students in each of Grades 10, 11, and 12 will attain a minimum of 8 academic credits. 2. By June 2019, the percentage of FNMI students completing Grade 10 and remaining in school for Grade 11 will be 90%. 3. The on-time graduation rate for FNMI students in Grade 12 will be 75% or greater by 2019, 80% or greater by 2020.
School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome	In 2018-19 school year, the school division had 1,228 self-declared First Nations, Métis and Inuit (FNMI) students. Supported by the First Nations Métis Education Achievement Fund (FNMEAF), the school division maintained the roles of two FNMI High School 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 Advisor at Miller Comprehensive Catholic High School. We recognize a need for an additional support and are exploring expanding this role into all four High Schools in our division. The FNMI Advisor job descriptions are directly tied to local RCSD SMART goals mentioned above. We also used the data from the <i>OurSchool</i> Survey 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

	The FNMI Advisors provided support for FNMI students in the following five areas: Relationships and Mentoring 1. Support through the development of healthy supportive relationships with Elders, students, teachers, staff and parents/guardians. 2. Individual student meetings occurred to plan for their year (i.e. reviewing class/course selections and the student students' needs to succeed and stay on track to graduate). 3. Daily check-ins throughout the year to support students in the area of attendance, class performance, behaviour and referral for additional support during the school year. Transitions 1. Transitioning presentations for Grades 8 and 9 were completed at associate schools to introduce the FNMI Advisors and make FNMI students aware of the supports available to them at the high school they plan to attend. This supports a smooth transition and fosters greater success. 2. Students requiring additional support upon entering the new school or high school environment were provided support at the beginning of each semester. The FNMI Student Advisor became the main contact/resource for FNMI students at the school. 3. FNMI students explored post-secondary opportunities with support of the FNMI Advisor during the year to better prepare them to attend a post-secondary institution including spend-a-day, local institute tours and post-secondary presentations. Culture 1. FNMI students were provided opportunities to grow spiritually, emotionally, physically and mentally through cultural connections in the school and local community. 2. Students were provided opportunities throughout the school year to support their cultural identity by connecting them to community cultural events such as attending <i>The Graduation Powwow</i>, FNMI speaker presentations, local video screenings, theatre performances, <i>National Aboriginal Day</i> events and the <i>Friendship Centre Powwow Group</i>. 3. Miller Comprehensive Catholic High School has a First Nations Drum group led by a local cultural instructor. This provided FNMI students with a sense of belonging and access to positive role models. The Drum group shared their talent by performing at local community events and ceremonies. 4. The <i>Elder In-Residence</i> program in Miller Comprehensive Catholic High School and Archbishop M.C. O'Neill Catholic High School provided students with opportunities to connect with their culture through teachings, prayer, and smudging.
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	Career Planning 1. Post-secondary pathway presentations and visits were made available to FNMI students throughout the year. 2. Trade pathway opportunities were available at local schools through <i>Try-a-Trade Trades Spotlight</i>, <i>RCSD Career Day</i>, and <i>Stepping Stones Career Day</i>. 3. Students explored alternative credit acquisitions through trades learning opportunities in the <i>Trades and Skills Construction Apprenticeship Program (TASCAP)</i>. 4. Provided post-secondary print material on-site and/or located electronically available information. 5. Assisted FNMI students with on-line applications for career opportunities (i.e. resume building, references, and assistance with completing documentation such as; personal identification and SIN Card). 6. FNMI students were provided assistance with applications for local bursaries and awards available to them in the community. Academics 1. Advocated on behalf of the FNMI students for academic success through on-going communication tracking, using <i>OneNote</i> documentation and communication at the school. This allowed staff to be updated and knowledgeable of current student interventions, supports and struggles. 2. Identified interventions to assist FNMI students to acquire credits needed to graduate such as tutorial support, on-line credit acquisition and special projects as needed. 3. Encouraged 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. 4. Scheduled time for FNMI students to attend after school tutoring for those requiring additional support in class, completing assignments and/or projects to keep them on track to succeed. Parental/Caregiver Engagement 1. Open and on-going communication with students and parents/caregivers to ensure their child is on a successful academic track and personal pathway for transitioning. 2. Provided opportunities to invite parents/caregivers to school events (i.e. meet the teacher night, parent nights, awards ceremonies, and speaker's series presentations). 3. Personal contact with parents/caregivers through phone conversations and home visits to keep parents/caregivers informed of their child's academic progress.
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	Additional Supports High School Resident FNMI Elders (both female and male) provide weekly guidance and support for FNMI students. 1. Regular meetings allowed the Elders to encourage and recommend FNMI students considering post-secondary and trades options of interest. 2. Provided one-on-one guidance and support for FNMI students through weekly meetings as requested by school administration, the FNMI Advisor, and teachers. Successes 1. Teachers providing academic support and on-going communication were very positive. 2. School intervention teams met regularly to identify students that required extra support so that the outcome was successful for the FNMI student. 3. As the data reflects, students were provided extensive individualized support in their academic careers. Eight or more credits per year is not necessarily reflective of On-Time Graduation based upon the students' academic schedule over all three years in Division IV. Challenges 1. Time played a factor to meet all students' demands, taking away from FNMI students' cultural connections time as interventions took precedence. 2. Parental engagement was sometimes limited and hindered some relationships.
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 used for grade promotion and graduation decisions, to meet entrance requirements for postsecondary education, and to determine eligibility for scholarships and awards 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, 2018-19						
Subject	All Students		Non-FNMI		FNMI	
	Province	RegC	Province	RegC	Province	RegC
English Language Arts A 10 (Eng & Fr equiv)	73.9	75.9	77.0	76.9	62.0	68.1
English Language Arts B 10 (Eng & Fr equiv)	73.2	73.3	76.5	74.1	60.8	65.9
Science 10 (Eng & Fr equiv)	72.6	77.1	76.0	78.2	59.8	66.6
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.3	66.2	77.2	67.5	60.7	59.9
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	73.3	77.5	75.6	78.1	61.1	70.0
English Language Arts 20 (Eng & Fr equiv)	75.6	76.6	77.7	77.3	65.2	70.5
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.7	61.9	70.2	61.3	63.1	64.1
Math: Foundations 20 (Eng & Fr equiv)	74.7	76.7	76.3	77.3	65.3	69.5

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, 2019

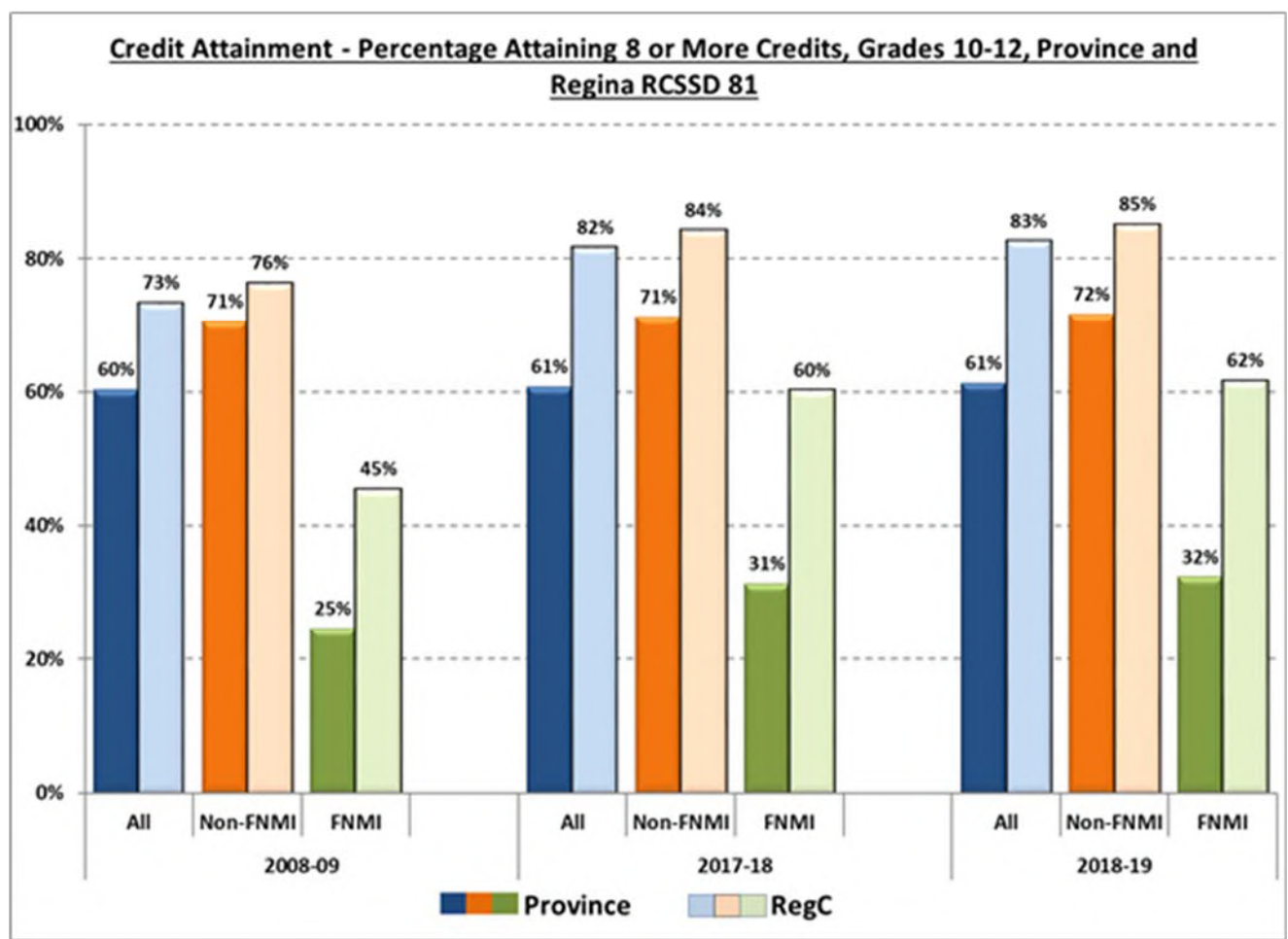
Analysis of Results – Average Final Marks

Annual final marks are one measure of success. 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 RCSD are above the provincial FNMI average in most courses displayed, these results are below those for non-FNMI students in the Division. As such, targeted interventions were put in place. FNMI peer tutoring coordinated by FNMI Advisors, has been a successful intervention. Outstanding assignment recovery (OAR) days, now fully implemented at all high schools, are held several times each semester as part of the new assessment strategy. These teacher-led days are particularly beneficial for students who struggle with consistent attendance. While our school division's FNMI students' attendance rates (reported in the next section) were significantly higher than the provincial average, they are still below the non-FNMI attendance. Therefore, OAR days will provide another targeted intervention to narrow the gap identified in the chart.

Credit Attainment

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

The following 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, 2019

Analysis of Results – Credit Attainment

RCSD continues to see a strong performance in its overall credit attainment, increasing to 83% of Grades 10-12 students attaining eight or more credits in 2018-19. Results for RCSD's non-FNMI student subpopulation exceeds the provincial results at 85% compared to 72% provincially. In 2018-19, 62% of RCSD's FNMI students achieved eight or more credits which was nearly double the provincial FNMI results of 32%.

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 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 students the opportunity for credit recovery. Although credit recovery is one action that has increased credit attainment, some 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 *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.
- By June 2018, students will report a 5% increase in intellectual engagement as measured by OurSCHOOL.

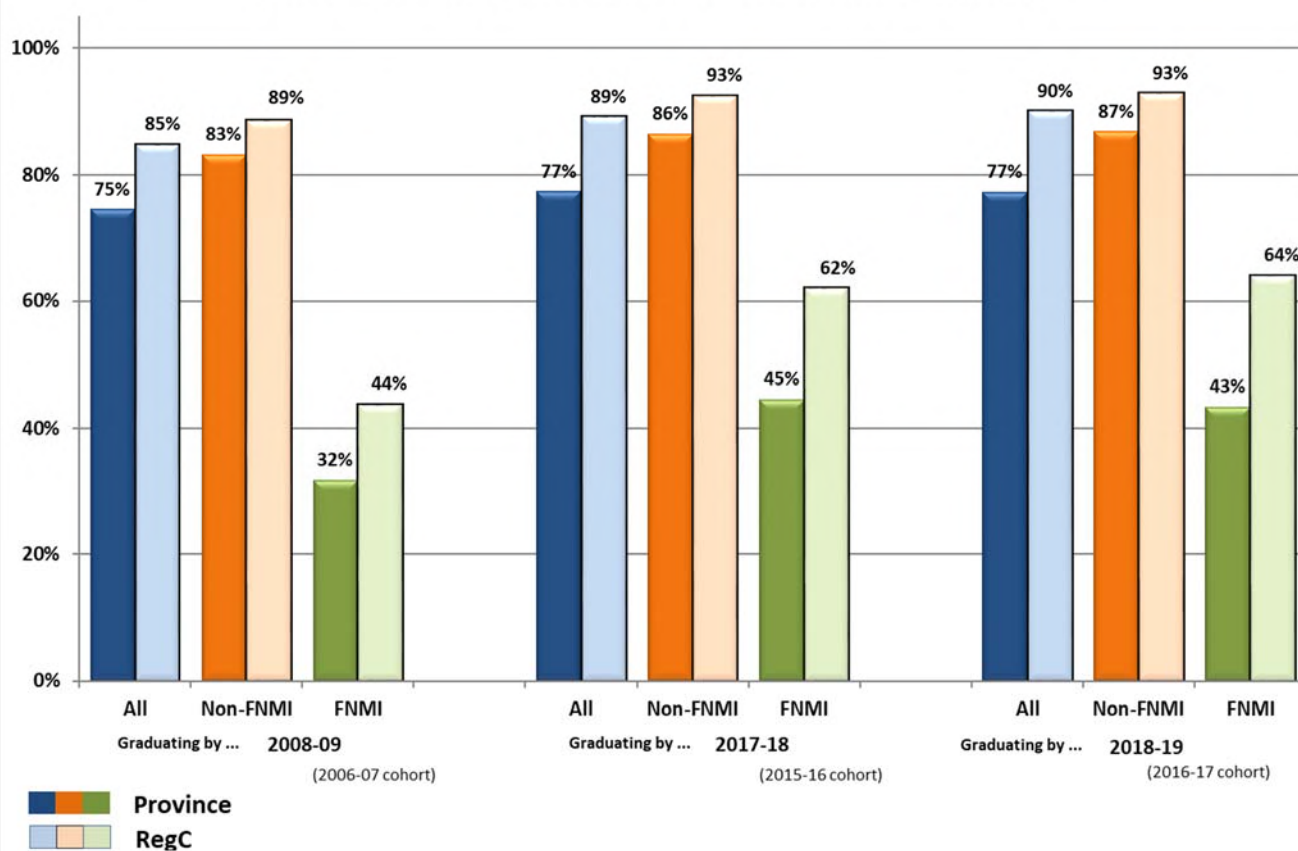
School Division goals aligned with the Graduation Rates outcome	High School Completion 1. From September 2018 to June 2019, 80% of self-declared FNMI students in each of Grades 10, 11, and 12 will attain a minimum of 8 academic credits. 2. By June 2019, the percentage of FNMI students completing Grade 10 and remaining in school for Grade 11 will be 90%. 3. By June 2019, the percentage of students who were eligible in September to graduate from Grade 12 and who actually graduate will be 90% or greater. 4. The on-time graduation rate for FNMI students in Grade 12 will be 75% or greater by 2019, 80% or greater by 2020.
School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Graduation Rates outcome	Graduation Rates Regina Catholic Schools continued to implement a division-wide graduation plan that consisted of three key goals: 1. Grade 9 Transition – support plan for Grade 8 students entering high school as Grade 9 students. The introduction and use of <i>My Blueprint</i> (an on-line 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. 2. Use of Graduation Plans – with the support of <i>My Blueprint</i> and our student support team, every high school student had a graduation plan. 3. 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, our FNMI students 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. RCSD continues to see the benefit in the following best practices that we have established in the past few years: 1. High School Grading and Assessment Practices – all high schools employed the use of the <i>High School Grading and Assessment Guidelines Handbook</i>, so

courses had common weightings and mark entry systems to support the transition from outcomes-based reporting on a *4-point* assessment scale to percentage grades at high school. Part of these best practices included the use of formative assessment opportunities to provide meaningful and timely feedback around learning targets to promote student success. The four keys to student success: regular and prompt attendance, completion of all assignments, preparation for all assessments, and positive and willing engagement.

2. **Student Support Teams (SST)** - High School Student Support Teams gathered weekly at their respective sites. At the school division level, grade level meetings were conducted twice a semester to create action plans for successful intervention strategies. School based guidance teams also did work with transition of Grade 8 students to high school by school visits from March – June prior to the 2018-19 school year to lay the foundation for a smooth transition to Grade 9 students. Guidance teams further tracked students in Grades 10-12 for on-track credit acquisition towards graduation and put in place recovery options, such as; extended semesters, online recovery and/or summer school plans for core course requirements.
3. **Homework/Assignment Recovery** - All high schools offered a minimum of three “catch up days” a semester. These outstanding assignment recovery opportunities occurred at lunch hours, on non-student-contact days and after school. Counsellors, classrooms teachers, Learning Resource teachers, Student Support Services teachers, Teacher-Librarians and other school division staff provided support to students.
4. **Credit Recovery** - The school division created an administrative application with respect to credit recovery. The process for marks calculation and qualification are clearly outlined and with the participation of the classroom teachers, students are referred to an on-line course delivery model to allow students extended time to complete the missing outcomes and recover the credit.
5. **Community Coordinators/Family Support Coordinators** – These personnel worked in collaboration with Student Support Teams to provide extended individual and family support and interventions for students based on their needs by connecting to outside agencies and resources and with the families to provide additional support to parents/caregivers to help them navigate challenging situations.
6. **Aboriginal Advocates** - These positions continued to be very valuable and existed at two of our high schools with the greatest number of self-declared students. Their mandate was to provide support for the ESSP outcomes for FNMI graduation rates by working with students and their families to provide guidance and support, cultural engagement activities and to build relationships.
7. **Partnership Development** - The Community Partnership Consultant was involved with initiatives that focused on the ESSP graduation rates outcomes. RCSD continued to be involved with the RDIEC and career spotlight

	opportunities for students. As well, the <i>RCSD Career Day</i> was held at each of our four high schools. Over 40 different careers were highlighted. The ongoing focus was aimed at assisting students to gain a better understanding of possible careers and help students transition from high school to post-secondary education or the workforce. The Community Partnership Consultant worked with Saskatchewan Polytechnic to create a career day for Grade 10 students at Saskatchewan Polytechnic in Regina. 67 careers were highlighted at this event. This was an opportunity for our Grade 10 students to start career planning and looking at credits needed. 8. My Blueprint - School counsellors have worked with the Grade 10-12 students and their teachers using <i>My Blueprint</i> in order to assist students with career exploration, course-planning options and developing a career-planning portfolio. 9. Learning Online - The Learning Online program which offered a full complement of all course credits required for graduation continued to meet the needs of a variety of students by serving students who did not function well within traditional classroom settings; this included students with work commitments, extended travel, high performance arts or athletic interests and physical or mental health obstacles.
Measures for Graduation Rates	
Grade 12 Graduation Rate: On-time (within 3 years)	
To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 required secondary level credits at the end of Grade 12. On-Time Graduation Rates are one measure of the efficiency of a school 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. The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within three years of entering Grade 10, along with provincial results in each of these categories.	

On-time Graduation Rates, Province and Regina RCSSD (Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)



Notes: On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2019

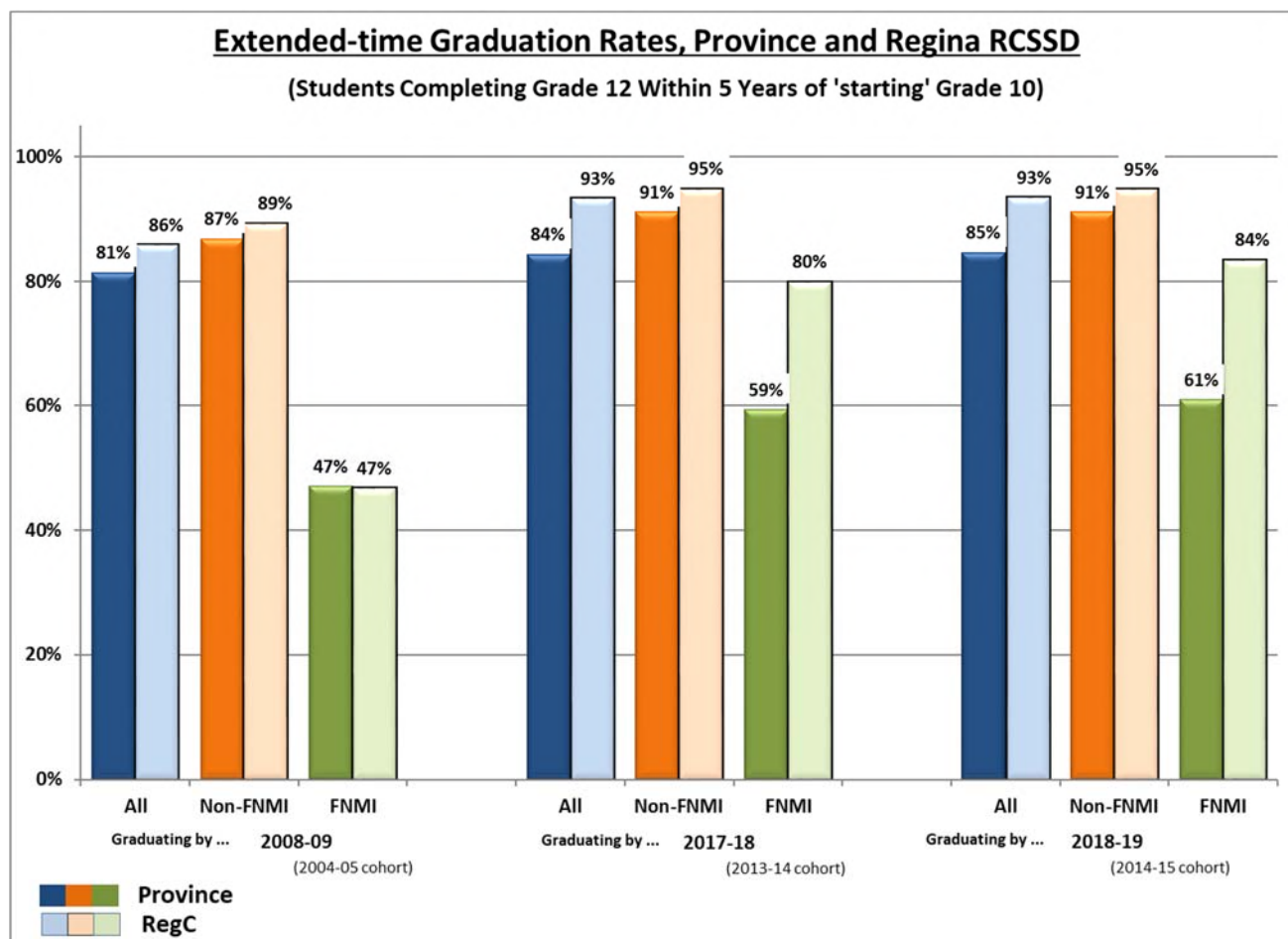
Analysis of Results – On-time Graduation Rates (within 3 years)

RCSD's overall On-Time Graduation Rate was 90% in 2018-19, which continues to be well above the provincial average of 77%. There was a 1% increase in the On-Time Graduation rate for all students and the On-Time Graduation Rate for non-FNMI students stayed at 93%. The 1% overall increase can be attributed to an increase in our On-Time Graduation rate for our FNMI students. While RCSD performs above the provincial average for non-FNMI students, the 30% gap between our non-FNMI and FNMI On-Time Graduation rates continues to be an area of focus. 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: Extended-time (within 5 years)

Some students need more time to complete all the courses necessary to graduate so they continue in school longer than the typical three years after beginning Grade 10. Extended-time graduation rates are one measure of the responsiveness of the school system.

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

Source: Ministry of Education, 2019

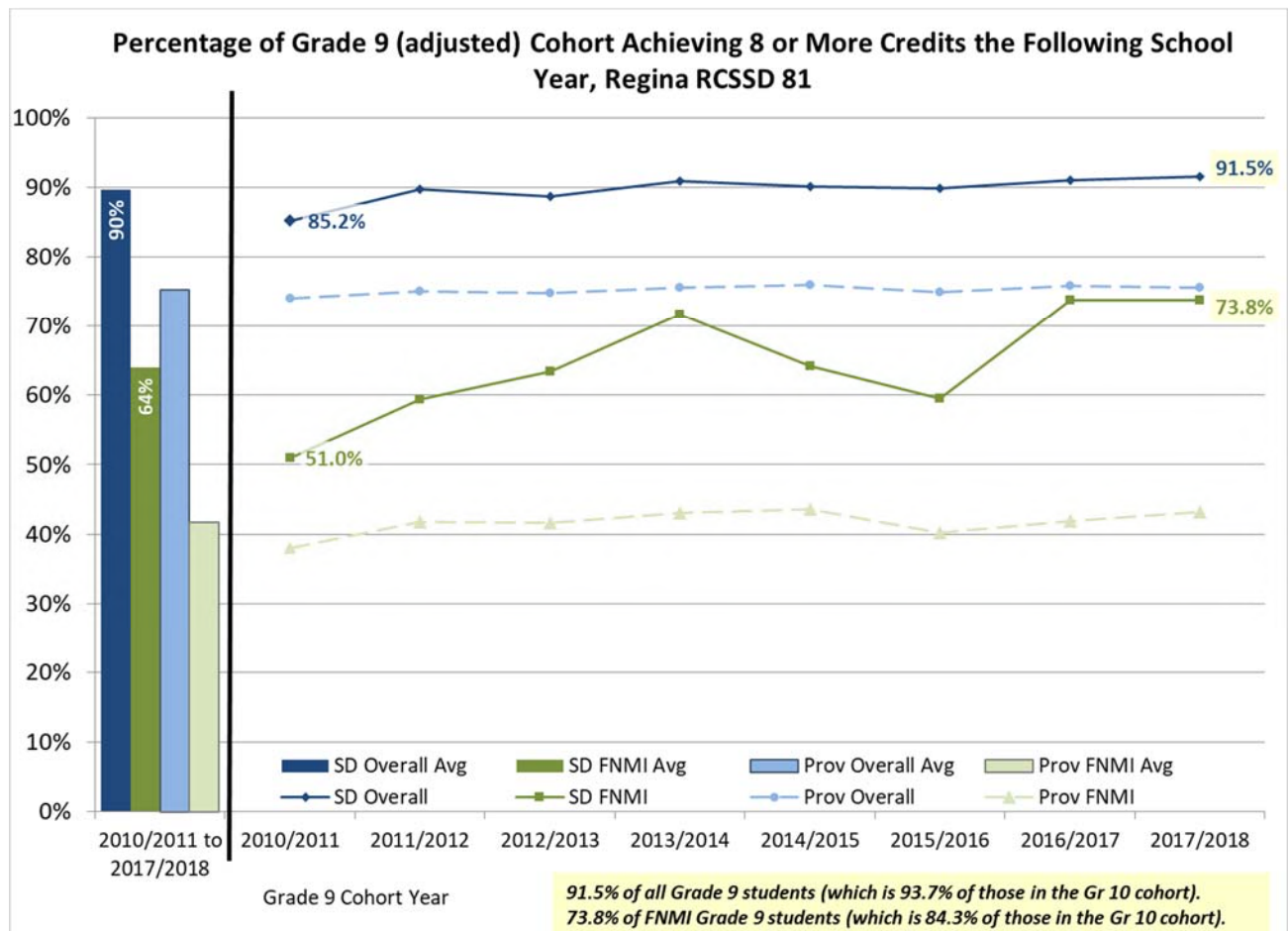
Analysis of Results – Extended-time Graduation Rates (within 5 years)

In 2018-19, overall RCSD results for Extended-time Graduation Rates continued to be above the provincial results by 8% with a notable 93% success rate. While the Division performs above the provincial average (85%) for non-FNMI students, the most notable success is in the rate of FNMI students graduating within the extended time-period. 84% of FNMI students in the school division had graduated within five years compared to 61% provincially. This is also a 4% increase over last year's school division results for our FNMI students and our highest rate thus far for this measure, hitting the provincial graduation target of 80%, albeit over an extended time. It is our goal to continue with the intensive interventions and supports so that we can continue this upward trend and have our FNMI students achieve success.

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, 2019

Analysis of Results – Grade 9 to 10 Transition

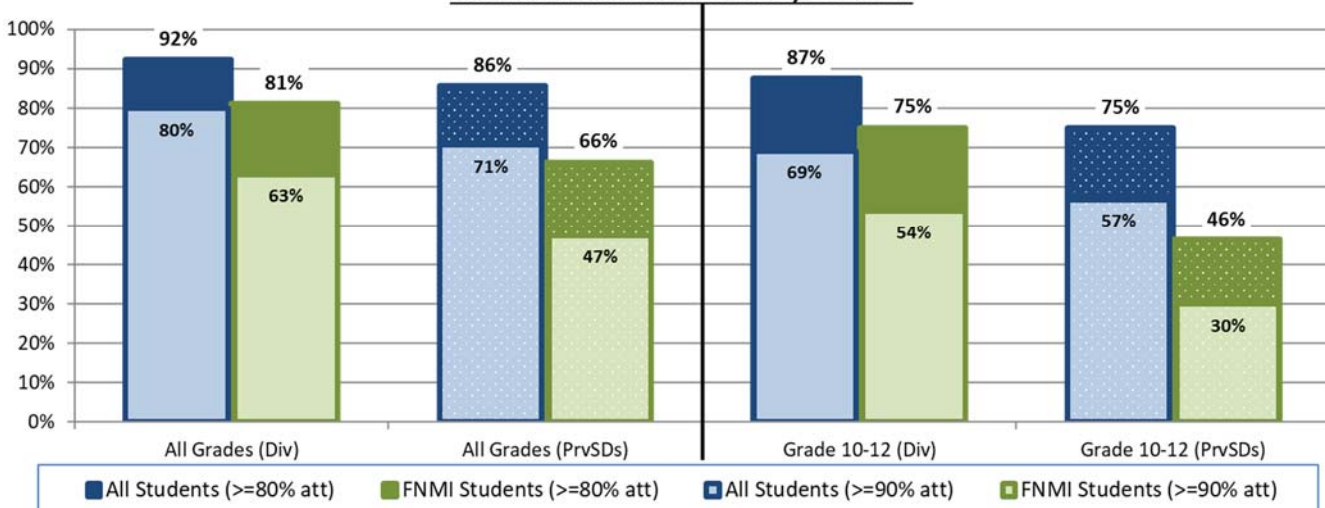
The overall rate of Grade 9 students who attain eight or more credits the following school year continues to hover around 90% (actual 91.5% up slightly from 2018 results) for the past six years. This is approximately 15% above the provincial results. RCSD's FNMI results stayed the same as the previous year at 73.8% in 2018. Our 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 to 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.

Attendance

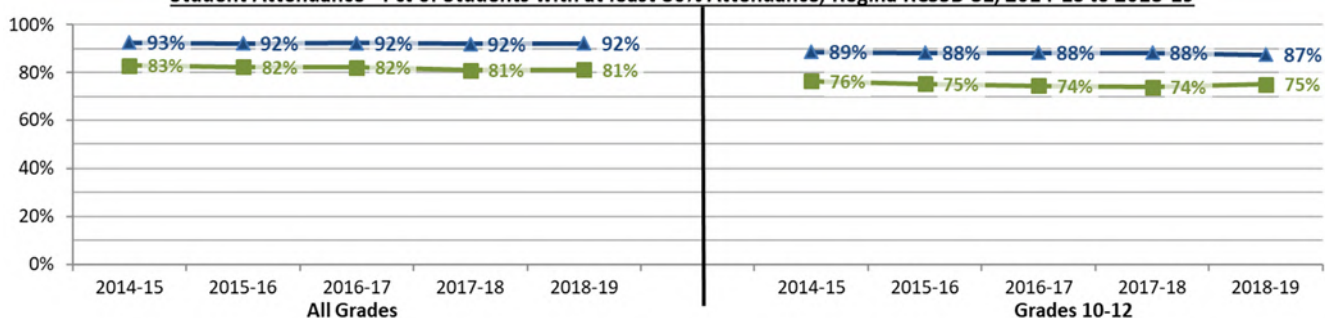
Regina Catholic Schools recognizes that attendance is one of the key indicators of success. During the 2018-19 school year we partnered with Regina Public School Division, Conexus Credit Union and United Way to launch an *Attendance Matters* campaign. The main focus of the partnership was to create awareness with all of our stakeholders around the significance of attendance. Together we created an awareness video and awareness posters that are on display in all of our schools. We have engaged our parents through evenings focusing on attendance and ways to support their children. We have created awareness in our schools through incentives and through building relationships with our communities. School Based Administrators have developed strategies and supports at each school. United Way and Conexus Credit Union have provided monetary supports and technology skills to help with the production of the video and creation of the posters for each school. RCSD has worked hard to raise the level of understanding and importance of attendance with all our stakeholders.

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

Percentage of Students With at Least 80% (and 90%) Attendance, Regina RCSSD 81 and Provincial School Divisions, 2018-19



Student Attendance - Pct of Students with at least 80% Attendance, Regina RCSSD 81, 2014-15 to 2018-19



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division, but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis, or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Attendance

Attendance Matters – Again in 2018-19, a high percentage of students in RCSD attended 80% or more with overall 92% in PreK-12 and 87% in Grades 10-12. 81% of FNMI students in RCSD attended 80% or more, which was significantly higher than the provincial rate for this group of students (66%). One concern is that in Grades 10-12, the time of critical credit acquisition towards graduation, the percentage of FNMI students in RCSD attending 80% or more is 6% lower at 75%, though this is an increase over the previous year. In 2018-19 there was a 1% increase in the percentage of RCSD students attending 90% or more compared to 2017-18. RCSD continues to perform well in student attendance in comparison to the province average. In 2018-19, RCSD was 6% higher for the 80% attendance measure and 11% higher for the 90% attendance measure. Although RCSD's attendance in Grades 10-12 is above provincial averages, it is an area of focus. There is a 5% and 11% drop in percentages for 80% and 90% attendance data for Grades 10-12 when compared to the PreK-12

results. However, the work RCSD is doing has led to increases in both the 80% and 90% attendance data from 2017-18. RCSD will continue to focus on and refine its Common Attendance Practice which has interventions at 4, 8, 10 and 12 unexcused absences with support from teachers, guidance counsellors, FNMI advisors, administration and family interventions in support of student attendance and engagement. *OurSchool* data around intellectual engagement will continue to be a focus.

Early Years

ESSP Outcome:

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

ESSP Improvement Targets:

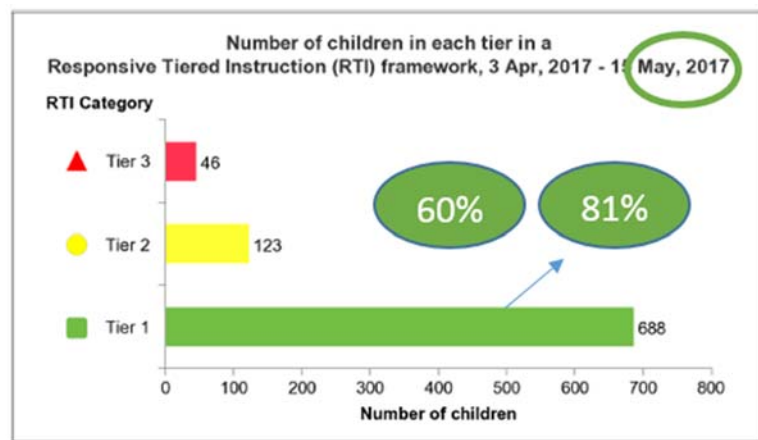
By June 2018, 75% of Prekindergarten educators will have completed Responding to Children's Interests (SPDU) workshop and 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten.

School division goals aligned with the Early Years outcome	Prekindergarten and Kindergarten 1. June 2019, 100% of the Prekindergarten students (age 4) will be assessed with <i>Help Me Tell My Story</i> or <i>Ages and Stages Questionnaire 3</i> (Pre assessment Sept -Nov; Post assessment April-May). 2. By June of 2019, 90% of students exiting Kindergarten will be ready for learning in Grade 1 - scoring Tier 1 on the <i>Early Years Evaluation Teacher Assessment</i> (EYE-TA). 3. 100% of the Kindergarten students who are identified as having Tier 2 or Tier 3 learning needs on the EYE-TA in November will be discussed at the Student Support Team (SST) before the end of January, 2019 and an action plan will be developed to guide the school team in meeting the individual child's learning/developmental needs.
School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Early Years outcome	Performance Indicators/Data Collection 1. Prekindergarten and Kindergarten 2018-19 Division Priority SMART Goals were shared with the school-based administrators, Prekindergarten and Kindergarten teachers at the start of the school year opening meetings. 2. The EYE-TA was administered to Kindergarten students in October-November 2018. An EYE-TA Post Assessment (children who scored RTI Yellow or Red in Fall 2019) was administered in April/May 2019. Kindergarten students who had a <i>Response to Intervention</i> (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. Included in the development and delivery of the EYE-TA Action Plans were the classroom teachers, School Administration, Community School Coordinators, Learning Resource Teachers, School Counselors, Speech and Language Pathologists, Speech and Language Assistants, EAL teachers and assistants, as well as consultation with the Literacy Kindergarten and Pre-Kindergarten Consultant. Administration, classroom teachers and other school personnel who participated in the school based EYE-TA Assessment meetings and action plan development were surveyed in May 2019 to gain feedback on the process as

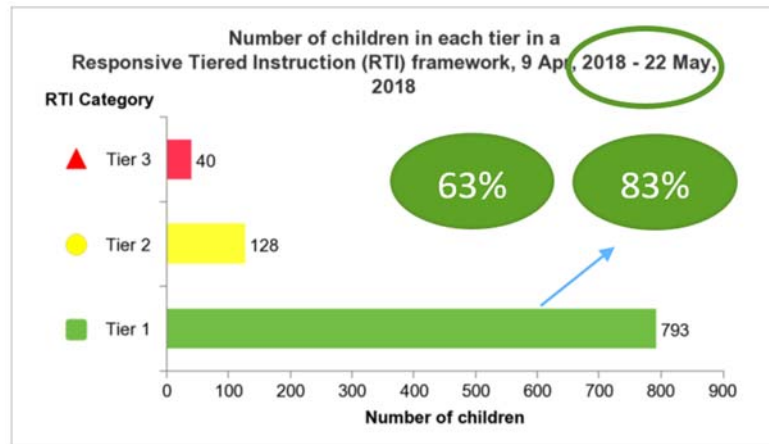
well as the documents. The adjustment to the EYE-TA 2019-20 smart goal, identifying *Role-Alike* meetings as a means to support Tier 2 children, was based on the results of this survey. A second result will be that the documents used to document supports for RTI Tier 2 and Tier 3 children will be reviewed and revised.

3. *The Help Me Tell My Story* (HMTMS) Oral Language/Family Engagement assessment was administered in several Kindergarten and Pre-K classrooms in January-February 2019. 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 2018-19 was the pre-teaching, the assessment and the engagement of parents/guardians in the assessment process. Classroom teachers, instructional assistants, Speech & Language Pathologists, as well as the Literacy Kindergarten and Pre-Kindergarten Consultant and FNMI Coordinator supported this process.
4. *The Ages and Stages Questions* (ASQ3) pilot was not implemented as originally planned. Discussions were had with Pre-K teachers regarding the assessment and format or implementation as well as information gained from the Early Learning Branch of the Ministry of Education and the early intervention organization, *KidsFirst* (Regina). Implementation as a pilot was deferred to the fall of 2019 based on readiness of school personnel and adjustments made due to additional information.

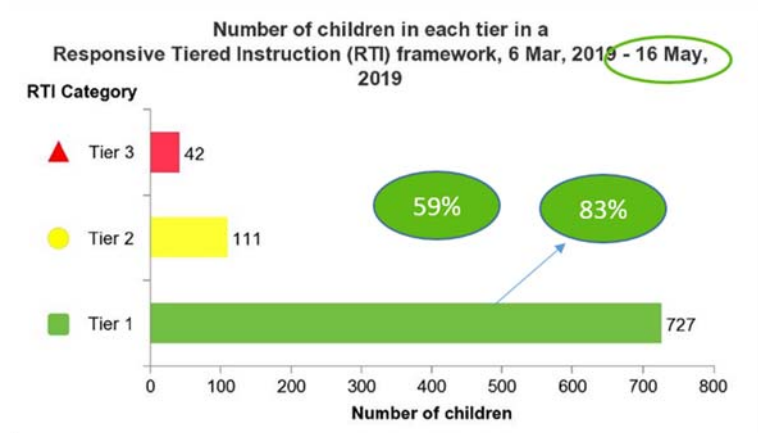
The following charts indicate the baseline for Kindergarten EYE-TA. RCSD continues to work towards the ESSP 2020 goal of 90% of students exiting Kindergarten will be ready for learning in Grade 1 (scoring Green – Tier 1 on the EYE-TA).



May 2017 – 81% of Kindergarten students scored Tier 1(Green) on the EYE-TA Assessment



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

Measures for Early Years

Early Years Evaluation

The Regina Catholic School Division has provided specific professional development training for all early learning teachers to assist them in their daily work of preparing Prekindergarten and Kindergarten students for Grade 1. This training has included the *Saskatchewan Professional Development Unit Responding to Children's Interests* (SPDU) and Literacy Practices in Kindergarten workshops. Through this training and building experience with the EYE assessments, the early learning teachers are improving their ability to identify student's needs and then develop follow-up plans with the Student Services Team and school division support personnel. The process involves the fall EYE-TA and analysis of the student results, followed by the Student Services Team meetings and determined interventions. The spring assessments provide the data used for the development of any needed support plans for the next school year. With our Human Resource Services department, we have implemented a strategy for the deployment of our Instructional Assistants. In this plan, the Instructional Assistants were

deployed at the beginning of the school year to assist in classrooms with large enrollment numbers or student needs.

- February 2019, RCSD partnered with *Responding to Children's Interest* (SPDU) to offer a Family Engagement session and a *Community Of Professional Practice* (COPP) sessions to allow teachers time to discuss EYE-TA implementation and follow up supports.
- *Role Alike* implementation planning meetings took place (Groups of Kindergarten teachers) following the fall assessment, in order to collaboratively review and analyze data, and share knowledge regarding differentiation within the classroom to support growth and development (Tier 1 & 2).
- Student Support Team meetings occurred, involving a multidisciplinary team from the school and division were planning took place to address those children who would need supports and assistance beyond the classroom (Tier 2 & 3)
- Movement towards outcomes-based reporting in Kindergarten lead to professional development to explore important literacy and numeracy skills and concepts that need to be addressed in Kindergarten, as well as the show of teaching these within an inquiry, play based setting. The importance of scaffolding for individuals and utilizing differentiation strategies has also been addressed in the framework of supporting the learning of Kindergarten curricular outcomes.

Following the November EYE-TA Assessments, the Instructional Assistants were re-deployed to the Kindergarten classrooms identified as having the most students requiring support.

Early Years Outcome: Professional Learning Tracking Process

1. By June 2019, 75% of Prekindergarten educators will have completed *Responding to Children's Interests* (SPDU) workshop.
 - o 71% of RCSD Prekindergarten educators had completed *Responding to Children's Interests* (SPDU) workshop in 2018-19.
2. By June 2019, 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten workshop (on-demand).
 - o 53% of RCSD Kindergarten educators had completed Literacy Practices in Kindergarten in 2018-19.

Early Learning Pedagogy area

- Most (85%) RCSD Prekindergarten and Kindergarten educators reported completing at least one professional development opportunity under the Early Learning Pedagogy area and eight of every ten (80%) have met the Early Learning Pedagogy criteria for non-credit Early Childhood specialization in this area – having completed two or more Early Learning Pedagogy professional development opportunities.

Relationship area

- Eight of ten (80%) RCSD Prekindergarten and Kindergarten educators have completed at least one core or specialized consideration professional development option in the relationship area.

Assessment Literacy area

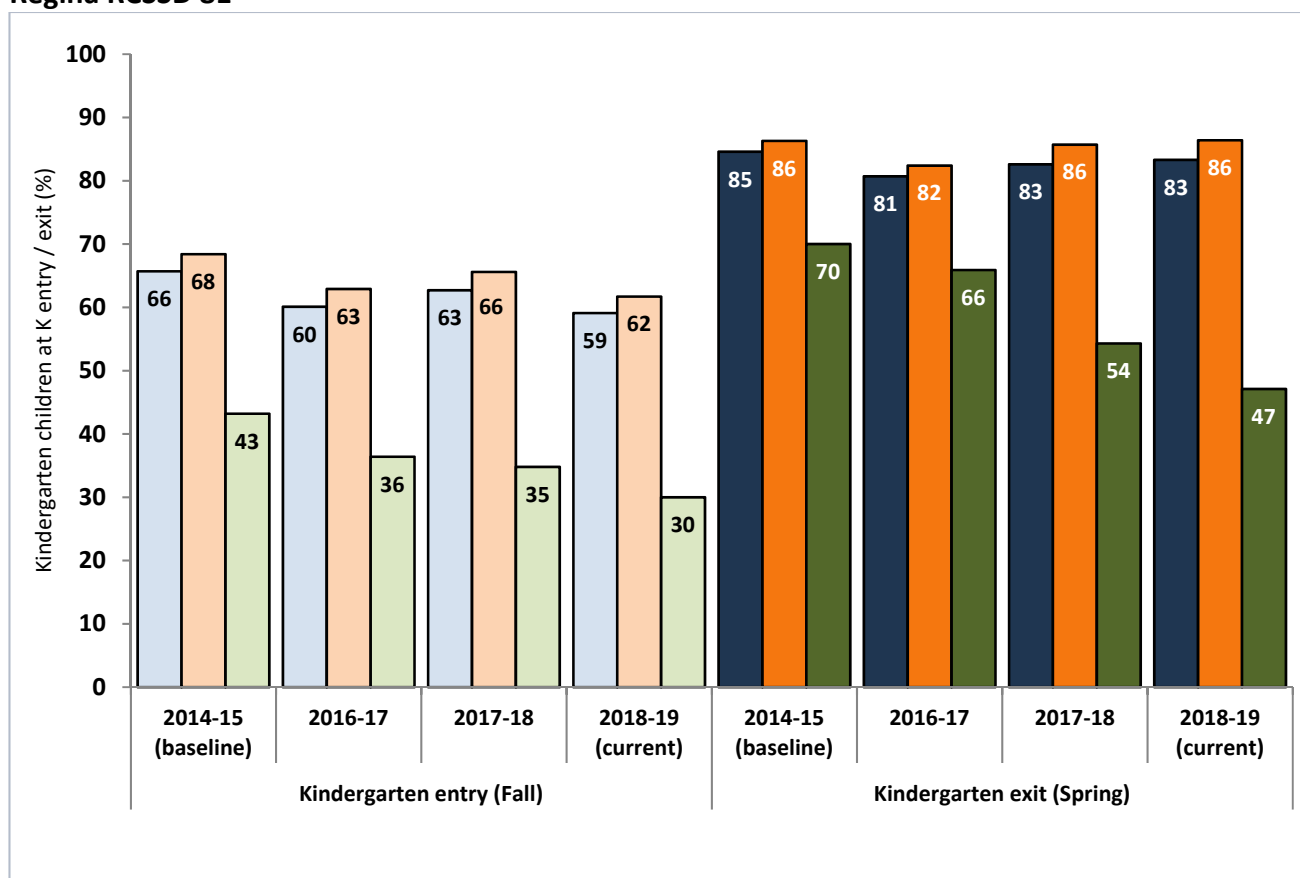
- 97% of RCSD Prekindergarten and Kindergarten educators have completed at least one professional development opportunity under the Assessment Literacy area. In this area, educators in Regina Catholic Schools completed opportunities designated for specialized consideration by Regina Catholic Schools (97%), compared to opportunities recommended by the Ministry (51%).

- **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 percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the three most recent years, as well as provincial results for the same time period.

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

Regina RCSSD 81



Saskatchewan (all divisions)

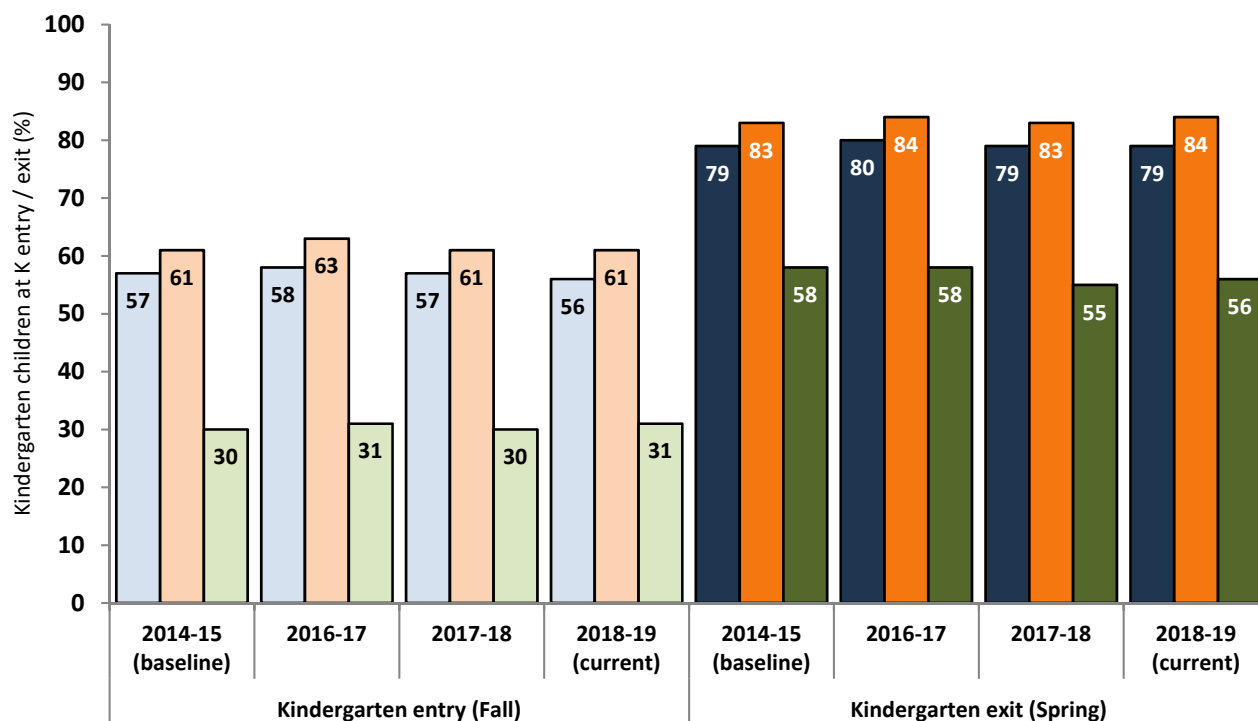


Chart Legend:

Tier 1 children (%)
at Kindergarten
entry; All children

Tier 1 children (%)
at Kindergarten
exit; All children

Tier 1 children (%)
at Kindergarten
entry; Non-declared
children

Tier 1 children (%)
at Kindergarten
exit; Non-declared
children

Tier 1 children (%)
at Kindergarten
entry; Self-declared
FNMI children

Tier 1 children (%)
at Kindergarten
exit; Self-declared
FNMI children

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, 2019

Analysis of Results – Early Years Evaluation

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 work aligns with the ESSP Early Learning 2020, where the goal is that by June 2020 children aged 0-6 will be supported in their development and to ensure that 90% of students exiting Kindergarten will be ready for learning in the primary grades. In our school division, we have experienced very consistent results over the last three years, where the increase in the spring assessments from the fall assessments has been approximately 20%. In 2018-19, we saw an overall increase of over 20% from 59% in the fall EYE assessment to 83% in the spring EYE assessment. 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 throughout the school year. 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 focus on our work in this area has led to the increase in Grade 1 readiness of both our FNMI and Non-FNMI students, but we need to continue to explore new ways of meeting the needs of students in order to move our results closer to the provincial goal.

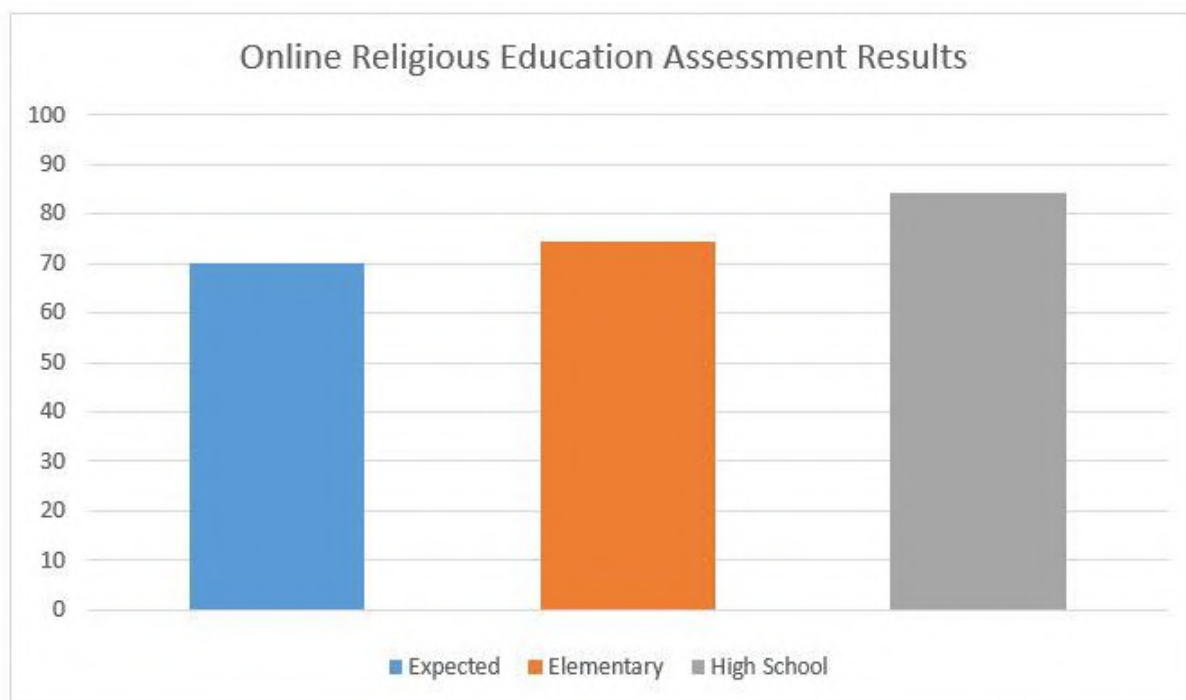
School Division Local Priority Areas	
A. Faith – Communities of Faith	
B. Technology – Essential Skills and Practices in 21 st Century Technology	
C. English as an Additional Language (EAL) –Transitions	
School division goals aligned with local priority area	A. Faith – Communities of Faith By June 2019, 90% of Grade 4 and 10 students will be able to articulate the faith by achieving a mark of at least 70% on the online religious education assessment. 1. By June 2019, 100% of all staff will have engaged in the process of their faith goals as agreed to on their Committed to Professional Growth (C2PG) form. 2. By June 2019, 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. 3. By June 2019, 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.
	B. Technology – Essential Skills and Practices in 21st Century Technology 1. 100% of all RCSD schools will have a Learning Improvement Plan goal that focuses on the improvement of technology integration into instruction. 2. By June 2019, 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 (ISTE) Standards for Educators. 3. By June 2019, 100% of teachers will incorporate into their long range plans the Saskatchewan Ministry of Education Digital Citizenship continuum.
	C. English as an Additional Language (EAL) – Transitions 1. By June 2019, 70% of Grade 1 to 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 2018-19 school year to support local priority area	A. Faith –Communities of Faith 1. Over 90% of Grade 4 students achieved a score of 70% or higher with the average score for all students being 74.5%. 90% of Grade 10 students achieved a score of 70% with the average score for all students being 84.3%. 2. 100% of staff completed their faith goals as agreed to on their C2PG forms. 3. 100% of staff and students were involved in retreats, charitable donations, liturgies, service projects, Christian Action Projects etc. 4. 100% of teaching staff have permeated the Catholic faith into at least one of their lesson plans in a subject other than Religion or Catholic Studies.
	B. Technology – Essential Skills and Practices in 21st Century Technology Regina Catholic Schools continue to work towards meeting our three smart goals related to Essential Skills and Practises in 21st Century Education. 1. 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. 2. By June 2018, 100% of RCSD teachers will have a technology integration goal in their C2PG. • We are achieving this goal. 3. By June 2020, 100% of teachers will incorporate into their long range plans the Sask. Ministry of Education Digital Citizenship continuum. • We are achieving this goal.
	C. English as an Additional Language (EAL) - Transitions Regina Catholic Schools achieved their EAL goal by an additional 4%. In 2018-19, 74% of Grade 1 to 12 EAL students with global CFR levels of A1.1 to A2.2 who have been receiving EAL support for this past year increased one global CFR level.

Local Measures for Area Priorities:

- A. Faith – Communities of Faith
- B. Technology – Essential Skills and Practices in 21st Century Technology
- C. English as an Additional Language

A. Faith –Communities of Faith



Elementary results: The overall average for the students who took the online assessment was 74.5%.

High School results: The overall average of the students who took the online assessment was 84.3%.

B. Technology – Essential Skills and Practices in 21st Century Technology

Regina Catholic Schools continue to work towards meeting our three smart goals related to Essential Skills and Practises in 21st Century Education.

1. 100% of all RCSD schools will have a Learning Improvement Plan goal that focuses on the improvement of technology integration into instruction.
 - Currently we are achieving this goal as all schools have a LIP goal. During LIP meetings Senior Administration ensured that all schools had technology / 21st Century Learning goals in their Learning Improvement Plan (LIP). During June follow up meetings all administrators confirmed that they were meeting or working towards their goals.

2. 100% of all RCSD schools will have a Learning Improvement Plan goal that focuses on the improvement of technology integration into instruction. Please include your Technology Integration LIP goal in the space provided.

		Response Percent	Response Total
1	Open-Ended Question	100.00%	30

2. By June 2018, 100% of RCSD teachers will have a technology integration goal in their C2PG.

- We are working towards this goal. During June C2PG meetings School Based Administrators confirmed that all RCSD Staff are working towards the implementation of their technology goals.

3. By June 2019, 100% of RCSD teachers will have incorporated ISTE Standards as part of their C2PG (technology integration goal). What percentage of your teachers have incorporated an ISTE Standard in their C2PG?(0 - 25; 25 - 50; 75 - 90; 90 - 100)

			Response Percent	Response Total
1	0 - 25 %		3.33%	1
2	25 - 50 %		3.33%	1
3	50 - 75 %		6.67%	2
4	75 - 90 %		13.33%	4
5	90 - 100 %		73.33%	22

3. By June 2020, 100% of teachers will incorporate into their long range plans the Saskatchewan Ministry of Education Digital Citizenship continuum.

- We are achieving this goal. Long range plans have been turned in to School Based Administrators and they have confirmed that all teachers have incorporated Digital Citizenship lessons into their planning.

5. By June 2019, 100% of teachers will incorporate into their long-range plans the Saskatchewan Ministry of Education Digital Citizenship Continuum. What percentage of teachers have incorporated the Digital Citizenship Continuum into their teaching? Please provide the approximate percentage. (0 - 25; 25 - 50; 50 - 75; 75 - 90; 90 - 100)

			Response Percent	Response Total
1	0 - 25%		0.00%	0
2	25 - 50%		0.00%	0
3	50 - 75%		3.45%	1
4	75 - 90%		13.79%	4
5	90 - 100%		82.76%	24

C. English as an Additional Language (EAL) - Transitions

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.

Our highlights include our locally developed curriculum and our teachers use the *Sheltered Instruction Observation Protocol* (SIOP) model. We also moved to a push-in model for classroom support at some schools with a higher percentage of EAL students. This model allows the EAL teacher to model best practices for EAL learners as well as collaboration with the classroom teacher. The leadership, professional development, and collaborative model supported the attainment of our 2018-19 SMART goal.

Analysis of Results

A. Faith –Communities of Faith

While measuring the level of a student's faith is difficult, as faith is always a personal journey, our data gives us reason to celebrate. We celebrate the Grade 4 and 10 students' achievement on the online Religion Assessment. The scores achieved by the students is impressive, especially given the fact that this is only the second year that the Grade 4 Religion and Grade 10 Catholic Studies curriculum has been taught. Finally, we celebrate the fact that 100% of our students were involved in faith activities such as retreats, liturgies, service projects etc. during the school year.

The data also suggests that our staff is committed to both learning about and practicing their faith. The very positive staff results on both completing their faith C2PG and involvement in faith activities at the school indicates that our staff are serving as good faith models for their students.

B. Technology –Essential Skills and Practices in 21st Century Technology

Regina Catholic Schools have worked hard to support our teachers and School Based Administrators as they move their schools towards 21st century learning. RCSD has a strong Educational Technology team made up of an Education Technology Coordinator, Education Technology Consultant and an Education Technology Coach. This team along with our Information Technology Team support the growth within our RCSD. One of the highlights of this team is the Connected Educator Program.

In 2018-19 we added 54 classrooms to the program, created 15 Visionary leaders and supported all schools. The strength of the program is the growth of school leaders. Our connected Educators are leaders within their buildings. The leadership of our Technology team, Connected Educators and our Visionary leaders has helped support our three smart goals related to Essential Skills and Practises in 21st Century Education.

C. English as an Additional Language – Transitions

It is difficult to accurately assess achievement for EAL learners since many EAL students join our classrooms at various times throughout the year. Our SMART goal allows for EAL students to receive instruction and supports for them to be successful. Out of our 27 elementary schools, 20 schools met or exceeded the SMART goal. Two out of four of our high schools met or exceeded the SMART goal. We celebrate these achievements and anticipate further growth with our EAL learners.

Demographics

Students

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

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	888	873	841	959	885
1	886	909	917	877	960
2	870	913	932	922	896
3	848	882	953	933	938
4	834	862	905	971	947
5	823	842	868	934	996
6	742	846	854	883	943
7	793	753	846	853	887
8	774	796	765	855	858
9	763	808	797	782	859
10	781	787	825	818	808
11	767	773	795	821	812
12	793	795	820	841	859
Total	10,562	10,839	11,118	11,449	11,648

PreK	366	352	355	326	302
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Subpopulation Enrolments	Grades	2014-15	2015-16	2016-17	2017-18	2018-19
Self-Identified FNMI	K to 3	446	436	423	397	378
	4 to 6	348	362	368	393	389
	7 to 9	336	338	311	312	325
	10 to 12	262	263	268	273	277
	Total	1,392	1,399	1,370	1,375	1,369
French Immersion	K to 3	963	1,001	1,046	1,072	1,067
	4 to 6	508	569	596	642	658
	7 to 9	364	392	389	439	497
	10 to 12	310	301	294	307	316
	Total	2,145	2,263	2,325	2,460	2,538
English as an Additional Language	1 to 3	352	404	548	505	565
	4 to 6	387	412	478	487	499
	7 to 9	337	335	433	407	381
	10 to 12	341	424	462	404	415
	Total	1,417	1,575	1,921	1,803	1,860

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 home-bound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
3. PreK enrolments are the 3- and 4-year-old student enrolments in the Student Data System (SDS) which includes those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.

Source: Ministry of Education, 2018

Staff

The Regina Catholic School Division employs over 1,159 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% percent are facilities staff.

Job Category	FTEs
Classroom teachers	678.5
Principals, vice-principals	43.9
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	234.8
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	29.7
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	86.1
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	0.0
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education and superintendents	8.0
Total Full-Time Equivalent (FTE) Staff	1,081.0

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.
- Staff member FTEs are as of September 30, 2018.
- 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

Senior Management Team

The Regina Catholic School Division's organizational structure includes the Director of Education, Mr. Domenic Scuglia, and a team of superintendents who oversee the areas of Business & Finance, Facilities, Human Resource Services and Education and Technology Services. Mr. Curt Van Parys is the Chief Financial Officer, Ms. Heidi Hildebrand is the Superintendent of Human Resource Services, Mr. Rodd Hoffart is the Superintendent of Facilities. The Education Services Superintendents include Ms. Kelley Ehman, Ms. Stacey Gherasim, Ms. Joanna Landry and Mr. Dave Magnusson who also oversees Technology Services. Curtis Kleisinger is the Executive Director of Mother Teresa Middle School, our associate school, and was included within the (LEADS) category.

Infrastructure and Transportation

School List 2018-19

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.

School	Grades	Location
Deshaye Catholic School	Pre K-8	37 Cameron Crescent
Holy Rosary Community School	Pre K-8	3118-14 Avenue
Sacred Heart Community School	Pre K-8	1325 Argyle Street
École St. Angela Merici *	K-8	6823 Gillmore Drive
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
École St. Elizabeth *	K-8	5149 E Green Brooks Way
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. Marguerite Bourgeoys School	K-8	2910 E. Shooter Drive
École St. Mary *	Pre K-8	140 N. McIntosh Street
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
École St. Pius X *	K-8	3301 Garnet Street
St. Theresa School	Pre K-8	2707 – 7 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 Avenue
Michael A. Riffel Catholic High School	9-12	5757 Rochdale Boulevard
Miller Comprehensive Catholic High School	9-12	1027 College Avenue
Jean Vanier School	K-12	425-15 Avenue
St. Luke School	K-12	625 Elphinstone Street
Mother Teresa Middle School ***	6-8	1975 2nd Avenue N.

*denotes French Immersion

**denotes Dual Track (French Immersion and English)

***denotes Associate School

Infrastructure Projects

The Regina Catholic School Division facilities include:

- Thirty-two schools located in the City of Regina. See the preceding page for a list of schools. The average age of our schools is 51 years. The oldest school is 105 years old (built in 1914); the three newest schools are two years old, all opened in September 2017.
- The current average utilization for the schools in RCSD is 93% with 5 schools above 110% and the highest at 123% utilization.
- The school division's head office, the Catholic Education Centre, is in Regina. The original 8,300 square foot building is 57 years old and an addition of 7,000 square feet is 47 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 RCSD. There are currently 16 schools between 80% and 110% utilization and 5 schools between 110% and 123% 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.
- A number of upgrades and renovations were completed during the 2018-19 Budget year. These include relocation and addition of four portable classrooms.

The Regina Catholic School Division recognizes the link between facility condition and student outcomes. All schools were cleaned and repaired over the summer break. Major and minor infrastructure projects are planned for completion over the summer months or at times when students are away. These projects included paint, flooring, renovations, upgrades, roofing, and relocating or installing portables.

Infrastructure Projects			
School	Project	Details	2018-19 Cost
St. Mary	New Multi-purpose/Gym and associated site work	Provide new mini gym for additional instructional space including new asphalt and site grading	410,000
Various	Upgrade Gym lighting	Installation of new energy efficient LED gym lights in 9 Elementary School Gyms	80,000
St. Joan of Arc	New Fire alarm and Sprinklers	Replace existing Fire alarm to bring system up to current code and install new fire suppression system throughout building	315,000
St. Timothy	New Fire Sprinklers	Install new fire suppression system throughout the building	250,000
Various	New Fire Alarm	Replace existing Fire alarm to bring the system up to current code	85,000
Various	Relocating portables	Provided more teaching space to accommodate enrolment growth	120,000
Total			\$1,260,000

Transportation

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

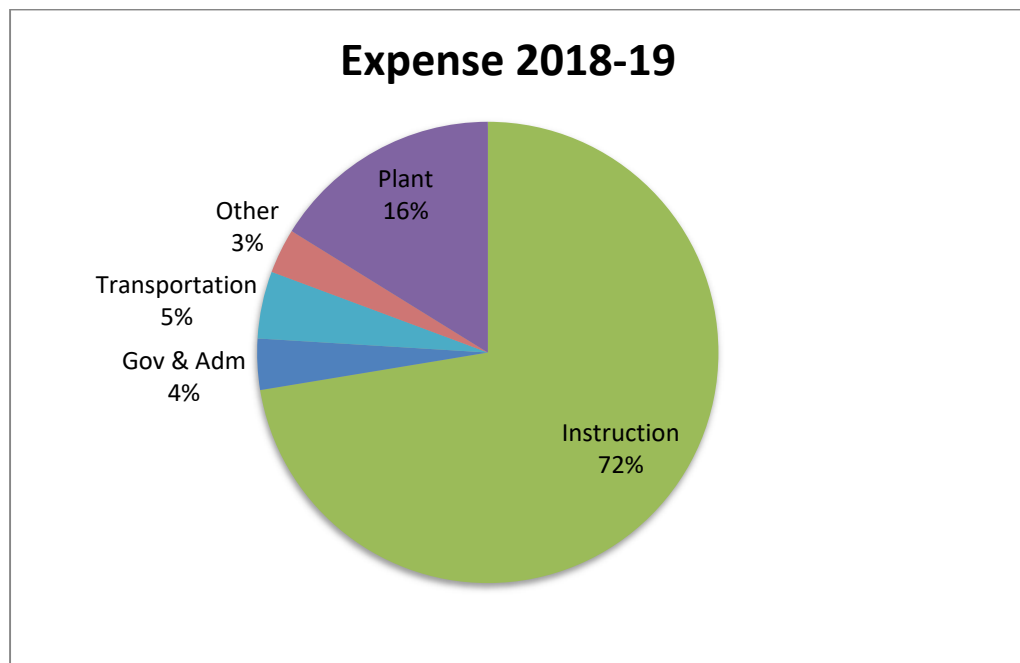
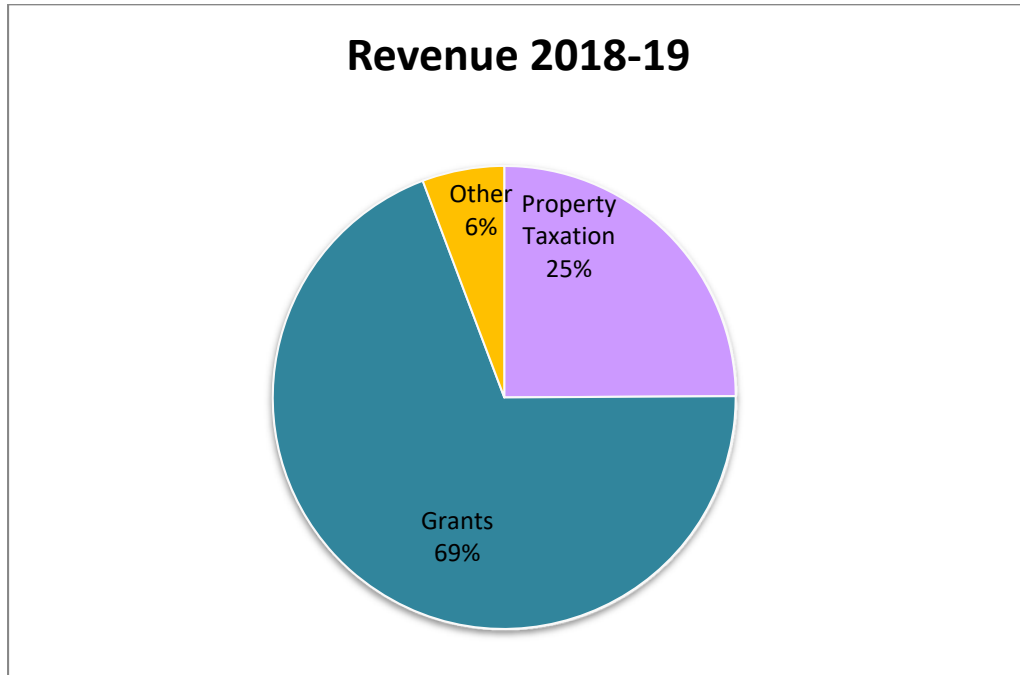
The Regina Catholic School Division and the Regina Public School Division (RPSD) entered into a joint transportation agreement and effective with the start of the 2018-19 school year RCSD began transporting students from RPSD's École Wascana Plains along with École St. Elizabeth students. RCSD transported approximately 179 students for RPSD for the 2018-19 school year. The two school divisions will continue to collaborate on future joint transportation opportunities.

Transportation Statistics *	
Students transported (includes 179 students for RPSD)	5,561
In-town students transported (included in above)	5,561
Transportation routes	81
Average one-way ride time	14 minutes
Longest one-way ride time	58 minutes
Number of school trips per year	2,607

**Based on information on September 30, 2018*

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2019	2019	2018	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	30,546,880	30,688,755	14,466,232	141,875	0%	
Grants	81,417,010	85,465,170	99,573,592	4,048,160	5%	
Tuition and Related Fees	285,640	202,995	224,500	(82,645)	-29%	1
School Generated Funds	2,170,885	2,149,488	2,217,723	(21,397)	-1%	
Complementary Services	1,417,370	1,417,531	1,391,832	161	0%	
External Services	661,825	626,563	634,497	(35,262)	-5%	2
Other	2,341,725	2,656,726	2,026,327	315,001	13%	3
Total Revenues	118,841,335	123,207,228	120,534,703	4,365,893	4%	
EXPENSES						
Governance	535,870	508,453	442,620	(27,417)	-5%	4
Administration	3,769,245	3,953,637	3,951,497	184,392	5%	
Instruction	90,472,455	90,411,139	86,640,949	(61,316)	0%	
Plant	19,752,160	20,209,014	18,842,370	456,854	2%	
Transportation	6,000,145	5,888,590	5,767,559	(111,555)	-2%	
Tuition and Related Fees	65,930	89,258	77,140	23,328	35%	5
School Generated Funds	2,125,140	1,911,776	2,087,138	(213,364)	-10%	6
Complementary Services	1,790,965	1,228,527	1,586,727	(562,438)	-31%	7
External Services	689,665	682,785	688,023	(6,880)	-1%	
Other Expenses	14,370	163	131	(14,207)	-99%	8
Total Expenses	125,215,945	124,883,342	120,084,154	(332,603)	0%	
Surplus (Deficit) for the Year	(6,374,610)	(1,676,114)	450,549			

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

Note	Explanation
1	Less than anticipated tuition fees received from foreign/international students.
2	Less than anticipated cafeteria sale revenue.
3	More than anticipated investment income.
4	Less than anticipated public relations, membership and fees expense
5	Increased reliance on external agencies to provide education services at the Ranch Ehrlo Society and Regina Trades & Skills Centre.
6	Less than anticipated school generated funds expenditures at schools.
7	Less than anticipated complementary service expenditure due to a decrease in salary and benefits expense for the complementary service staffing complement.
8	Less than anticipated 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	31,311	-	-	2,098	463	-	33,872
Bresciani, Deborah	30,395	-	-	901	2,374	-	33,670
Bresciani, Robert	29,886	-	-	744	-	-	30,630
Dittrick, Richard	31,158	-	-	1,668	810	-	33,636
Flegel, Frank	30,340	-	-	946	2,146	-	33,432
Kowalchuk, Robert*	33,904	-	-	2,742	2,506	-	39,152
Ziegler, Donna**	31,494	-	-	875	1,452	-	33,821

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	85,565
ADAM, JANALEE	88,475
ADAMS, CHELSEA	73,621
ADAMS, SHARON	64,540
ADEDEJI, OLUSHOLA	75,839
AGAR, JASON	74,554
AKINPELU, OLUWAKEMI	85,001
AKOK, REGINA	58,400
ALLAN, STACY LYNN	90,158
ALLEN, ALLISON	73,235
AMICHAND, MANDY	76,438
ANDERSON, ALISON	90,776
ANDERSON, LISA	86,808
ANDERSON, LUCIE	72,147
ANDERSON, NICOLE	75,755
ANONAS, NENITA	90,156
APPELL, TAMMY	109,664
APPLEBY, PAMELA	74,110

Name	Amount
APPLEYARD, MARCIA	50,245
ASTROPE, KYLENE	87,243
BABYAK, SARAH	73,930
BACHELU, BLAIR	90,156
BACHIU, MARIA	86,849
BAHT, FRANCINE	64,540
BAKER, ALISSA	77,928
BALABERDA, CORY	61,657
BALL, MARCHELLE	86,434
BARAGAR, JODI LYN	95,865
BARILLA, MARLYSE	87,224
BARNES WILCOX, BARBARA	95,865
BARNES-PITKA, RHONDA	96,170
BARON, KEVIN	87,256
BARTHEL, SHELLEY	90,793
BARTLETT, WADE	90,405
BARYLUK, VINCENT	85,974
BASSIE, RON	56,812

Name	Amount
BAST, NICOLE	85,974
BASTOCK, LEANNE	83,196
BAUDU, CHAUNTEL	92,274
BAUDU, KAELA	70,282
BAUER, CHRISTINE	69,800
BAUMGARTNER, ALANA	95,288
BAUMGARTNER, LYNSEY	95,408
BEAUDIN ANAQUOD, DENISE	85,974
BECKEL, SUZANNE	85,217
BEISEL, MAUREEN	85,974
BEITEL, HOLLY	91,532
BELAIR, LINDSAY	75,104
BELANGER, NICOLE	63,338
BELISLE, PAULETTE	120,185
BELOF, JILL	100,713
BELVEDERE, DEREK	75,908
BENARD, MICHELINE	91,799
BENHAM, CATHERINE	85,974
BENKO, DEAN	104,171
BENKO, KIRSTEN	91,026
BENS, CHLOE	50,170
BERNAUER, CYMONE	87,572
BERRY, KYRIE	86,628
BESKOWINEY, STEPHAN	87,850
BETTERIDGE, ASHLEY	59,979
BIEGLER, LAWRENCE	127,901
BIRRELL, LYN	50,792
BIRRELL, NATHAN	89,826
BISSON, JORDAN	57,921
BLACKLOCK, ROMONA	95,854
BLADYKO, AMY	77,263
BLANCO, JOCELYN	75,553
BOAST, MEAGHAN	86,808
BODNARCHUK, PETER	51,902
BOEHM, LEEANNE	90,156
BOGDAN, TYLER	93,978
BOHAY, KATELYNN	66,866
BOHN, CIARA	56,981
BOLEN MANZ, CAROL	90,156
BOLEN, CHARLENE	86,051

Name	Amount
BOLLMAN, MARGARET	95,485
BONNOR, BETTY	72,834
BORSA, LOUELLA	51,615
BORTHWICK, DWIGHT	103,714
BORYS, HEATHER	82,449
BOUCHER, CHELSEY	51,040
BOURQUIN, ALLYSHA	61,748
BRASS, COLIN	86,434
BRASS, JAYLENE	112,497
BRASSARD, WENDY	86,974
BRAY, JODIE	97,581
BRCIC, MARLEY	80,861
BRENNAN, PATRICK	91,472
BRESCIANI, ANGELINA	85,974
BRESCIANI, MATTHEW	73,917
BRESCIANI, MITCHELL	71,810
BRIDGEMAN, JANNA	84,138
BRISCHUK, D'ARCY	106,792
BRITTNER, PETER	73,224
BRODNER, LANDON	75,095
BROWN, CORRINE	87,914
BROWN, DANIEL	86,522
BRUNDIGE, JANE	71,465
BUCSIS, COURTNEY	51,231
BURANT-MAHER, ROLANDE	110,403
BURCHI-LITTLE, BRENDA	85,974
BURNS, CHRISTINA	61,976
BURNS, MORGAN	67,866
BUSBY, CHRISTOPHER	97,776
BZDELL, CORINNE	87,668
BZDELL, PAULA	56,811
CAMPBELL, JOSHUA	93,924
CARIGNAN, TODD	87,081
CARR, SHIRLANNE	89,218
CARSON, MALIA	62,807
CARTERI, LEO	53,135
CASPER, STEPHANIE	104,809
CHABOT, LAURA	83,970
CHAGNON, KIMBERLEY	86,782
CHASE, ELENA	96,685

Name	Amount
CHASE, MICHAEL	89,815
CHASE, NICOLE	88,205
CHASE, SHERRY	104,437
CHASTEL, JESSICA	60,411
CHAY, LES	65,321
CHERWATY, RYAN	53,128
CHEVRIER, NATALIE	88,225
CHICILLO, CANDACE	126,554
CHOBOT, ALEAH	71,859
CHOMOS, CHELSEA	91,293
CHOMOS, PATRICE	87,019
CHOMYN, CAMERON	57,390
CHOMYN, CINDY	69,161
CHRISTOPH, JESSICA	71,051
CHRISTOPHERSON, JACQUELINE	88,518
COLLINS, KATHERINE	59,201
COLUMPSI, EMILY	61,329
COMTE, MELISSA	67,484
CONGER, MELODY	85,580
CONLY, CHARIS	59,507
COOK, KELLI	94,792
COOK, MICHELLE	87,224
COOLICAN, SARAH	75,589
COOPER, LISA	52,640
CORNISH, DAVID	90,156
COTE, BARTLEY	106,577
COTE, TERRI	115,864
COTTRILL, NAT	60,823
COURCHENE, RACHEL	64,494
COZINE, DANIEL	114,598
COZINE, KELLY	97,813
CRAIG, ALINA	69,823
CROMARTY-ZECH, TOBI	87,224
CROMPTON, HOLLY	86,724
CRONIN, SARA	89,007
CRONK, SHERI	55,806
CROOK, SHARON	91,843
CRUICKSHANK, MEAGAN	91,406
CSADA, ROBERT	91,201
CZARNECKI, JOSEPH	56,669

Name	Amount
D SOUZA, YVETTE	86,120
DALES, HEATHER	78,851
DALY, MARIAN	141,213
DANAHER, JOHN	64,578
DANYLCHUK, D'ARCY	64,424
DAUPHINAIS, CATHERINE	86,976
DAUPHINAIS, GILLES	111,178
DAVIES-ELTOM, COLETTE	88,427
DECOSSE, RYAN	77,100
DELOREY, PATRICIA	95,509
DELORME, CHASITY	62,674
DEMARIA, DIANA	62,744
DEMETER, MELINDA	69,940
DESAUTELS, KIMBERLY	76,036
DESJARLAIS, ROBBIE	53,068
DEVINE, DAWN	91,406
DIORIO, SUZANNE	85,831
DIZY, MICHELLE	86,224
DODD, CASSIE	54,550
DOEPKER, CHRISTINA	86,230
DOMBOWSKY, SHAUNA	87,405
DONNELLY, LIZA	131,229
DONOHUE, BROOKE	61,436
DORNSTAUDER, ROSE-MARIE	91,838
DOUVILLE, ANNETTE	90,156
DREWS, DARREN	52,257
DROTAR, JEREMY	95,288
DUCZEK, JASON	90,156
DUCZEK, NANCY	90,156
DUFOUR JERRETT, STEPHANIE	89,687
DUGUAY, MARTIN	79,988
DUREAULT, RENEE	86,763
DZIADUCK, CAREY	87,474
ECHTNER, NICOLE	61,504
EDMANDS, JASON	89,935
EDMANDS, TARA	86,752
EDQUILANE, TRISTAN	61,664
EHMAN, KELLEY	164,944
EHRMANTRAUT, JACQUELYN	79,001
EINSIEDLER, COURTNEY	62,330

Name	Amount
ELL, ANITA	59,796
ELL, BRENDA	86,557
ELL, DONNA	88,748
ELL, DWAYNE	86,017
ELLERY, KARI-ANNE	86,759
EMERY, SHANNON	87,337
ENDICOTT, DENISE	95,288
ENNIS, MARY	69,131
ERICHSEN, VALERIE	87,300
ERLENDSON, TRICIA	103,097
ETHIER, CHANTEL	67,932
EVANS, STEPHANIE	88,884
FABER, ELIZABETH-ANN	87,224
FAHLMAN, BRIAN	87,001
FAIRBAIRN, JESSICA	52,356
FARIS, HEATHER	96,376
FARIS, ROBERT	63,943
FARNELL, SHEILA	59,581
FELLNER, FRANCESCA	86,974
FENNELL, THOMAS	93,964
FERGUSON, TAMMY	94,827
FERRARA HORNE, CHERYL	90,156
FETSCH, KEVIN	96,124
FIISSEL, JADA	87,356
FIRNESZ, JACQUELINE	86,224
FIRNESZ, MATTHEW	92,055
FIRNESZ, NOLAN	96,210
FIRNESZ, SIMON	89,107
FISCHER, GREGORY	86,573
FISCHER, TARA LEE	86,480
FISCHER, TARA-LYNN	92,171
FISHER, TARA LYNN	93,200
FISKE, MICHELLE	73,130
FLEGEL, AIMEE	68,400
FLOREK, MATTHEW	82,451
FLUTER, CAROLYN	61,352
FOLK, JACQUELINE	90,714
FOLK, RYAN MICHAEL	85,526
FONTAINE, DANIELLE	69,165
FOORD, JOHN	98,081

Name	Amount
FORAIE, AMANDA	67,495
FORD, CLAYTON	79,379
FORREST, LEANNE	112,641
FORREST, RYAN	87,227
FOSSENIER, SCOTT	126,565
FRANK, JESSICA	71,506
FREY, NADINE	68,225
FRIESEN, CATHERINE	70,583
FROH, RACHEL	69,361
FUCHS, LARRY	109,633
FUCHS, TRACY	124,562
GABOURY, LAURA	80,609
GALLAGHER, RYAN	95,636
GAREAU, ROBERT	67,965
GARINGER, LEE	102,181
GARTNER, DAVID	68,765
GARTNER, TAMARA	85,708
GAUTHIER, CELINE	57,993
GEIGER, KELLY	67,724
GEIGER, KERRI	76,891
GELINAS, DEANA	91,955
GELINAS, FRANCOIS	94,547
GELOWITZ, JOANNE	71,498
GENEST, DENIS	66,073
GHERASIM, SCOTT	86,950
GHERASIM, STACEY	157,388
GHIGLIONE, NADINE	85,751
GIBBONS, BLAINE	52,729
GIBBS, KORY	90,156
GIBSON, JENNIFER	80,506
GIESBRECHT, RYAN	61,876
GIESBRECHT, SHAYNA	71,816
GILBERT, GEOFFREY	116,076
GIROUX, MAEGAN	71,487
GONZALES, RONALD	99,442
GOODMAN, DEBORAH	51,231
GOODON, KAREN	86,355
GOULET-BROWN, MELANIE	91,406
GRAD, JACQUELINE	86,160
GRAD-HORDICHUK, MICHELLE	90,418

Name	Amount
GREENOUGH, ALLISON	94,970
GUAY, JENNIFER	70,745
GYOERICK, KRISTIN	81,340
HACKL, WADE	128,131
HALL, MAY	82,045
HALLETT, KARYN	86,446
HALVORSEN, JUANITA	91,655
HAMBLETON, DAVID	90,156
HAMILTON, ANGUS	70,262
HAMMOND, ANITA	90,819
HAMMOND, GAETAN	95,288
HANNANT, TRACY	86,125
HANSON, LISA	69,024
HANUS, SHAUNA	85,974
HARBUS, MINDY	90,156
HARDING, ANGELA	91,143
HARPER, SHAE-ANN	55,632
HARRISON, SHERYL	95,788
HART, ANDREA	89,687
HARTNEY, DESMOND	91,239
HARVEY, CHERYL	88,475
HAUKENESS, ALLYSON	60,487
HAUTCOEUR, LISA	88,475
HAYDUK, KATHERINE	72,544
HAYES, GRAHAM	103,047
HAYWARD, ASHLEY	71,538
HEGI, MICHALA	86,814
HEISLER, AMANDA	79,760
HERMAN, KATHLEEN	77,959
HERSCHMILLER, BRADLEY	85,974
HESZHEIMER, KIM	57,085
HICKEY, JUSTINE	54,687
HICKS, RYAN	91,688
HILDEBRAND, HEIDI	157,388
HILLMAN, RHIANNON	86,775
HINDLE, ERIN	85,302
HINDMARCH, TRINA	85,245
HISCHEBETT, LEAH	68,643
HISCUTT, DOUGLAS	57,379
HJELSING, TRINA	72,835

Name	Amount
HODGES, EDWARD	86,695
HOFFART, CURTIS	88,069
HOFFART, RODD	179,725
HOGNERUD, KATRINA	86,906
HOLLAND, LORI	61,444
HOLLE-MEYERS, DIANA	86,790
HOLLIDAY, SHARLENE	117,064
HOLLINGER, JANNA	95,751
HOLLINGER, NICOLE	86,415
HOLT, NICOLE	86,840
HOM, SHINA	60,369
HOPFAUF, CARLY	65,829
HORNUNG, SHERI	85,974
HORSMAN, COURTNEY	63,660
HORVATH, RHONDA	95,980
HOUK, RODNEY	93,369
HOUK, SHANNON	50,613
HOVDEBO, MARCIA	69,179
HUBIC, BRANT	87,091
HUEL, CHAD	86,424
HUERTO, JENNY	50,086
HYND, SARA	85,526
HYNES, CURTIS	78,574
ISTACE, KAREN	109,090
JACEK-FLAMAN, AMANDA	53,885
JACKSON, ALANNAH	67,604
JACKSON, ERIC	81,036
JAMES, RYAN	66,390
JANECZKO, KYLE	64,494
JARIKRE, EJIROGHENE	69,726
JEANNOT, BRIAN	108,631
JENSEN, ALYSSA	69,986
JENSEN, MICHELLE	85,996
JOHNSON, CHANTEL	90,433
JOHNSON, JENNIFER	95,563
JONES, DAWN	87,589
JONES, TIFFANY	70,924
JOSIE, JOELLE	87,083
JOST, JANET	91,537
JOST, THOMAS	98,386

Name	Amount
JUZYSZYN, STEPHANIE	69,439
KACZMARSKI, LORETTA	87,487
KALENCHUK, HEATHER	95,393
KALYNCHUK, MONICA	87,044
KAMINSKI, MEGAN	74,049
KAMPMAN, CHRISTOPHER	77,420
KAMPMAN, MATTHEW	57,552
KARIM, MD REZAUL	62,867
KASSY, MAUREEN	65,092
KAUF, ARKIN	77,927
KEEN, DARLA	86,834
KEITH, MELANIE	104,751
KENDEL, KRISTA	89,969
KERR, TREVOR	62,047
KILKENNY, JACLYN	90,409
KING, JUANELLE	54,178
KLEIN, KRISTOPHER	67,596
KLEISINGER, CURTIS	162,280
KLEISINGER, JAMES	66,575
KLEISINGER, PATRICK	50,020
KLIPPENSTEIN, ALISA	88,749
KNIGHT, CHARMAINE	79,754
KNIGHT, MICHAEL	87,420
KOBACK, MEGAN	59,670
KOBELSKY, CAROLYNNE	86,017
KONDZIELEWSKI, MARIE	87,723
KOROLUK, KAREN	94,199
KOSKIE, DANIEL	63,151
KOT, GARRETT	86,157
KOTYLAK, MARLEY	58,750
KOWALSKI, MARCELLINA	88,834
KOZAK, COLLEEN	97,429
KREKLEWICH, TERRI	91,199
KRISTOFF, COLIN	91,331
KRUEGER, PATRICE	90,673
KRYZANOWSKI, MARGUERITE	79,068
KUNTZ, KEVIN	86,474
KUNTZ, LISA	51,389
KUNTZ, SCOTT	91,526
KUNTZ, STEWART	80,843

Name	Amount
KUPPER, SHERI	90,518
KUSTER, JODY	89,687
KUSTER, SHAWN	59,835
KUZ, DEAN	92,855
LA ROCQUE, JEFFREY	88,475
LA, ANGELA	69,473
LABATT, AMANDA	94,910
LACASSE, DIANE	105,375
LACH, KAREN	85,974
LAKNESS, NATASHA	72,753
LAMB, NANCY	86,685
LANDRY, JOANNA	162,196
LANDRY, JULIUS	66,608
LANE, MEAGAN	61,014
LANG, CARTER	69,843
LANG, DANIELLE	77,543
LANG, JOHN	103,718
LANG, LYDELL	85,526
LANG, MARK	90,656
LANGEN, AMY	86,649
LANGLOIS, ALCIA	50,328
LAREAU, JOEL	59,337
LARWOOD, ELISHIA	53,093
LAURSEN, JILLIAN	104,416
LAUZON, JENNIFER	70,195
LEBLANC, NATALIE	91,150
LEBLOND, RYAN	87,599
LEBOLDUS, SARA	86,845
LECOUFFE, SHANNON	86,724
LEITNER, SARAH	61,373
LEKIVETZ, ELIZABETH	87,673
LEWIS, ALISON	58,170
LEWIS, RILEY	55,322
LIEBEL, LAURA	60,969
LING, RACHEL	90,626
LIPP, KELSEY	67,239
LISSEL, CHELSEY	66,839
LIZEE, DANIEL	122,227
LIZEE, HONNI	100,100
LONG, SOPHIE	67,493

Name	Amount
LORENCZ, CHERI	64,540
LORENCZ, LAURA	91,156
LOUTTIT, SUZANNE	84,855
LUCE, MAVIS	89,276
LUCERO, ANNA	87,200
LUCYK, DEAN	116,076
LUCYK, LEONORA	87,816
LUCYK, LINDA	89,687
LULIK, EMIL	85,974
LUMBARD, JENNIFER	85,526
LUTZ, ANNE	116,243
MACDOUGALL, COURTNEY	79,328
MACLEOD, LINDSEY	99,606
MACLEOD, NICOLE	62,040
MAGNUSSON, DAVID	157,388
MAGNUSSON, KELLY	85,974
MAH, WILLIAM	65,027
MAHAJAN, RENEE	96,154
MAHONEY, AMANDA	58,772
MAIER, LEAH	96,136
MAKAR, SHELLEY	88,908
MANN, BRADIE	73,599
MANN, SANDRA	90,167
MANNION, EDWARD	90,156
MANTYAK MCDONALD, JENNIFER	86,224
MARCHAND, APRIL	85,974
MARCOTTE, AMANDA	61,248
MARCOTTE, LISA	95,746
MARIN, BRIAN	87,752
MARION, BRIAN	85,974
MARKOWICZ-TROY, ELENA	69,525
MARSHALL, KIMBERLY	105,272
MARSHALL, MICHELLE	90,156
MARTINEZ, DAISY	64,142
MASAOAY, CRISANTO	68,739
MASUR, MELONY	97,421
MATLOCK, BRETT	82,213
MATT, CHELSEE	79,806
MATTHEWSON, LORIE	89,007
MAZDEN, SHELLEY	86,046

Name	Amount
MAZUR, MARIAH	52,951
MBANZA, MUTANGILAYI	58,225
MCBETH, TRISHA	95,288
MCCALL, ROSANNE	86,422
MCCALMON, ERIC	81,972
MCCANN, LISA	80,733
MCCAUGHEY, COLLEEN	56,054
MCCLARE, SABRINA	84,642
MCCULLOCH, JESSI	91,368
MCCULLOCH, ROBERT	96,673
MCCUSKER, GEORGIA	63,549
MCFEE, JAYDE	67,179
MCGEOUGH, JACOB	61,058
MCGILL, MARY	87,225
MCKECHNIE, SHARON	87,141
MCLEAN, WADE	91,559
MCMILLAN, HARMONY	93,206
MCMILLAN, SUZANNE	84,518
MEADOWCROFT, CHERI LYNN	79,416
MEAGHER, JAMES	66,830
MEJIA, ANDRE	65,887
MENHART, MILOS	90,156
MENSAH, ROBERT	60,290
MERCADO, EUMIR	61,774
MERK, JANET	86,989
MERK, SHELLEY	64,660
MESSER, CHRISTINE	85,643
METZ, THOMAS	92,339
MEYER, VINCENT	86,891
MEYERS, MILES	109,569
MILLER, KRISTEN	67,901
MILLETTE, THERESA	59,534
MILLS, DOUGLAS	125,925
MITCHELL, NATALIE	92,295
MOHR, NICOLE	95,914
MOISUK, AMANDA	67,750
MOLESKY, RENEE	59,022
MOLLEKEN, STACEY	87,224
MONTAGUE, RYAN	86,987
MONTENEGRO, RENEE	85,974

Name	Amount
MONTERO DE MOORE, NORA	94,029
MONTPETIT, DALLAS	65,475
MORAN, GLEN	54,720
MORGAN, TERRY	89,828
MORHART, CARRIE LYNN	90,906
MORHART, LINDSAY	91,471
MORLEY, KIERSTEN	56,798
MORLEY, LYLE	99,599
MOSER, LAURA	59,092
MOSKOWY, GREG	87,276
MRAZEK, JAMIE	70,980
MURRAY, CLAYTON	102,690
MURRAY, JACQUELINE	87,766
MUSHUMANSKI, AMANDA	91,516
MYERS, JAMIE	59,117
NAGEL ZELLER, KIMBERLY	90,156
NAKUTNY, KATERINA	85,974
NALUZ - ALIMBUYAO, SARAH	59,045
NEAL LANGDON, MARY	85,974
NEIGUM, JAMIE	110,609
NEILES, SUSAN	85,974
NELSON, CINDY	114,263
NELSON, DAVID	80,149
NELSON, KENNA	87,877
NELSON, ROBERT	86,606
NEUMANN, JASON	90,829
NEUMANN, TRICIA	86,974
NICOLSON, CARMEL	97,664
NICOLSON, COLE	55,558
NICURITY, RENEE	87,295
NIELSEN, RUSSELL	71,456
NIRAGIRA, HERVE	60,410
NISHNIK, JASMINE	60,623
NISHNIK, LYNETTE	91,559
NISTOR, GERALDINE	87,416
NORMINTON, JENNIFER	87,118
NORRIS, MONICA	83,986
NORTON, AMANDA	77,727
NOVAK, LISA	87,038
NOWOSAD, MICHAEL	65,327

Name	Amount
OLMOS, CAROL	90,906
OLSEN, BRIGITTE	70,299
ONRAIT, MORGAN	72,101
ONZA, PEDRO	52,258
ORTHNER, JOLENE	96,239
ORTHNER, MIQUEL	60,737
ORTMAN, PAMELA	90,471
OSZUST, JOANNE	95,825
OTTENBREIT, KYLE	87,942
OTTENBREIT, TYLER	108,949
OWENS, JENNIFER	85,974
OWENS, PAUL	91,147
OYKA, COURTNEY	73,897
PADGET, TYRA	63,186
PAEZ, ADALUZ	101,820
PAIDEL, KATE	57,417
PALMARIN, ANTHONY	90,656
PALMARIN, DANIEL	72,225
PAPANDREOU, BARBARA	72,662
PARISIEN, CLAYTON	87,673
PARISIEN, KIMBERLY	88,215
PARISIEN, VICTORIA	62,425
PARROTT, TRACY	61,626
PASCAL, LYNETTE	58,944
PASTUCH, MOLLY	60,047
PATENAUDE, CINDY	54,931
PATTERSON, HANNAH	90,589
PAUL, HANNAH	57,791
PAUL-BERETI, IRENE	64,540
PAYSEN, JAIMIE	86,776
PEARCE, MEGAN	64,073
PEARCE, SHAWN	121,435
PEAT, JACQUELINE	121,591
PEETERS, SUSAN	69,997
PELLERIN, KYLE	69,588
PELLETIER, GREGORY	90,156
PELLETIER, JOSEPH	85,974
PERRAS, LORETTA	121,549
PERRAULT, CONNIE	89,385
PERRAULT, LESLEY	99,940

Name	Amount
PERREY, AMY	90,271
PERRON, CINDY	86,532
PERRON, LINDA	86,197
PETERS, JENNA	78,600
PETTIGREW STEADMAN, TAMMIE	95,288
PHAIR, MICHELLE	96,266
PHANEUF, DANIEL	90,732
PILON, DEREK	68,956
PINNOW-WEBER, JOCELYN	90,167
PIQUETTE, JINNY	86,349
PIROT, CORINNE	85,341
PITZEL, KAREN	110,932
PITZEL, MANDY	85,527
PLEMEL, ELLEN	72,144
POOL, MICHELLE	90,156
PORTER, DIANA	90,973
PORTER, JACOB	62,034
POSTMA, CORALIE	72,389
PRIFTI, VASILA	53,244
PRINGLE, ANNA	64,238
PRYSIAK, JONAS	100,533
PUSCH, AMY	85,655
PUSCUS, CHRISTINA	73,468
QUIGLEY, MELISSA	60,306
QUIROZ-NORMAN, KAREN	104,494
RADONS, GLENN	54,713
RAMBOW, JEFFREY	86,748
RAMDEZ, PAULA	90,407
RANGER, SAMANTHA	69,690
RATCLIFFE, MELISSA	87,341
RAU, MELISSA	59,585
REDING, YVONNE	86,335
REDLER, CARLA	92,286
REDLER, JESSICA	90,433
REDLER, TREVOR	87,683
REED, DENISE	92,659
REED, PATRICK	70,773
RESCH, JENNIFER	92,172
RICHTER, ADAM	85,021
RICHTER, MICHELLE	86,769

Name	Amount
RIEDER, GREGORY	85,974
RIEGER, KORRIN	87,082
RIEGER, SHELDON	91,694
RIFFEL, OLIVIA	61,595
RIFFEL, PETRA	84,553
RING, GABRIELLE	61,397
RIPPLINGER, MICHEAL	70,313
ROBERTSON, DAPHNIE	88,983
ROCKTHUNDER, AUDREY	76,853
RODRIGUEZ, GENNA	98,121
ROMANCHUK, ASHLEY	66,494
ROSS, DAWN	86,243
ROSS, SARAH	62,940
ROTH, PATRICK	90,156
ROUNDELL, SHANTELE	82,139
RUBRECHT, MARKUS	112,906
RUSCHIENSKY, AMANDA	85,882
RYALL, REBECCA	69,715
RYHORCHUK, DANIELLE	82,974
SACKVILLE, CAROLINE	68,081
SALI, CYRIL	51,939
SANDERCOCK, JEANNIE	59,732
SANVILLE, AMY	109,905
SARVARI, ALEX	55,688
SAX, ALLYSON	66,175
SAYER, THERISA	88,067
SAYER, WHITNEY	75,418
SAZYNSKI, ANGELA	85,974
SCHAAN, BERNADETTE	85,081
SCHAAN, ROBERT	95,548
SCHAFER, PAMELA	74,200
SCHAFTARI, JOHN	70,187
SCHEIBEL, SHELLEY	91,156
SCHIEMAN, KAREN	78,565
SCHIISSLER, DARINKA	92,270
SCHIKOWSKY, JENNIFER	91,847
SCHILTZ, TEAGAN	63,475
SCHLECHTER, MEGAN	75,667
SCHMIDT, BRENDA	90,156
SCHMIDT, JULIA	69,598

Name	Amount
SCHMIDT, KENT	93,964
SCHMIDT, LEAH	63,408
SCHMIDTHIESLER, JOSEPH	57,972
SCHMITZ, MALLORY	74,033
SCHMITZ, RYAN	91,633
SCHNEIDER, LINDA	86,724
SCHOFF, DANNA	55,517
SCHOFF, LEE AN	87,224
SCHULKOWSKY, SHELAN	87,334
SCHULTZ, DORINDA	86,226
SCHWEBIUS, DEAN	113,690
SCIOG, CHRISTOPHER	65,917
SCOLLAN, AMBER	73,976
SCUGLIA, DOMENIC	197,080
SEIDLER, BAILEY	70,606
SEIDLER, JASON	66,742
SEIFERLING, DIANE	64,797
SEITZ, HEATHER	64,540
SELINGER, SANDRA	108,300
SEMEGEN, FARRAH	71,580
SEMENIUK, CHRISTINE	64,540
SENGER, STACI	87,600
SENGER, STEPHANIE	63,226
SENTES, CYNTHIA	50,158
SENTES, DANIEL	85,974
SHAW, LINDSAY	91,040
SHERAR, MITCHEL	82,419
SHYIAN, OLENA	70,632
SHYNKARUK, TRICIA	105,446
SIFERT, ERIN	91,212
SINCLAIR, CHELSIE	62,410
SIRDAR, YVONNE	105,607
SIRKE, KARA	59,736
SITTER, SHALYN	83,296
SKOTNITSKY, PAULA	91,406
SLONSKI, AMBER	81,208
SMADU, JOACHIM	93,142
SOBERING, KAREN	87,888
SOKALOFKY, TANNER	59,142
SOLANO, LAURA	50,567

Name	Amount
SONNTAG, JOHNATHAN	61,792
SOROKA, GREGORY	88,095
SPELLISCY, VANESSA	77,030
ST AMAND, MAURICE	117,936
ST AMAND, TIMOTHY	91,406
ST. ONGE, ERIN	86,526
STEPHEN, JACQUELYN	91,461
STEPHENSON, ELIZABETH	90,167
STEWART-MITCHELL, JENNIFER	109,569
STOCKBRUGGER, CARIE	93,385
STOM-ANTHONY, SAMANTHA	95,288
STRATILO-CAMPBELL, ELISABETH	61,169
STRINGER, ERIN	59,581
STRUEBY, KRISTA	95,288
STRUEBY, NADINE	84,713
STRUEBY-DENKERT, JOLENE	86,127
SUTHERLAND, WENDY	86,147
SUTTER, ALEXANDRA	86,821
SUWALA, BERNADINE	90,254
SUWALA, MARK	51,890
SWARTZ, JESSICA	56,162
SYLVESTRE, VANESSA	85,982
SYNK, ROSALIE	91,092
SYRNYK, KATHY	86,426
SZUMACK, R. LYNN	84,360
THELLEND, ERIC	64,730
THIBEAULT, SARA	71,911
THICK, KURTIS	100,533
THIELE, LAURIE	86,974
THOMPSON, KENDRA	90,156
THURMAN, KERRI	58,491
THURMEIER, ERIN	86,922
TOCKER, RUSSELL	60,285
TOKARZ, ALLISON	86,849
TONIELLO, PAUL	70,363
TONITA, JEFFREY	98,193
TOURIGNY, PAUL	120,073
TRAN, JENNIFER	64,736
TRAPANE, JEANETTE	64,640
TREBILCOCK, MIRA	74,059

Name	Amount
TREPTAU, CHRISTINE	85,974
TRESO, MARIA	90,156
TROY, TREVOR	94,477
TRUDELLER, ALFRED	90,331
TRUDELLER, KATHY	87,717
TUCK, ROBIN	60,901
TURCOTTE, MARTIN	70,884
TURMEL, CELINE	73,327
ULMER, BRITNEY	82,234
UNTEREINER, DAWN	68,795
UNTEREINER, JENNIFER	91,094
URSAN, JODI	89,726
URSULAN, DARREL	56,812
VALIQUETTE-NORTON, GENEVIEVE	55,325
VAN BENDEGEM, JOYCE	77,293
VAN BETUW, CHRISTINA	62,827
VAN BETUW, PAUL	117,587
VAN JARIKRE, AN	89,327
VAN PARYS, CRAIG	92,655
VAN PARYS, CURT	192,747
VANY, CARRIE	117,715
VAUGHN, WENDY	67,042
VENDRAMIN, DEAN	101,819
VOGELSANG, ANNETTE	86,770
VOLLET, TINA	115,416
VOLPE, LUCA	52,632
VON STADEN, ANNA	90,776
WAHL, JAMES	115,423
WAHL, MONIQUE	91,476
WALBY, KELLY	92,656
WALCOTT, JESSICA	66,338
WALTER, AMANDA	56,179
WARD, ADAM	98,348
WARD, ANDREA	106,829
WARD, ROXANNE	71,557
WARD, S. DEBORAH	90,736
WARK, MELODIE	87,224
WARNECKE, BRIAN	99,281
WARNECKE, KYLA	86,053
WARONEK, LOUISE	70,845

Name	Amount
WEAFER, DELLA	86,974
WEBB, CARLA	88,301
WEBB, KYLE	85,462
WEBER, ANNELIESE	74,703
WEBER, KELLY	91,468
WEBER, MARY	90,979
WEINS, ANDREA	78,784
WEIR, JANELLE	57,103
WEIR, WILLIAM	111,638
WELBURN, CYNTHIA	87,051
WERNIKOWSKI, JILLIAN	69,166
WERNIKOWSKI, MARK	111,984
WEST, TERESA	87,726
WEST, TWYLLA	83,510
WHITE, SANDRA	86,315
WHITE, SHAWN	84,869
WHITE, STEPHANY	92,425
WHITEHOUSE, JEANNINE	105,375
WHITELAW, MURRAY	52,479
WHITESTAR, EVAN	51,303
WHITNEY, JENNIFER	65,059
WICKENHEISER, DAVID	90,539
WICKENHEISER, TAMMIE	86,962
WIEBE, DARRYL	52,170
WILKINS, MELANIE	73,525
WILLFORD, JILLANA	56,302
WILLIAMS, JANINE	57,044
WILLSON, KIMBERLY	93,406
WILTON, JODI	102,187
WILYMAN, KELLY	88,218
WINGERT, KIMBERLEY	69,599
WINTER, MARK	85,974
WISEMAN, VANESSA	71,103
WOLENSKY, LEANNE	87,061
WOLF, CHRISTINE	66,196
WOLF, MICHAEL	83,298
WOOD, TRICIA	87,354
WOOLLEY, BRENDA	95,288
WOYTOWICH, LOGAN	68,160
WRIGHT, MURRAY	85,853

Name	Amount
WRIGHT, TYLER	114,315
YAKICHUK, MARC	87,668
YANNITSOS, SOPHIA	57,203
YANO, CRYSTA	56,064
YAREMKO, BRENNAN	86,474
YATHON, DEACON	56,865
YEO, GAIL	87,622
YOUNG, JOHN	75,654
YOUNG, LESLIE	109,569
YU, JIMMY	50,243
YUNG, SANDRA	87,673

Name	Amount
ZAMPESE, DEENA	87,224
ZAMPESE, LEANNE	90,844
ZATYLNKY, KEN	59,756
ZAWACKI, CARLA	86,696
ZENUK, BRANELLE	97,907
ZERR, SHARON	57,103
ZOOK, MARAYA	77,008
ZUCK, DENISE	55,525
ZWART, ALLYSA	70,511
ZWARYCH, SHAUNA	53,534
ZYLAK, MICHAEL	60,548

Transfers

There were no transfer payment for 2018-19.

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	92,150
3TWENTY SOLUTIONS INC.	337,086
ABSTRACT CONSTRUCTION	146,094
ACCELERATED DRIVING ACADEMY LTD.	96,824
ACME WELDING SHOP LTD.	50,103
ACTION ROOFING LTD.	188,896
ACTION SEWER & DRAIN	96,333
ALFA ENGINEERING LTD.	96,210
ALLIANCE ENERGY LTD.	250,645
AMAZON	147,229
ARCH TRANSCO LTD.	653,443
BELL MOBILITY INC.	119,920
BLS ASPHALT INC.	199,480
CHAPTERS	82,304
CITY OF REGINA	490,004
CONCENTRA FINANCIAL	129,128
DEMAND JANITORIAL EQUIP & REPAIR	73,066
DURA CONSTRUCTION LTD.	171,697

Name	Amount
EDCO PLUMBING & HEATING	411,460
EXPRESS ELECTRIC INC.	64,989
FOLLETT SCHOOL SOLUTIONS, INC.	59,511
GLACIER GLASS SERVICE LTD.	58,070
GORDON FOOD SERVICE CANADA LTD.	59,101
HBI OFFICE PLUS INC.	497,879
INDEPENDENT CONSTRUCTION MANAGEMENT INC.	113,722
INLAND AUDIO VISUAL	1,289,992
JOHNSON CONTROLS INC.	143,744
KEV SOFTWARE INC.	89,077
KRESS ELECTRIC LTD.	121,227
LOBLAWS INC.	110,708
LONG & MCQUADE (SASK) LIMITED	69,651
LP3 TRANSPORTATION SOLUTIONS LTD.	4,985,744
MARATHON MECHANICAL (2010) INC.	112,258
MARSH CANADA LIMITED	206,962

Name	Amount
MENGEL FLOOR AND WINDOW FASHION	211,062
MOHLE, ADRIAN	55,731
MR. B'S DRIVING SCHOOL	124,165
NELSON EDUCATION LTD.	75,087
OUT OF TOWN ACCOMMODATIONS	100,096
PALMERS ELECTRIC LTD.	255,745
PEARSON EDUCATION CANADA	494,098
PLAYGROUNDS-R-US	106,732
POWERLAND COMPUTERS LTD.	883,484
POWERSCHOOL	325,331
QUOREX CONSTRUCTION SERVICES LTD.	283,684
RANCH EHRLO SOCIETY	67,490
RAND TEED CONSULTING	91,021
REAL CANADIAN SUPERSTORE	119,668
REGINA HIGH SCHOOLS ATHLETIC ASSOC.	128,622
REGINA SCHOOL DIVISION NO. 4	98,137
ROYALE DRIVING ACADEMY	167,990
SAFEWAY CANADA	61,860
SASK ENERGY INCORPORATED	605,944
SASK TEL	239,915
SASKATCHEWAN FINANCE REVENUE DIVISION	57,250
SASKATCHEWAN WCB	346,611

Name	Amount
SASKPOWER	1,655,437
SCHOLASTIC BOOK FAIRS	63,176
SECURITY BUILDING SUPPLIES	50,314
SHANAHAN'S LIMITED PARTNERSHIP	145,364
SILVER SCREEN INC.	103,247
SOMERSET EQUIPMENT FINANCE LTD.	993,207
SOUTH COUNTRY EQUIPMENT	53,750
SPORTFACTOR INC.	52,317
SPORTS EXCHANGE	54,330
STASESON KLEIN APPLICATORS	139,970
STONHARD	51,840
SUPREME BASICS	298,854
TC MEDIA LIVRES INC.	69,613
TOSHIBA BUSINESS SOLUTIONS	205,104
TRADE WEST EQUIPMENT LTD.	148,868
US BANK NATIONAL ASSOCIATION**	4,145,383
VAN ALSTINE PROJECT MANAGEMENT	187,407
VERITIV CANADA INC.	209,660
W.K.S. PROFESSIONAL DRIVING	66,338
WAL-MART CANADA CORP. #01-3076	68,683
WALTER'S INDUSTRIAL MECHANICAL	119,017
WESTRIDGE CONSTRUCTION LTD.	660,463
WOOD COGGER LTD.	59,009

** 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 the 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	80,366
LONDON LIFE	2,490,695
REGINA CATHOLIC SCHOOLS TEACHERS ASSOCIATION	133,491
RECEIVER GENERAL FOR CANADA	24,253,457

Name	Amount
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,334,965
SASKATCHEWAN TEACHERS' FEDERATION	8,323,842
TEACHERS SUPERANNUATION COMMISSION	133,218

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, 2019

Curt Van Parys

Chief Financial Officer

Dudley & Company LLP

Auditor

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

Management's Responsibility for the Financial Statements

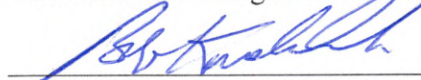
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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

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

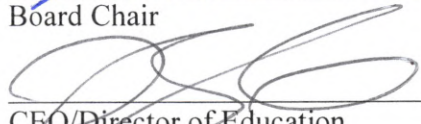
The Board of Education is composed of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible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

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

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



Board Chair



CEO/Director of Education



Chief Financial Officer

November 26, 2019

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, 2019 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, 2019, 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.

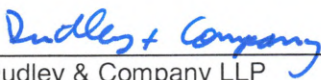
Auditors' Responsibilities for the Audit of the Financial Statements

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 26, 2019

Regina Roman Catholic Separate School Division No. 81

Statement of Financial Position
as at August 31, 2019

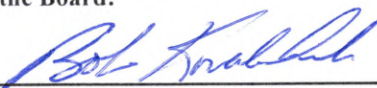
	2019	2018
	\$	\$
Financial Assets		
Cash and Cash Equivalents	36,084,781	27,448,575
Accounts Receivable (Note 6)	1,692,167	3,294,210
Total Financial Assets	37,776,948	30,742,785
Liabilities		
Accounts Payable and Accrued Liabilities (Note 7)	4,230,153	3,906,507
Liability for Employee Future Benefits (Note 4)	2,577,800	2,502,100
Deferred Revenue (Note 8)	5,695,373	60,550
Total Liabilities	12,503,326	6,469,157
Net Financial Assets	25,273,622	24,273,628
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	125,913,000	128,937,967
Prepaid Expenses	1,334,723	985,864
Total Non-Financial Assets	127,247,723	129,923,831
Accumulated Surplus (Note 11)	152,521,345	154,197,459

Contingent Liabilities (Note 13)

Contractual Obligations and Commitments (Note 14)

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

Approved by the Board:



Chairperson



Chief Financial Officer

Regina Roman Catholic Separate School Division No. 81
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$ (Note 12)	\$	\$
REVENUES			
Property Taxes and Other Related	30,546,880	30,688,755	14,466,232
Grants	81,417,010	85,465,170	99,573,592
Tuition and Related Fees	285,640	202,995	224,500
School Generated Funds	2,170,885	2,149,488	2,217,723
Complementary Services (Note 9)	1,417,370	1,417,531	1,391,832
External Services (Note 10)	661,825	626,563	634,497
Other	2,341,725	2,656,726	2,026,327
Total Revenues (Schedule A)	118,841,335	123,207,228	120,534,703
EXPENSES			
Governance	535,870	508,453	442,620
Administration	3,769,245	3,953,637	3,951,497
Instruction	90,472,455	90,411,139	86,640,949
Plant	19,752,160	20,209,014	18,842,370
Transportation	6,000,145	5,888,590	5,767,559
Tuition and Related Fees	65,930	89,258	77,140
School Generated Funds	2,125,140	1,911,776	2,087,138
Complementary Services (Note 9)	1,790,965	1,228,527	1,586,727
External Services (Note 10)	689,665	682,785	688,023
Other	14,370	163	131
Total Expenses (Schedule B)	125,215,945	124,883,342	120,084,154
Operating Surplus (Deficit) for the Year	(6,374,610)	(1,676,114)	450,549
Accumulated Surplus from Operations, Beginning of Year	154,197,459	154,197,459	153,746,910
Accumulated Surplus from Operations, End of Year	147,822,849	152,521,345	154,197,459

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, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$ (Note 12)	\$	\$
Net Financial Assets, Beginning of Year	24,273,628	24,273,628	23,523,839
Changes During the Year			
Operating Surplus (Deficit) for the Year	(6,374,610)	(1,676,114)	450,549
Acquisition of Tangible Capital Assets (Schedule C)	(536,600)	(3,049,186)	(6,991,295)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	6,105	26,000
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(6,105)	(6,964)
Amortization of Tangible Capital Assets (Schedule C)	6,020,010	6,074,153	7,434,936
Net Change in Other Non-Financial Assets	-	(348,859)	(163,437)
Change in Net Financial Assets	(891,200)	999,994	749,789
Net Financial Assets, End of Year	23,382,428	25,273,622	24,273,628

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, 2019

	2019	2018
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus (Deficit) for the Year	(1,676,114)	450,549
Add Non-Cash Items Included in Surplus / Deficit (Schedule D)	5,507,991	6,573,726
Net Change in Non-Cash Operating Activities (Schedule E)	7,287,353	(723,572)
Cash Provided by Operating Activities	11,119,230	6,300,703
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(2,489,129)	(6,137,049)
Proceeds on Disposal of Tangible Capital Assets	6,105	26,000
Cash (Used) by Capital Activities	(2,483,024)	(6,111,049)
INCREASE IN CASH AND CASH EQUIVALENTS	8,636,206	189,654
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	27,448,575	27,258,921
CASH AND CASH EQUIVALENTS, END OF YEAR	36,084,781	27,448,575

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, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	28,549,110	28,471,548	13,666,727
Revenue from Supplemental Levies	-	123,642	137,865
Total Property Tax Revenue	28,549,110	28,595,190	13,804,592
Grants in Lieu of Taxes			
Federal Government	617,045	627,860	305,966
Provincial Government	1,573,165	1,465,705	601,675
Total Grants in Lieu of Taxes	2,190,210	2,093,565	907,641
Other Tax Revenues			
Treaty Land Entitlement - Urban	8,915	-	-
Total Other Tax Revenues	8,915	-	-
Additions to Levy			
Other	314,885	-	-
Total Additions to Levy	314,885	-	-
Deletions from Levy			
Other Deletions	(516,240)	-	(246,001)
Total Deletions from Levy	(516,240)	-	(246,001)
Total Property Taxes and Other Related Revenue	30,546,880	30,688,755	14,466,232
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	78,014,380	80,756,286	90,979,214
Other Ministry Grants	1,256,925	1,449,008	1,223,983
Total Ministry Grants	79,271,305	82,205,294	92,203,197
Other Provincial Grants	-	215,085	-
Total Operating Grants	79,271,305	82,420,379	92,203,197
Capital Grants			
Ministry of Education Capital Grants	2,145,705	3,044,791	7,370,395
Total Capital Grants	2,145,705	3,044,791	7,370,395
Total Grants	81,417,010	85,465,170	99,573,592

Regina Roman Catholic Separate School Division No. 81

Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	19,375	4,175	2,150
Individuals and Other	266,265	198,820	222,350
Total Operating Tuition and Related Fees	285,640	202,995	224,500
Total Tuition and Related Fees Revenue	285,640	202,995	224,500
School Generated Funds Revenue			
Curricular			
Student Fees	475,860	452,104	445,737
Total Curricular Fees	475,860	452,104	445,737
Non-Curricular Fees			
Commercial Sales - Non-GST	37,120	48,433	59,363
Fundraising	585,920	620,884	751,963
Grants and Partnerships	15,630	3,850	4,200
Students Fees	984,060	937,314	871,207
Other	72,295	86,903	85,253
Total Non-Curricular Fees	1,695,025	1,697,384	1,771,986
Total School Generated Funds Revenue	2,170,885	2,149,488	2,217,723
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,417,370	1,417,531	1,391,832
Total Operating Grants	1,417,370	1,417,531	1,391,832
Total Complementary Services Revenue	1,417,370	1,417,531	1,391,832

Regina Roman Catholic Separate School Division No. 81
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
External Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	501,505	487,065	500,556
Total Operating Grants	501,505	487,065	500,556
Fees and Other Revenue			
Other Revenue	160,320	139,498	133,941
Total Fees and Other Revenue	160,320	139,498	133,941
Total External Services Revenue	661,825	626,563	634,497
Other Revenue			
Miscellaneous Revenue	1,853,550	1,769,320	1,501,820
Sales & Rentals	291,515	378,621	231,680
Investments	196,660	502,680	285,863
Gain on Disposal of Capital Assets	-	6,105	6,964
Total Other Revenue	2,341,725	2,656,726	2,026,327
TOTAL REVENUE FOR THE YEAR	118,841,335	123,207,228	120,534,703

Regina Roman Catholic Separate School Division No. 81

**Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2019**

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	202,475	218,488	189,983
Professional Development - Board Members	40,985	19,725	14,435
Grants to School Community Councils	61,135	60,780	-
Professional Development - Advisory Committees	-	-	61,274
Elections	12,200	11,808	18,254
Other Governance Expenses	219,075	197,652	158,674
Total Governance Expense	535,870	508,453	442,620
Administration Expense			
Salaries	2,991,595	3,128,821	3,147,636
Benefits	399,965	471,935	437,391
Supplies & Services	267,295	227,314	277,438
Non-Capital Furniture & Equipment	525	856	-
Communications	29,185	45,440	38,107
Travel	13,940	12,474	9,736
Professional Development	66,100	65,526	40,613
Amortization of Tangible Capital Assets	640	1,271	576
Total Administration Expense	3,769,245	3,953,637	3,951,497
Instruction Expense			
Instructional (Teacher Contract) Salaries	66,028,085	64,621,132	63,727,670
Instructional (Teacher Contract) Benefits	3,345,755	3,230,066	3,100,341
Program Support (Non-Teacher Contract) Salaries	9,878,170	10,016,114	9,770,575
Program Support (Non-Teacher Contract) Benefits	2,043,065	2,088,706	1,971,558
Instructional Aids	2,119,630	1,810,380	1,607,487
Supplies & Services	1,508,555	2,324,536	1,800,635
Non-Capital Furniture & Equipment	2,143,615	2,964,196	1,387,064
Communications	364,270	303,389	292,464
Travel	163,370	114,389	108,108
Professional Development	542,400	425,716	393,728
Student Related Expense	779,115	897,496	840,703
Amortization of Tangible Capital Assets	1,556,425	1,615,019	1,640,616
Total Instruction Expense	90,472,455	90,411,139	86,640,949

Regina Roman Catholic Separate School Division No. 81

Schedule B: Supplementary Details of Expenses for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	5,487,995	5,427,557	5,381,066
Benefits	1,035,250	1,049,163	980,366
Supplies & Services	97,300	128,636	67,650
Non-Capital Furniture & Equipment	285,000	61,904	55,177
Building Operating Expenses	8,222,085	9,034,393	6,481,283
Communications	16,320	16,991	17,605
Travel	145,000	69,975	76,917
Professional Development	20,000	7,681	18,168
Amortization of Tangible Capital Assets	4,443,210	4,412,714	5,764,138
Total Plant Operation & Maintenance Expense	19,752,160	20,209,014	18,842,370
Student Transportation Expense			
Salaries	106,490	139,215	-
Benefits	18,470	20,016	-
Contracted Transportation	5,875,185	5,729,359	5,767,559
Total Student Transportation Expense	6,000,145	5,888,590	5,767,559
Tuition and Related Fees Expense			
Tuition Fees	58,440	81,768	69,940
Transportation Fees	7,490	7,490	7,200
Total Tuition and Related Fees Expense	65,930	89,258	77,140
School Generated Funds Expense			
Academic Supplies & Services	517,720	441,954	411,610
Cost of Sales	42,740	63,480	64,324
School Fund Expenses	1,544,945	1,361,193	1,586,655
Amortization of Tangible Capital Assets	19,735	45,149	24,549
Total School Generated Funds Expense	2,125,140	1,911,776	2,087,138

Regina Roman Catholic Separate School Division No. 81

Schedule B: Supplementary Details of Expenses for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	1,226,530	905,138	1,238,525
Program Support (Non-Teacher Contract) Salaries & Benefits	540,835	311,404	334,282
Instructional Aids	23,600	5,438	5,836
Supplies & Services	-	64	176
Non-Capital Furniture & Equipment	-	2,866	-
Student Related Expenses	-	3,417	2,753
Contracted Transportation & Allowances	-	200	98
Amortization of Tangible Capital Assets	-	-	5,057
Total Complementary Services Expense	1,790,965	1,228,527	1,586,727
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	501,505	487,065	500,556
Program Support (Non-Teacher Contract) Salaries & Benefits	92,195	92,912	91,518
Supplies & Services	-	100,597	93,038
Non-Capital Furniture & Equipment	-	2,211	2,911
Student Related Expenses	95,965	-	-
Total External Services Expense	689,665	682,785	688,023
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	14,370	163	131
Total Interest and Bank Charges	14,370	163	131
Total Other Expense	14,370	163	131
TOTAL EXPENSES FOR THE YEAR	125,215,945	124,883,342	120,084,154

Regina Roman Catholic Separate School Division No. 81

Schedule C - Supplementary Details of Tangible Capital Assets

for the year ended August 31, 2019

		Buildings	Other	Furniture and	Computer Hardware and Audio Visual	Computer		
Land	Buildings	Short-Term	Vehicles	Equipment	Equipment	Software	2019	2018
\$	\$	\$	\$	\$	\$	\$	\$	\$
7,152,381	147,012,761	21,658,173	491,538	11,991,844	2,626,472	224,855	191,158,024	187,636,026
-	96,813	881,620	26,788	1,931,555	49,468	62,942	3,049,186	6,991,295
-	-	-	(24,027)	(746,353)	(715,310)	(111,031)	(1,596,721)	(3,469,297)
7,152,381	147,109,574	22,539,793	494,299	13,177,046	1,960,630	176,766	192,610,489	191,158,024
-	44,194,651	11,019,528	272,325	4,734,190	1,833,691	165,672	62,220,057	58,235,382
-	3,561,588	690,767	76,614	1,317,705	392,126	35,353	6,074,153	7,434,936
-	-	-	(24,027)	(746,353)	(715,310)	(111,031)	(1,596,721)	(3,450,261)
N/A	47,756,239	11,710,295	324,912	5,305,542	1,510,507	89,994	66,697,489	62,220,057
7,152,381	102,818,110	10,638,645	219,213	7,257,654	792,781	59,183	128,937,967	129,400,644
7,152,381	99,353,335	10,829,498	169,387	7,871,504	450,123	86,772	125,913,000	128,937,967
-	(3,464,775)	190,853	(49,826)	613,850	(342,658)	27,589	(3,024,967)	(462,677)
-	-	-	24,027	746,353	715,310	111,031	1,596,721	3,469,297
-	-	-	24,027	746,353	715,310	111,031	1,596,721	3,450,261
-	-	-	-	-	-	-	-	19,036
-	-	-	6,105	-	-	-	6,105	26,000
-	-	-	6,105	-	-	-	6,105	6,964

Regina Roman Catholic Separate School Division No. 81

**Schedule D: Non-Cash Items Included in Surplus / Deficit
for the year ended August 31, 2019**

	2019	2018
	\$	\$
Non-Cash Items Included in Surplus / Deficit		
Amortization of Tangible Capital Assets (Schedule C)	6,074,153	7,434,936
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus / Deficit	(560,057)	(854,246)
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(6,105)	(6,964)
Total Non-Cash Items Included in Surplus / Deficit	5,507,991	6,573,726

Regina Roman Catholic Separate School Division No. 81

**Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2019**

	2019	2018
	\$	\$
Net Change in Non-Cash Operating Activities		
Decrease in Accounts Receivable	1,602,043	1,902,920
Increase (Decrease) in Accounts Payable and Accrued Liabilities	323,646	(453,621)
Increase in Liability for Employee Future Benefits	75,700	136,500
Increase (Decrease) in Deferred Revenue	5,634,823	(2,145,934)
(Increase) in Prepaid Expenses	(348,859)	(163,437)
Total Net Change in Non-Cash Operating Activities	7,287,353	(723,572)

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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 \$2,577,800 (2018 - \$2,502,100) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$30,688,755 (2018 - \$14,466,232) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related amortization of \$6,074,153 (2018 - \$7,434,936) 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
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c) Financial Instruments

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

All financial instruments are measured at cost or amortized cost. Transaction costs are a component of 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
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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 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

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.

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.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
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Liability for Employee Future Benefits represents post-employment and compensated absence benefits that accrue to the school division's employees. The cost of these benefits is recorded as the benefits are earned by employees. The liability relating to these benefits is actuarially determined using the projected benefit method pro-rated on service. Actuarial valuations are performed periodically using assumptions including discount rate, inflation, salary escalation, termination and retirement rates and mortality. An actuary extrapolates these valuations when a valuation is not done in the current fiscal year. Actuarial gains and losses are amortized on a straight line basis over the expected average remaining service life of the related employee groups.

g) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

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 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.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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 the 2018 taxation year, the school division did not have a bylaw in place, for 2019 it does.

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 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.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

3. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2019 Actual	2018 Actual
Governance	\$ 218,488	\$ 289,965	\$ -	\$ -	\$ 508,453	\$ 442,620
Administration	3,600,756	351,610	-	1,271	3,953,637	3,951,497
Instruction	79,956,018	8,840,102	-	1,615,019	90,411,139	86,640,949
Plant	6,476,720	9,319,580	-	4,412,714	20,209,014	18,842,370
Transportation	159,231	5,729,359	-	-	5,888,590	5,767,559
Tuition and Related Fees	-	89,258	-	-	89,258	77,140
School Generated Funds	-	1,866,627	-	45,149	1,911,776	2,087,138
Complementary Services	1,216,542	11,985	-	-	1,228,527	1,586,727
External Services	579,977	102,808	-	-	682,785	688,023
Other	-	-	163	-	163	131
TOTAL	\$ 92,207,732	\$ 26,601,294	\$ 163	\$ 6,074,153	\$ 124,883,342	\$ 120,084,154

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. Morneau Shepell Ltd., a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2019.

Details of the employee future benefits are as follows:

	2019	2018
Long-term assumptions used:		
Discount rate at end of period	1.93%	3.00%
Inflation and productivity rate (excluding merit and promotion) - Teachers	2.50%	2.50%
Inflation and productivity rate (excluding merit and promotion) - Non-Teachers	3.00%	3.00%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2019	2018
Accrued Benefit Obligation - beginning of year	\$ 2,355,400	\$ 2,427,900
Current period service cost	158,700	172,300
Interest cost	72,100	68,100
Benefit payments	(151,300)	(113,400)
Actuarial (gains) losses	188,900	(199,500)
Accrued Benefit Obligation - end of year	2,623,800	2,355,400
Unamortized Net Actuarial Gains (Losses)	(46,000)	146,700
Liability for Employee Future Benefits	\$ 2,577,800	\$ 2,502,100

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
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Expense for Employee Future Benefits	2019	2018
Current period service cost	\$ 158,700	\$ 172,300
Amortization of net actuarial (gain) loss	(3,800)	9,500
Benefit cost	154,900	181,800
Interest cost	72,100	68,100
Total Employee Future Benefits Expense	\$ 227,000	\$ 249,900

5. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

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

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

STRP: Effective July, 2016 member contributions were 11.30% of salary up to the year's maximum pensionable earnings (YMPE) and 13.50% of salary over the YMPE. 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 2017 calendar year was \$55,300, for the 2018 calendar year was \$55,900, and for the 2019 calendar year is \$57,400.

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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
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	2019			2018
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	898	5	903	923
Member contribution rate (percentage of salary)	see above	see above	-	-
Member contributions for the year	\$ 6,677,792	\$ 17,858	\$ 6,695,650	\$ 7,763,634

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:

	2019	2018
Number of active School Division members	359	361
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	\$ 1,226,331	\$ 1,113,873
School Division contributions for the year	\$ 1,198,507	\$ 1,092,783

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:

	2019		2018	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Taxes Receivable	\$ 123,642	\$ 123,642	\$ -	\$ -
Provincial Grants Receivable	628,551	628,551	2,645,126	2,645,126
Other Receivables	939,974	939,974	649,084	649,084
Total Accounts Receivable	\$ 1,692,167	\$ 1,692,167	\$ 3,294,210	\$ 3,294,210

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2019	2018
Accrued Salaries and Benefits	\$ 2,082,713	\$ 2,023,300
Supplier Payments	2,000,981	1,733,529
Funds Held for Award and Deferred Salary	61,047	47,947
Payable to Other Boards	4,951	19,215
Negotiated Professional Development Carryover	25,880	55,811
Other Payables	54,581	26,705
Total Accounts Payable and Accrued Liabilities	\$ 4,230,153	\$ 3,906,507

8. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2018	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2019
Non-Capital Deferred revenue:				
City of Regina tax revenue	\$ -	\$ 36,202,737	\$ 30,565,114	\$ 5,637,623
Tuition fees	60,550	47,750	60,550	47,750
Other	-	10,000	-	10,000
Total Deferred Revenue	\$ 60,550	\$ 36,260,487	\$ 30,625,664	\$ 5,695,373

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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NOTES TO THE FINANCIAL STATEMENTS
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Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2019	2018
Revenue:			
Operating Grant	\$ 1,417,531	\$ 1,417,531	\$ 1,391,832
Total Revenue	1,417,531	1,417,531	1,391,832
Expenses:			
Salaries & Benefits	1,216,542	1,216,542	1,572,807
Instructional Aids	5,438	5,438	5,836
Supplies and Services	64	64	176
Non-Capital Furniture & Equipment	2,866	2,866	-
Student Related Expenses	3,417	3,417	2,753
Contracted Transportation & Allowances	200	200	98
Amortization of Tangible Capital Assets	-	-	5,057
Total Expenses	1,228,527	1,228,527	1,586,727
Excess (Deficiency) of Revenue over Expenses	\$ 189,004	\$ 189,004	\$ (194,895)

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	2019	2018
Revenue:				
Operating Grant	\$ -	\$ 487,065	\$ 487,065	\$ 500,556
Sales and Rentals	139,498	-	139,498	133,941
Total Revenue	139,498	487,065	626,563	634,497
Expenses:				
Salaries & Benefits	92,912	487,065	579,977	592,074
Supplies and Services	100,597	-	100,597	93,038
Non-Capital Equipment	2,211	-	2,211	2,911
Total Expenses	195,720	487,065	682,785	688,023
(Deficiency) of Revenue over Expenses	\$ (56,222)	\$ -	\$ (56,222)	\$ (53,526)

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.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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 2018	Additions during the year	Reductions during the year	August 31 2019
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 128,937,967	\$ 3,049,186	\$ (6,074,153)	\$ 125,913,000
	128,937,967	3,049,186	(6,074,153)	125,913,000
PMR maintenance project allocations (1)	4,818,725	2,481,180	(1,691,227)	5,608,678
Designated Assets:				
Capital projects:				
Designated for tangible capital asset expenditures	3,591,172	130,000	(1,151,727)	2,569,445
	3,591,172	130,000	(1,151,727)	2,569,445
Other:				
School Generated Funds	1,246,342	2,149,488	(1,911,776)	1,484,054
Contingency Reserve	15,603,253	1,342,915	-	16,946,168
	16,849,595	3,492,403	(1,911,776)	18,430,222
Total Accumulated Surplus	\$ 154,197,459	\$ 9,152,769	\$ (10,828,883)	\$ 152,521,345

- (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 20, 2018 and the Minister of Education on August 22, 2018.

13. CONTINGENT LIABILITIES

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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
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14. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- Operating lease obligations of the school division are as follows:

	Operating Leases			
	Postage Meter	Busing	Computer Leases	Total Operating
Future minimum lease payments:				
2020	\$ 13,171	\$ 4,715,683	\$ 1,046,355	\$ 5,775,209
2021	13,171	4,715,683	659,665	5,388,519
2022	13,171	4,715,683	512,058	5,240,912
2023	13,171	4,715,683	299,177	5,028,031
2024	2,639	-	-	2,639
Total Lease Obligations	\$ 55,323	\$ 18,862,732	\$ 2,517,255	\$ 21,435,310

15. COMPARATIVE INFORMATION

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

16. RISK MANAGEMENT

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

i) Credit Risk

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

The aging of grants and other accounts receivable at August 31, 2019 was:

August 31, 2019					
	Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 628,551	\$ 628,551	\$ -	\$ -	\$ -
Other Receivables	713,419	575,703	134,113	460	3,143
Net Receivables	\$ 1,341,970	\$ 1,204,254	\$ 134,113	\$ 460	\$ 3,143

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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, 2019				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years	
Accounts payable and accrued liabilities	\$ 4,230,153	\$ 4,169,106	\$ -	\$ 61,047	\$ -	
Total	\$ 4,230,153	\$ 4,169,106	\$ -	\$ 61,047	\$ -	

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, 2019.

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.