Regina Catholic Schools
www.rcsd.ca

Regina Roman Catholic Separate School Division No. 81

2020-21 Annual Report

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School Division Contact Information

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Letter of Transmittal

Honourable Dustin Duncan
Minister of Education

Dear Minister Duncan:

The Board of Education of the Regina Roman Catholic Separate School Division No. 81 is pleased to provide you and the residents of the school division with the 2020-21 annual report. This report presents an overview of school division goals, activities and results for the fiscal year September 1, 2020 to August 31, 2021. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

Vicky Bonnell

Vicky Bonnell, Board Chair

Introduction

This report provides information about the Regina Catholic School Division's 2020-21 fiscal year, its governance structures, students, staff, programs, infrastructure, transportation and finances. In addition to detailing the school division's goals, activities and performance, this report outlines how the division is deploying the Education Sector Strategic Plan (ESSP) in relation to its school division plan.

The 2020-21 school year included the safe return to school buildings for students and staff, and the resumption of in-class learning that had been suspended in March 2020. While many students returned to in-class learning, there was an increase in the number of students who were learning from home for all or part of the year. COVID-19 pandemic conditions in 2020-21 required well-planned and supported responses to ensure the safety and well-being of students and staff and the continuation of learning. This report will include details of actions undertaken in accordance with the school division's *Safe School Plan* for 2020-21, supported by contingency funding.

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

Governance

The Board of Education

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

A list of remuneration paid to all Board members in 2020-21 is provided in Appendix A.

Board of Education Trustees as of August 31, 2021:

Vicky Bonnell
Board Chair

Rob Bresciani
Deputy Chair

Ryan Bast
Trustee

Juliet Bushi
Trustee

Bob Kowalchuk
Trustee

Shauna Weninger
Trustee

Darren Wilcox
Trustee

Catholic School Community Councils (CSCCs)

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

In 2020-21, the RCSD's CSCCs were provided with $1,982 per school for a total funding allocation of $63,424. This funding was used in various ways including meeting expenses, school community-building events, and supporting the school through school-level plans. The RCSD refers to this school-level plan as the *Learning Improvement Plan*. CSCCs are required to submit three reports annually to the Board that provide:

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

The Education Regulations, 2019, requests that school divisions undertake orientation training and networking opportunities for their School Community Council (SCC) members. In response to this regulation, the Board/CSCC Linkage Meetings are held twice a year, once in the fall and once in the spring. Meetings were held in October and May through *Microsoft Teams*. Senior Management, the Board of Trustees, and the Catholic Parent Advisory Council (CPAC) worked on an agenda together.

In late August, the CPAC engaged with the Board and the Senior Management team to review the RCSD's *Return to School Plan*. The CPAC provided feedback that was used in the RCSD's *Safe Schools Plan*. During the 2020-21 school year, the CPAC met monthly. One of the significant projects of CPAC during the 2020-21 school year was to review the CSCC Constitution. A small sub-committee was created to review and update the constitution.

Following *The Education Regulations, 2019,* CSCCs work with schools to support the school *Learning Improvement Plan*. At the 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 may include financial support for new resources or programs. Following that planning, the CSCC Chair signs the *Learning Improvement Plan* indicating that it has been reviewed.

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

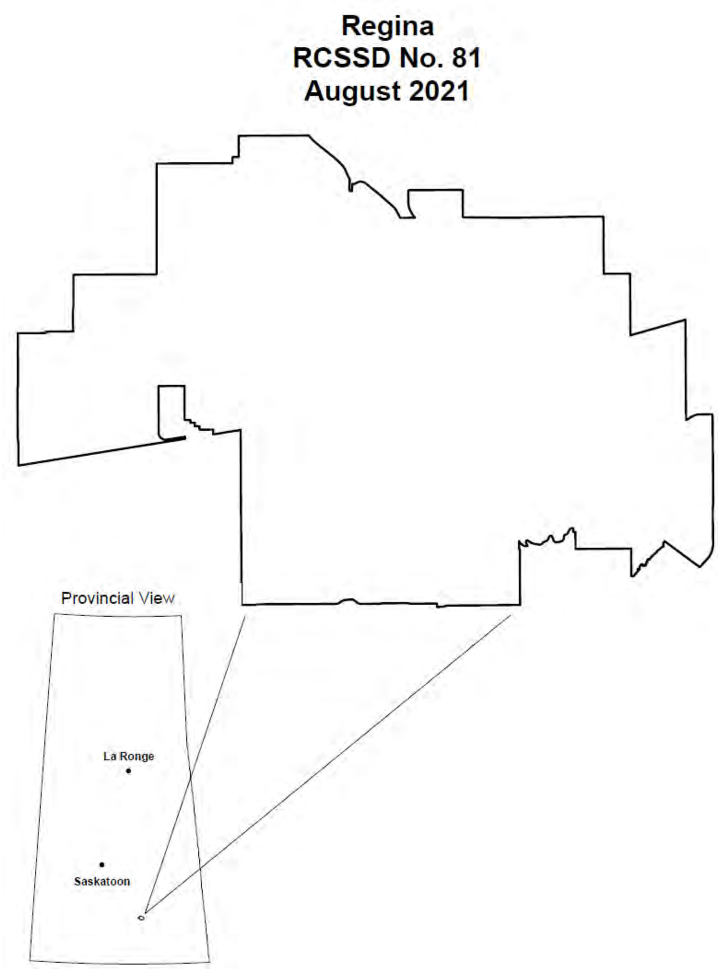
The 2020-21 school year did challenge CSCCs to think differently about their fundraising and parent engagement. Many fundraisers were moved to online hosted virtual events. RCSD supported the CSCCs with online fee collecting software. CSCCs were able to set up an account to collect money from parents for a variety of purposes. CSCCs worked with local companies to provide individually packed hot lunches; many made the shift to *Munch-a-Lunch* or *Healthy Hunge*r. Fundraisers moved to events like online community scavenger hunts, virtual pizza nights, trivia nights, online bingo, and family craft nights. CSCCs were very creative in their fundraisers and with their family engagement. These virtual events also allowed the RCSD communities to connect in safe ways.

School Division Profile

About Us

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

The RCSD offers a wide range of academic courses, practical and applied arts courses, student support services and extracurricular activities. Schools within the RCSD are also faith-filled communities where the values and teachings of Jesus Christ guide every aspect of teaching and learning. RCSD's schools are places where all can freely teach and practice the Catholic faith and where school, home, and church work together to help students become informed, compassionate, and responsible citizens.



Division Philosophical Foundation

Mission Statement

RCSD 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.

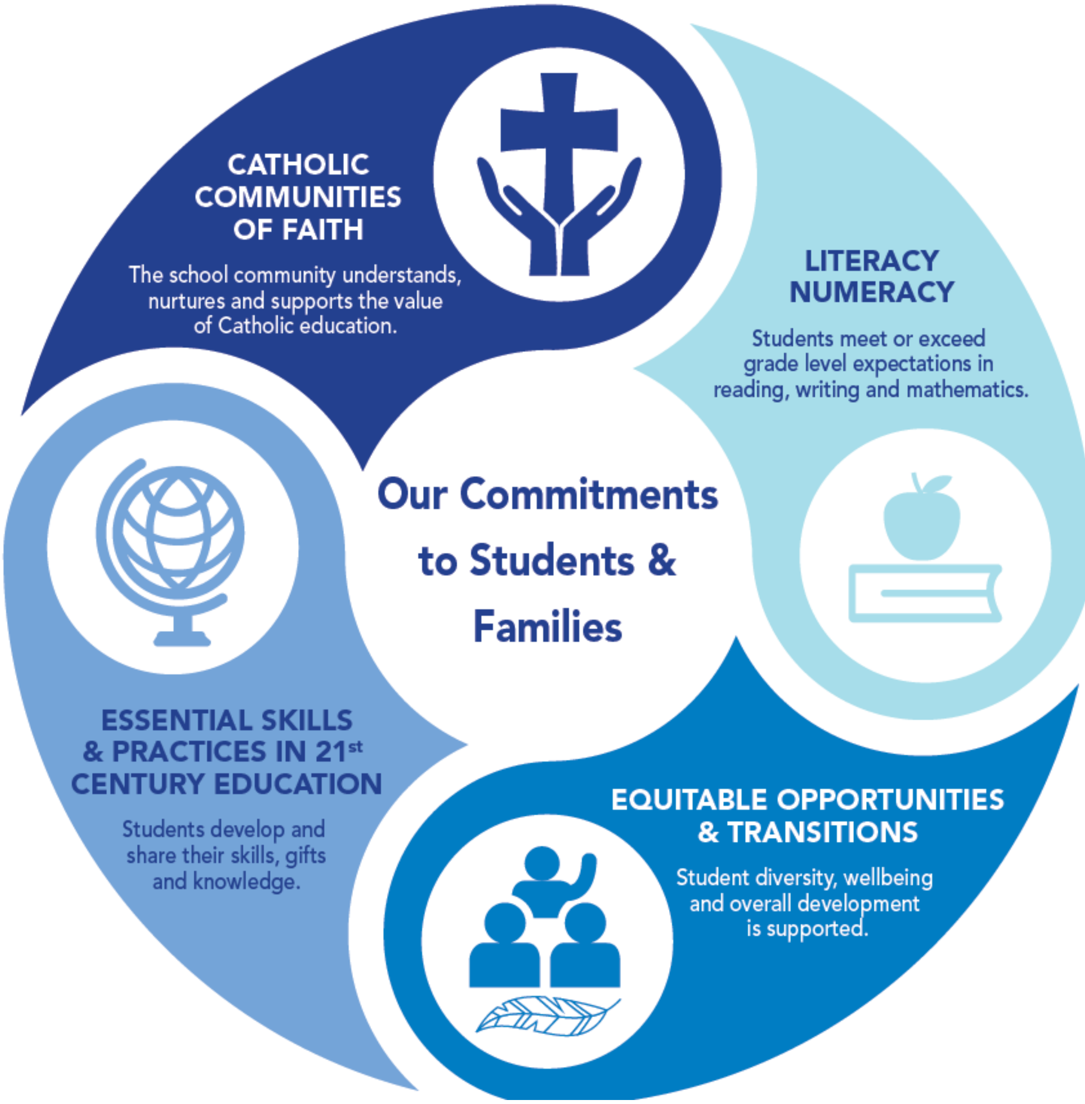
Vision Statement

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

Goals

1. **Trustees, staff and students demonstrate commitment to the Catholic faith.**
    - Trustees, staff and students can articulate the Catholic faith through their words and actions.
    - Trustees, staff and students are servant-leaders and proclaimers of our Catholic faith.
    - Trustees, staff and students demonstrate commitment to the teachings of Jesus Christ modeling Diversity, Equity, Inclusion and walking together in Truth and Reconciliation.
    - Trustees, staff and students demonstrate stewardship of talent, treasure and time.
2. **Students have foundations for success.**
    - Students demonstrate achievement consistent with curriculum requirements.
        - Students demonstrate continuous academic growth.
        - Students demonstrate proficiency in the use of technology.
    - Students demonstrate social skills for success.
    - Students demonstrate healthy life-style choices.
    - Students are engaged in learning.
    - Graduates are able to meet the entrance requirements for the post-secondary education of their choice, and/or have skills for meaningful employment.
    - Students have an environment conducive to learning.
3. **The community understands and supports the value of Catholic education.**

2016-2020 Board Strategic Plan



Reference: RCSD Board Policy 1 – Division Foundational Commitments and Board Strategic Plan

Community Partnerships

Within the RCSD, elementary and high schools have established a wide range of formal and informal partnerships to support and 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 graduation rates. This, along with the school division's focus on improved connections to a wide variety of post-secondary organizations, has been an integral part of the school division's strategic planning in the past and continues going forward. All the schools in the RCSD have developed partnerships with the intent of enriching the students' educational experience and helping students connect what they learn at school to the outside world.

Regina District Industry Education Council (RDIEC)

One of the school division's most noteworthy partnerships continues to be with the RDIEC. This cohesive partnership involving the RCSD, the Regina Public School Division, Prairie Valley School Division and the File Hills Qu'Appelle Tribal Council continues its mandate to develop career connections between senior students and local businesses. Due to COVID-19 protocols, site visits were not allowed during the 2020-21 school year. RDIEC and their partners moved to virtual presentations. These presentations were well received by schools and did have their advantages. Classroom teachers were able to stream the presentations live to their entire class. Students could access all the materials from the RDIEC website and online views, and interest was way up.

Career spotlights were all moved to virtual events and stored on the RDIEC website. Partners included Saskatchewan Polytechnic, Saskatchewan Apprenticeship, the Service Hospitality Safety Association, Regina Trades and Skills Centre, and RDIEC.

Due to COVID-19 protocols, RCSD did not partner with Cattlemen's Association. This partnership was put on hold for the 2020-21 school year. The school division looks forward to renewing this partnership in the 2021-22 school year. The association provided $3,000 for the RCSD's Beef Cooking Competition in November 2019. This provided insight into culinary careers.

Saskatchewan Polytechnic

The RCSD's partnership with Saskatchewan Polytechnic looked different during the 2020-21 school year. Students still had access to dual credit opportunities offered by Saskatchewan Polytechnic. The opportunity to receive both a Saskatchewan Polytechnic credit and a high school credit is a new educational pathway in the province. In 2020-21, the Saskatchewan Polytechnic Career Day was put on hold. The plan was to have all Grade 10 students attend the event to experience hands-on demonstrations and learn about program requirements. Due to the COVID-19 pandemic, this event did not take place as scheduled. RCSD is working with Saskatchewan Polytechnic to provide virtual experiences during the 2021-22 school year.

Service Hospitality Safety Association (SHSA)

Another highlight is the RCSD's partnership with the SHSA, which focuses on safety at home, at school, and at play which reached almost 1,000 of the RCSD's Grade 6 students. Another 1,000 Grade 8 students participated in presentations related to mental health and resiliency skills. The SHSA launched a new program for Grade 3 students focusing on safety at home and in the community. All these events were virtual during the 2020-21 school year.

Mental Health Capacity Building (MHCB)

The MHCB initiative is one of the projects Saskatchewan Health Authority (SHA) is supporting. MHCB promotes collaboration between schools and communities to recognize and address barriers to well-being through evidence-informed prevention and mental health promotion efforts and activities. The goal of the MHCB initiative is to promote positive mental health in children, youth, families, and other individuals in schools as well as the surrounding communities with a vision to shift school community culture. RCSD is one of five pilot sites across Saskatchewan. Findings from the most recent evaluation indicate students and teachers are already seeing a positive impact from the pilot project.

"It has brought more awareness to mental health in a teen/high school level and showed that, it is okay not to be okay," explains one of the students. Dr. Martin LeBoldus Catholic High School houses an MHCB School Coordinator and a Wellness promoter.

The *Canada-Saskatchewan Early Learning and Child Care Agreement* provides an opportunity to offer early literacy programming for children who might not have access to such opportunities. The Ministry of Education has allocated supports to targeted *KidsFirst* programs for RCSD. RCSD houses a Regina Early Years Family Centre satellite site at St. Matthew School and Sacred Heart Community School accesses the new dedicated family centre space at 3079 5th Avenue.

Addictions Resource and Drug Education

The on-going partnership with Addictions Resource Lead Rand Teed has served RCSD well. This position was formed in response to growing drug use among young people. Rand runs a Drug Education Class on a dedicated website and includes daily live streaming support on his Facebook page as a response to COVID-19 to provide on-going support for students and families within RCSD. Rand is very knowledgeable. An expert in the area of addictions and mental health, he is often sought out across the world to make presentations. In his world tours, Rand states his support and dedication to RCSD, and he has often commented that in his travels people are very impressed with the commitment and investment RCSD has made to students to help them with addictions and mental health challenges.

United Way of Regina

The RCSD has a longstanding and valuable partnership with the United Way of Regina. United Way is a strong supporter of education and learning. 2020-21 was the first year of the Campaign for Grade Level Reading. The campaign runs for three years with St. Augustine Community School being supported in 2020-21. Sacred Heart Community School is being brought on board in 2021-22. St. Francis and St. Michael Community Schools will join in 2022-23, for a total of four schools involved in the campaign. This campaign focuses on four pillars – school readiness, access to books, chronic attendance, and summer learning loss.

- **School Readiness** – Unfortunately, RCSD was not able to run the *Kinder Camps* in summer of 2020 due to the COVID-19 pandemic. Kinder Readiness Bags were distributed to three schools to ensure students had the supplies they needed to be successful at school.
- **Access to Books** – The United Way is committed to students having more access to books through Classroom Libraries. These grade-appropriate books allow students easy access to books in their classroom. *Vello* refers to the innovative 1:1 tutoring program from United Way that matches reading tutor teams to classrooms for guided reading support. Students and tutors read e-books using super simple screen sharing and audio.
- **Chronic Attendance** – Managing attendance during a pandemic is complex. RCSD's focus was keeping kids safe, so the Attendance Matters Campaign was put on pause. This campaign would focus on supporting students to be at school every day and so a van was donated to support this initiative by picking students up who may need assistance getting to school. This would also include various attendance initiatives supported by local businesses and organizations. The United Way was still able to support attendance through the addition of a book vending machine. These were more to encourage continued reading rather than attendance. Schools can tailor their incentive programs to meet the needs of the students.
- **Summer Learning Loss** – Unfortunately, the school division was not able to run the *Summer Success Camps* in 2020 due to the pandemic. The United Way still provided Good Food Boxes for families, books to build libraries at home, and backpacks filled with school supplies.

Métis Nation-Saskatchewan

In May 2020, Métis Nation-Saskatchewan approached RCSD with an opportunity to partner with them. This initiative is part of a broader partnership between Métis Nation-Saskatchewan and the Royal Canadian Geographic Society aimed at revitalizing Michif language within the province. This important work is intended to protect, promote, and practice Michif language. Under the guidance of teachers and Michif Language Keepers, this program connects children with Métis culture and Michif language. The Métis Nation committed to provide funds for two years.

2020-21 was the implementation year of *Lii Zaanfaan saa Nik di Laang* (the Children's Nest of Language) at Sacred Heart Community School. The program model designed by RCSD, borrowed some elements of the provincial Pre-Kindergarten program model. The Kindergarten Michif language program is a full day program that runs Monday to Thursday and is open to families, city wide. One Friday every month is designated as a *Family Engagement Friday* to honor the Métis value of kinship and community. The COVID-19 pandemic made implementing a new program challenging and limited interaction between the families in the classroom.

Michif Language Classroom at a glance:

- Métis teacher led the program
- 2 Language Keepers – supporting language and cultural teachings

- Intern in the classroom from Saskatchewan Urban Native Teacher Education Program to support language and culture
- 11 students enrolled – 1 student withdrawal
- 3 out of area students transported by van
- 7 students transported by bus
- 8 parent engagement days

The program correlated with Kindergarten curricular outcomes and appropriate social skills. With a focus on kinship, the students learned about things like feelings and the environment around them in both English and Michif. Students have progressed faster than anticipated with expressive and receptive language. RCSD will continue with year two of the Kindergarten Michif Language Classroom in 2021-22.

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

Program Overview

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

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

English as an Additional Language (EAL)

The RCSD continues to welcome students from all over the world. As of September 30, 2020, there were 3,981 EAL learners registered in Pre-Kindergarten to Grade 12. 1,765 of those students from Grades 1 through 12 required support to develop Academic English Language Proficiency. By June 2020, the number of EAL students in the school division had increased by nearly 100 students. A focus on teacher professional development has continued in the EAL program. The EAL Consultant conducted training sessions at the annual Teacher Institute and on the school division's Teacher Professional Development days throughout the school year with an emphasis placed on teacher collaboration. EAL teachers provided classroom teachers with strategies to support all EAL learners. Classroom teachers worked through the process of scaffolding, which breaks down language into manageable pieces for students.

In high school, EAL learners enroll in EAL Locally Developed Courses: Saskatchewan Context for EAL Learners 20L, EAL A10L, EAL B10L, EAL A20L and EAL B20L. The approval of the last four mentioned courses was extended to the 2021-22 school year.

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

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

Unfortunately, due to restrictions of activities done at schools because of the COVID-19 pandemic not all the activities planned were implemented.

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

In the school year, 2021, 79% of RCSD students with a global Common Framework of Reference (CFR) level of A1.1 to A2.2 increased at least one global CFR level.

Learning Online

The RCSD's Learning Online program has provided distance education opportunities since 2009. Learning Online has teachers based in both RCSD and Holy Trinity Catholic School Division (HTCSD). As part of the pandemic response, additional classes were added to Learning Online's course offering. Courses are available for Grades 9 to 12 in Business Education, Catholic Studies, Humanities, Social Sciences, Mathematics, Science, Health and Wellness, French Immersion, and Technology.

<table>
<tr><th colspan="3">Courses Offered</th></tr>
<tr>
<td>Humanities
English Language Arts A9
English Language Arts B9
ELA 9 Recovery
English Language Arts A10
English Language Arts B10
English Language Arts 20
English Language Arts A30
English Language Arts B30
Creative Writing 20
French 10
French 20
French 30</td>
<td>Mathematics
Mathematics 9 Recovery
Mathematics 9A
Mathematics 9B
Foundations of Mathematics and Pre-Calculus 10
Workplace & Apprenticeship Math 10
Foundations of Mathematics 20
Pre-Calculus 20
Workplace & Apprenticeship Math 20
Workplace & Apprenticeship Math 30
Foundations of Mathematics 30
Pre-Calculus 30</td>
<td>Sciences
Science 9
Science 10
Computer Science 20
Health Science 20
Heath Science 20 High Performance
Physical Science 20
Environnemental Science 20
Computer Science 30
Biology 30
Chemistry 30
Physics 30
AP Computer Science Tutorial</td>
</tr>
<tr>
<td>Social Sciences
Social Studies 9
History 10
History 20
Psychology 20
Psychology 20 High Performance
Psychology 30 (summer only)
Native Studies 30
Law 30</td>
<td>Catholic Studies
Catholic Studies 9
Catholic Studies 10
Catholic Studies 20
Catholic Studies 30</td>
<td>French Immersion
Français 9
Science Humanes 9
Français 10
Histoire 10
Français 20
Histoire 20
Français Intégré A20 (Summer)
Science Sociales 30
Transitions dans la vie 30</td>
</tr>
<tr>
<td>Physical Education
Wellness 10</td>
<td>Technology
Robotics and Automation 10
Communication Media 10
Communication Media 20
Communication Media 30
Robotics and Automation 30
Robotics 30 AP Computer Science</td>
<td>Business Education
Life Transitions 30
Life Transitions 30 High Performance
Accounting 10
Accounting 20</td>
</tr>
</table>

Learning Online offers asynchronous online high school courses, giving students the flexibility as to where and when they complete their online courses. Each course has set due-date guidelines to aid students in pacing themselves as they work through their courses. In 2020-21, Learning Online became a continuous intake online school, where students were accepted throughout the year to support individual learning plans. Summer courses and credit recovery are also offered through Learning Online to support RCSD on-time graduation goals.

Typically, Learning Online provides educational services to students within RCSD who are taking a blend of online and in-school classes, however, registrations are accepted from outside of the school division and adult students. In 2020-21, there was a significant increase of full-time Learning Online student registrations. As part of the RCSD pandemic response, a Learning Online Coach and Guidance Counsellor were added to support students who were learning from home.

In 2018-19, the RCSD signed a partnership agreement with HTCSD to include their students and a staff member in RCSD's Learning Online. HTCSD provides a 0.25 FTE teacher to Learning Online in exchange for 30 course enrollments each semester in the school. In 2020-21, this partnership expanded to include an additional 0.20 FTE teacher allowing for an additional 24 students to enroll in the school per semester.

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

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

In 2020-21, Learning Online expanded to include an elementary school. Learning Online provided synchronous online classes to RCSD students who could not participate in in-person learning due to the COVID-19 pandemic. Learning Online had 15 virtual classrooms for Grades 1 to 8 as well as an inclusive education classroom. The inclusive classroom consisted of 15 students from Elementary Functionally Academic Program and Functional Integrated Program classrooms. Additional supports were also offered through Learning Online including French Immersion tutorial, EAL, and Guided Reading.

In 2020-21, Learning Online staff included a principal and 42 teachers comprised of 22 high school and 20 elementary school teachers, with FTEs varying from 0.25 to 1.00.

Learning Online 2020 – 2021 Elementary Enrollment Data			
Grade	**Enrollment**	**Returned to School**	**Completed the Year Online**
1	53	16	37
2	53	11	42
3	66	16	50
4	50	13	37
5	58	50	8
6	55	12	43
7	66	15	51
8	47	11	36
Inclusive Classroom	13	2	11
Total	**461**	**104**	**357**

Strategic Direction and Reporting

Education Sector - Strategic Planning

Members of the education sector worked together to develop the Education Sector Strategic Plan (ESSP) for 2014-2020, which described the strategic direction of the education sector, with priorities and outcomes that aligned the work of school divisions and the Ministry of Education. In 2020-21, the ESSP continued for a final year to guide the education sector for the benefit of all Saskatchewan students while work proceeded to develop a provincial education plan to 2030.

In November 2019, the collaboration of education sector partners culminated in the release of the *Framework for the Provincial Education Plan 2020-2030*. The framework is guiding the education sector in collaborative work to develop a provincial education plan for Saskatchewan students to 2030. Initial work in 2020-21 has focused on an interim plan that will support staff and students for the upcoming school year as the province emerges from the COVID-19 pandemic.

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

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

The goals of *Inspiring Success* are:

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

Reading, Writing, Math at Grade Level **<u>ESSP Outcome:</u>** **By June 30, 2021, 80% of students will be at grade level or above in reading, writing and math.** **<u>ESSP Improvement Targets</u>:** • **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	LITERACY / NUMERACY 1. English - Reading & Writing • By June 2021, the percentage of students in the English program who are at or above reading expectations will be: o Grade 1s – 75% o Grade 2s – 80% o Grade 3s – 85% • By June 2021, 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*. 2. French Immersion Program - Reading • By June 2021, 80% of French Immersion students in each of Grades 2 – 6 will read and comprehend at or above grade level in French. 3. French Immersion Program – Reading • By June 2021, 75% of students in Grades 4, 7 and 9 will be writing at or above grade level (*as determined by the provincial holistic rubric). 4. Mathematics • By June 2021, 80% of Grade 1 - 8 students will be at or above grade level for the number strand. • By June 2021, 90% of RCSD high school students will achieve credits in enrolled mathematics courses.
School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome	**Reading** The Regina Catholic School Division (RCSD) established Specific, Measurable, Achievable, Relevant, and Time bound (SMART) goals for reading at each of Grades 1-3 in the English Program and Grades 2-6 in the French Immersion Program. As part of the monitoring of these goals, benchmark targets were established for November, March, and June. Beginning with a fall baseline benchmark, and with support from the school division Student Achievement Team, a strategic action plan was created for the school to support these goals. As was the case in 2019-20, the disruption of in-person learning due to the COVID-19 pandemic and the multiple pivots from face-to-face instruction to remote learning presented challenges for data collection in many RCSD schools.

English Program

Local data collected in June 2021 indicated the following reading levels in Grades 1-3:

- Grade 1 - 65%
- Grade 2 - 74%
- Grade 3 - 77%

French Immersion Program
Local data collected as of June 2021 indicated the following reading levels in Grades 2-6:

- Grade 2 - 57%
- Grade 3 - 64%
- Grade 4 - 69%
- Grade 5 - 78%
- Grade 6 - 81%

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

1. School Based Administrators continued to develop literacy action plans based upon grade level reading data and school literacy initiatives as part of their *Learning Improvement Plans* and in adherence to the recommendations of *Saskatchewan Reads for Administrators*.
2. Accessed 2020-21 Kindergarten Early Years Evaluation data – Grade 1 students at Yellow and Red (Tier 2 and 3) were placed in learning resource to reinforce literacy readiness.
3. Students in Grade 2 and 3 not reading at grade level according to June 2020 benchmark data received intensive learning resource support through Leveled Learning Intervention via the Learning Resource Teacher (LRT).
4. Balanced Literacy approaches to classroom instruction were implemented with supports from school division personnel including a 0.5 FTE Literacy Coach in French Immersion, a 1.0 FTE Literacy Consultant, 1.0 FTE English Additional Language Consultant, a 1.0 FTE French Immersion Coordinator and a 1.0 FTE Curriculum and Instruction Supervisor, as well as school-based LRT and Teacher-Librarians. Balanced literacy strategies included:
   - Literacy personnel developed and implemented literacy support plans for reading, including instructional best practices (adhering to *Saskatchewan Reads/Saskatchewan Lit*) such as modelled, shared, guided, scaffolded and independent reading.
   - Emphasis on the learning environment (flexible spaces and reading rich environments).
   - Emphasis on primary classrooms employing guided literacy instruction model. New teachers and classrooms with reading deficits supported by division personnel in terms of professional practice.

- French Immersion Program – K-2 integrated curriculum with emphasis on oral language with support from a Literacy Coach and Coordinator for French Language – *LaRoue* training. French language monitors also provided support in oral language practice.
- Literacy Blocks – Guided reading (small group), word study, independent reading, reading with technology, and writing.
- Division-wide word study Grades 1-3.
- *Fountas & Pinnell Classroom Resources* – to support responsive teaching (interactive read aloud, shared reading, guided reading, reading mini-lessons).
- 21st Century technology supports – digital portfolios, *SeeSaw*, *Flipgrid*, *Newsomatic, RAZkids,* and implementation of *CLEVER* for easy one stop access to all digital resources.

5. Focus on Effective and Consistent Benchmarking Practices
    - Direct support and professional development opportunities for new teachers on the benchmarking process, mentorship, and analysis of data (French and English).
    - English Program – use of *Next Steps Benchmarking* and running records.
6. Teacher Librarian Initiatives
    - Virtual Family Literacy Nights
    - Reading Incentives Programs
    - Digital Book Clubs
    - Collaborative Inquiry Projects
7. Maximized Literacy Instructional Minutes via Interdisciplinary Units
    - Accessed all curriculum consultants and teachers from the field to create interdisciplinary kits with focus on literacy within the subject areas.
    - Increased student engagement through cross-curricular inquiry and project-based learning.
8. Support for English as an Additional Language (EAL) Students
    - Directed teacher support for EAL students with beginner level language ability according to the Common Framework of Reference levels.
    - Provided best practice support for classroom teachers through the 1.0 FTE EAL Consultant.
9. Intensive Literacy Support for Indigenous Students
    - Inquiry project and access to Indigenous resources to promote literacy.
    - Additional staffing for small group instruction in literacy pilot room which included an additional 0.5 FTE teachers, additional Speech Language Pathology staffing and the support of an Indigenous Elder and Knowledge Keeper.

Writing

The RCSD continued to use the *On Demand Writing Assessment* (ODWA) as an instructional tool for Grades 1-9. This writing assessment is provided as a resource for these grades to provide formative analytical data to target instruction for the improvement of student writing. The Division SMART goals focused on Grades 4, 7 and 9 with a goal of 70% of students writing at or above grade level by June 2021 as determined by the final ODWA scores utilizing the provincial holistic writing rubric. As was the case with reading, the pivot from face-to-face instruction to remote learning as a result of the COVID-19 pandemic created data collection challenges. Students writing at grade level by June of 2021 were as follows:

- Grade 4 – 55% (English Program) Grade 4 – 69% (French Program)
- Grade 7 – 67% (English Program) Grade 7 – 66% (French Program)
- Grade 9 – 87% (English Program) Grade 9 – 84% (French Program)

Actions to support writing were as follows:

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

Mathematics

The RCSD created the *Elementary Math Concepts Assessments* (EMCA) for Grades 1-3 in English and French which was administered in October 2020 for formative assessment purposes and in June 2021 for summative data. ECMA data is collected and used at the school level only. The *Common Outcomes Math Assessments* (COMA) for Grades 4-8 are used throughout the year as outcomes are taught in both the English and French Immersion Programs. These assessments provide a snapshot of student performance and are intended to provide an indication of grade-level outcome achievement in math at the time of assessment. Disruptions in face-to-face instruction, challenged the collection of COMA division data but summative collection results indicated the following percentages of students were performing number strand math at grade level:

- Grade 4 – 70%
- Grade 5 – 60%
- Grade 6 – 70%
- Grade 7 – 67%
- Grade 8 – 77%

The RCSD SMART goal was met again in 2020-21 that 90% of high school students would achieve credits in enrolled mathematics courses.

	Actions implemented to support the achievement of mathematics SMART goals involved high level data analysis at both the division and school level to activate the following actions and interventions: 1. Balanced Numeracy Approach to Classrooms • Guided Math Instruction – supported by 0.5 FTE Numeracy Coach • Number Talks • Thinking classrooms • Formative and summative assessment practices • Promotion of problem solving – makerspace and coding kits • Support from education technology for software – *Mathletics*, *Makerspaces*, coding, etc. 2. Numeracy Coach (0.5 FTE) • Directly supported schools with collaborative planning, co-teaching, guided math implementation, best practices in assessment, math interventions, and coaching support. 3. EAL Support • Provided best practice support for classroom teachers by 1.0 FTE EAL Consultant • Utilization of EMCA to identify students' learning gaps from previous grades • Scripted *JUMP* math workbooks to support EAL students who may be several grade levels behind in Math. 4. EAL Support • Provided best practice support for classroom teachers through the 1.0 FTE EAL Consultant. • Utilization of EMCA to identify students' learning gaps from previous grades. • Scripted *JUMP* math workbooks to support EAL students who may be several grade levels behind in Math. 5. Support through the Technology Coordinator, Technology Coach and Technology Consultant utilizing *Seesaw*, *Power of 10*, *Mathletics*, Mimio resources, and IXL 6. Continued exploration of accessing the *Response to Intervention* (RTI) model At the high school level, continued leadership from mathematics area specialists who serve as Education Leaders to provide professional development support for staff, tutorial support for struggling mathematics students, non-semester instruction at the Grade 9 level and recovery opportunities.

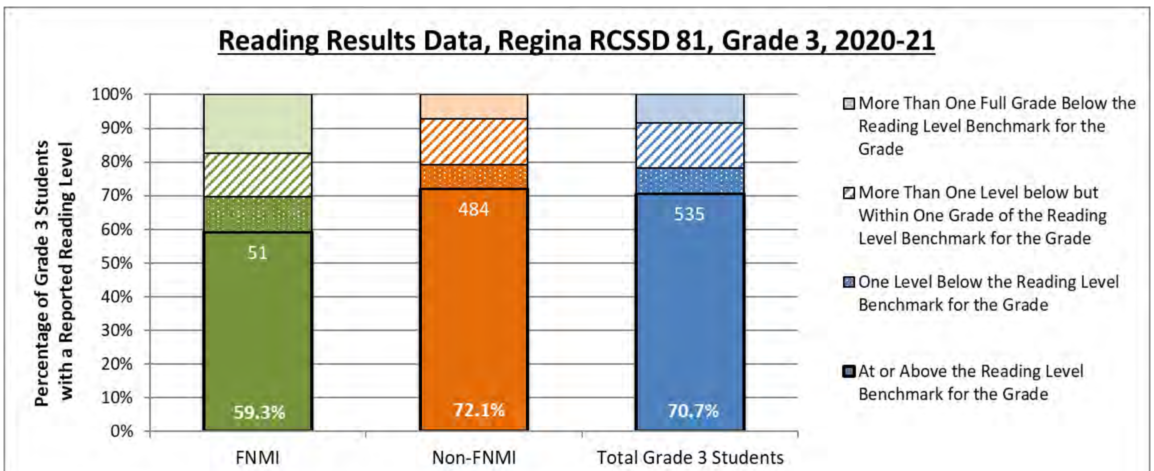
Measures for Reading, Writing and Math At or Above Grade Level

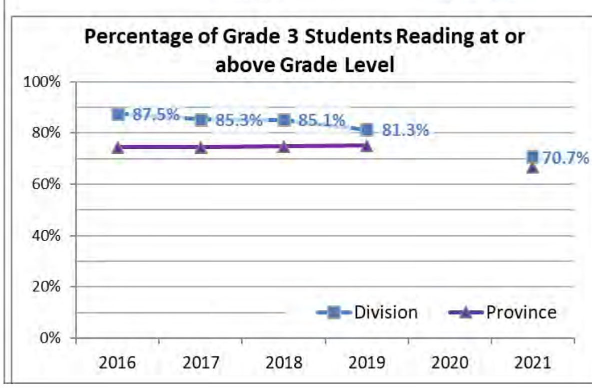
In 2019-20, results of student progress in reading, writing and mathematics were not available to report for comparison with previous years because end-of-year data collections were interrupted due to the COVID-19 pandemic.
In 2020-21, provincial data collection of reading levels resumed. Although there were no provincial data collections for writing and mathematics number strands, school divisions continued to independently monitor student progress in writing and mathematics.

Proportion of Grade 3 Students Reading At or Above Grade Level

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

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province for the five most recent years. The table shows the proportion of Grade 3 students with reported reading levels. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable. In 2020-21, challenges to teaching and learning persisted because of the pandemic. Division results, although continuing to be above the provincial level, saw a decrease in the percentage of Grade 3 students reading at or above grade level from 81.3% in June 2019 to 70.7% in June 2021.





Proportion of Grade 3 Students with Reported Reading Levels, 2020-21

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	86	86.0%	6.0%	8.0%	100
Division (Total)	757	78.0%	19.2%	2.9%	971
Province (FNMI)	1,910	80.1%	9.8%	10.1%	2,386
Province (Total)	11,869	82.2%	14.8%	3.0%	14,444

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, 2021

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

Challenges in reading instruction continued due to the COVID-19 pandemic concerns within the school communities including the sudden stoppage of school in March 2019 and the disruptions of in-class learning throughout 2020-21. The school year began with benchmarking which showed a decrease in March 2020 data.

Despite targeted interventions, there was a decline in Grade 3 reading benchmarks, particularly in French Immersion where the absence of daily oral language instruction due to the COVID-19 pandemic shutdown and the number of moves to remote learning throughout the 2020-21 school year impacted reading levels.

Since 2016, the school division has reported consistent reading results above both the provincial target (80%) and above the results for the overall province. June 2021 results show an approximately 10% decline in the percentage of Grade 3 students reading at or above grade level. This includes 59.9% of FNMI students in RCSD reading at or above grade level which is a decline of over five percentage points from pre-pandemic levels.

Progress for Students in Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. Students need strong written communication skills to meet the 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.

Provincial data collection for writing was suspended for the 2020-21 school year, with school divisions continuing to monitor progress in writing informed by school division data collection and analysis. The following provides an indication of progress in writing for 2020-21.

Holistic writing data for Grades 4, 7 and 9 were not collected provincially in 2020-21. However, RCSD continued to collect writing data at these grade levels two times a year. Diagnostic data was collected in October and final data in June. Not all data sets were complete due to disruptions in face-to-face learning as a result of the COVID-19 pandemic. However, the writing data collected indicated that students at Grade 4 and 7 in both the English and French program were writing below the provincial target of 80%. Grade 4 writing results demonstrated that 55% of English program students and 69% of French Immersion program students were writing at grade level. These results although lower than previous years, are not surprising at this grade level as writing is a complex skill which develops after reading and the Grade 4 cohort experienced disruption in face-to-face instruction as a result of the March 2020 closure and throughout the 2020-2021 school year. Grade 7 data indicated 67% of English program students and 66% of French Immersion students were writing at grade level. This is slightly higher than previous years and slightly above the provincial average of 2019-2020. Grade 9 writing data met the division and provincial target with 87% of English program students writing at grade level and 84% of French immersion program students writing at grade level.

Progress for Students in Mathematics – Number Strand At or Above Grade Level
Mathematics number strand is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. Students who develop an understanding of the number strand outcome become flexible and confident with numbers and can transfer those abilities to more abstract problems. Provincial data collection for mathematics – number strand was suspended for the 2020-21 school year, with school divisions continuing to monitor progress informed by school division data collection and analysis. The following provides an indication of progress in mathematics – number strand for 2020-21.
RCSD utilized COMA to collect data on Grades 4 to 8 number strand outcomes. Data was not gathered at a school division level for Grade 2 math, but a comparison of Grade 4 data saw a decrease in Grade 5 from 69% of students performing math at grade level as of March 2020 to 60% of students performing math at grade level in June 2021. June 2021 data collected for Grade 8 math data was similar to Grade 8 data collected in March 2020 with 77% and 76% of students performing at grade level respectively.

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

<u>ESSP Outcome:</u>
By June 30, 2021, 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%.

<u>ESSP Improvement Targets</u>:

- **Achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.**
- **By June 2021, schools involved in Following Their Voices for at least two years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.**
- **By 2021, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures (Student Engagement, Inclusion and Learning Context).**

School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome	The following school division goals are aligned with *Inspiring Success* goals of equitable opportunities and outcomes for our Indigenous students also referred to as First Nations, Métis, and Inuit (FNMI) learners in the reporting sections of this annual report. **EQUITABLE OPPORTUNITIES AND TRANSITIONS** **High School Completion** • From September 2020 to June 2021, 80% of self-declared FNMI students in each of Grades 10, 11, and 12 will attain a minimum of 8 academic credits. • By June 2021, the percentage of FNMI students completing Grade 10 and remaining in school for Grade 11 will be 90%. • By June 2021, the percentage of students who were eligible in September to graduate from Grade 12 and who actually graduate will be 90% or greater. • The on-time graduation (3-year) rate for FNMI students will be 80% or greater by 2021. The extended-time (5-year) graduation rate for FNMI students will be 85% or greater by 2021.

School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome

In 2020-21 school year, the school division had 1,205 self-declared Indigenous students. Supported by the First Nations and Métis Education Achievement Fund, the school division maintained the roles of four Indigenous Student Advisors, placed at all four high schools.

The Indigenous Student Advisor job descriptions are directly tied to the local RCSD SMART goals mentioned above. RCSD also used the data from the *OurSchool Survey* as indicators of the effectiveness of these roles. RCSD actions and results are aligned with the educational research that shows the correlation between attendance, engagement, and positive relationships with Indigenous students and success at school. The goals of *Inspiring Success* also guide the actions taken to ensure Indigenous languages and cultures are valued and supported, respectful relationships with Indigenous peoples at the local level are developed, and all learners develop an understanding of the worldviews and historical Indigenous Peoples.

Throughout 2020-21, subject to changes in conditions resulting from the COVID-19 pandemic, high school Indigenous Advisors provided support for Indigenous students in the following five areas:

1. Relationships and Mentoring
    - Support through the development of healthy supportive relationships with Elders, students, teachers, staff, and parents/guardians.
    - Meet and Mentor: Individual student meetings occur to plan for their year (i.e., reviewing class/course selections and the students' needs to succeed and stay on track to graduate).
    - Daily check-ins throughout the year to support students in the areas of attendance and academic performance.
    - Connecting students to community supports.
    - Working to enhance school environment for students by supporting intercultural understanding through schoolwide *Truth and Reconciliation* Initiatives.
    - *OurSchoo*l data was collected again this year, once in the fall. This data guided interventions to assist in keeping students on track and supports were put into place to ensure students maintained and met their goals. Students requiring extra support throughout the year had interventions in place to assist them with acquiring the eight credits needed by end of the year.
2. Transitions
    - Frequent relationship building visits were held for Grades 8s at associate schools to introduce the Indigenous Student Advisors. Unfortunately, the COVID-19 pandemic limited the connections to the associate schools since in-person visits were not allowed. Advisors tried to do this virtually, where possible.
    - The Indigenous Student Advisor is the main support for Indigenous students at the school. The Indigenous Student Advisor works with the Student Services Team to provide additional support for students upon entering the new school or high school environment.

- Indigenous students explored post-secondary opportunities with support of the Indigenous Student Advisor during the year to better prepare them to attend a post-secondary institution. Indigenous Student Advisors also helped students with funding and admissions applications.

3. Cultural Engagement

- Indigenous students were provided opportunities to grow spiritually, emotionally, physically, and mentally through cultural connections in the school and local community. This was limited in 2020-21 since extra-curricular activities were not allowed due to the pandemic. However, some opportunities were provided virtually.
- Indigenous students were provided opportunities throughout the school year to enrich their sense of cultural identity by connecting virtually to community cultural events such as Indigenous speaker presentations, local video screenings, theatre performances, and *National Aboriginal Day* events. Three of RCSD high schools were not able to hold their drumming groups in 2020-21 due to the pandemic.
- The *Elder / Knowledge Keeper In-Residence Program* in Miller Comprehensive Catholic High School, Archbishop M.C. O'Neill Catholic High School and Michael A. Riffel Catholic High School provided students with opportunities to connect with their culture through teachings, prayer, ceremony, and smudging. This was done virtually in 2020-21 with some in-person visits with small cohorts of students.

4. Academics / Career Planning

- Advocating on behalf of the Indigenous students for academic success through on- going communication tracking using *OneNote* documentation with the school.
- Identifying additional supports to assist Indigenous students to acquire credits needed to graduate such as tutorial support, on-line credit acquisition and special projects as needed.
- Indigenous Student Advisors accessed resources or virtual presentations from various Indigenous employment organizations to share.
- Supported 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.
- Providing post-secondary print material on-site and/or located electronically available information.

5. Parental/Caregiver Engagement

- Open and on-going communication with parents/caregivers to ensure their children are on a successful academic track and personal pathway for graduation and transitioning.
- Supporting opportunities to attend virtual school events.

- Personal contact with parents/caregivers through phone conversations to keep parents/caregivers informed of their child's academic progress.

During the remote learning periods throughout 2020-21, Indigenous Student Advisors worked online to connect with students and parents/caregivers to support student learning. They problem-solved to ensure that students had devices as well as internet connections to complete their learning. Indigenous Student Advisors continued to connect and communicate with students to support mental wellness and dropped off necessities for families to support wellness at home during this time.

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

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

Average Final Marks

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

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

Average Final Marks in Selected Secondary-Level Courses, 2020-21

Subject	All Students		Non-FNMI		FNMI	
	Regina Catholic	Province	Regina Catholic	Province	Regina Catholic	Province
English Language Arts A 10 (Eng & Fr equiv)	75.5	75.5	77.4	78.7	57.6	62.6
English Language Arts B 10 (Eng & Fr equiv)	76.4	74.9	77.9	78.1	62.4	62.2
Science 10 (Eng & Fr equiv)	76.5	74.6	78.3	77.8	59.5	61.6
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	66.7	74.5	68.8	78.5	55.2	61.6
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	76.8	76.0	77.7	78.1	63.0	63.8
English Language Arts 20 (Eng & Fr equiv)	77.3	76.6	78.2	78.9	67.7	64.8
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	63.3	69.4	64.2	72.8	56.1	62.3
Math: Foundations 20 (Eng & Fr equiv)	74.8	76.6	75.3	78.3	65.6	66.0

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, 2021

Analysis of Results – Average Final Marks

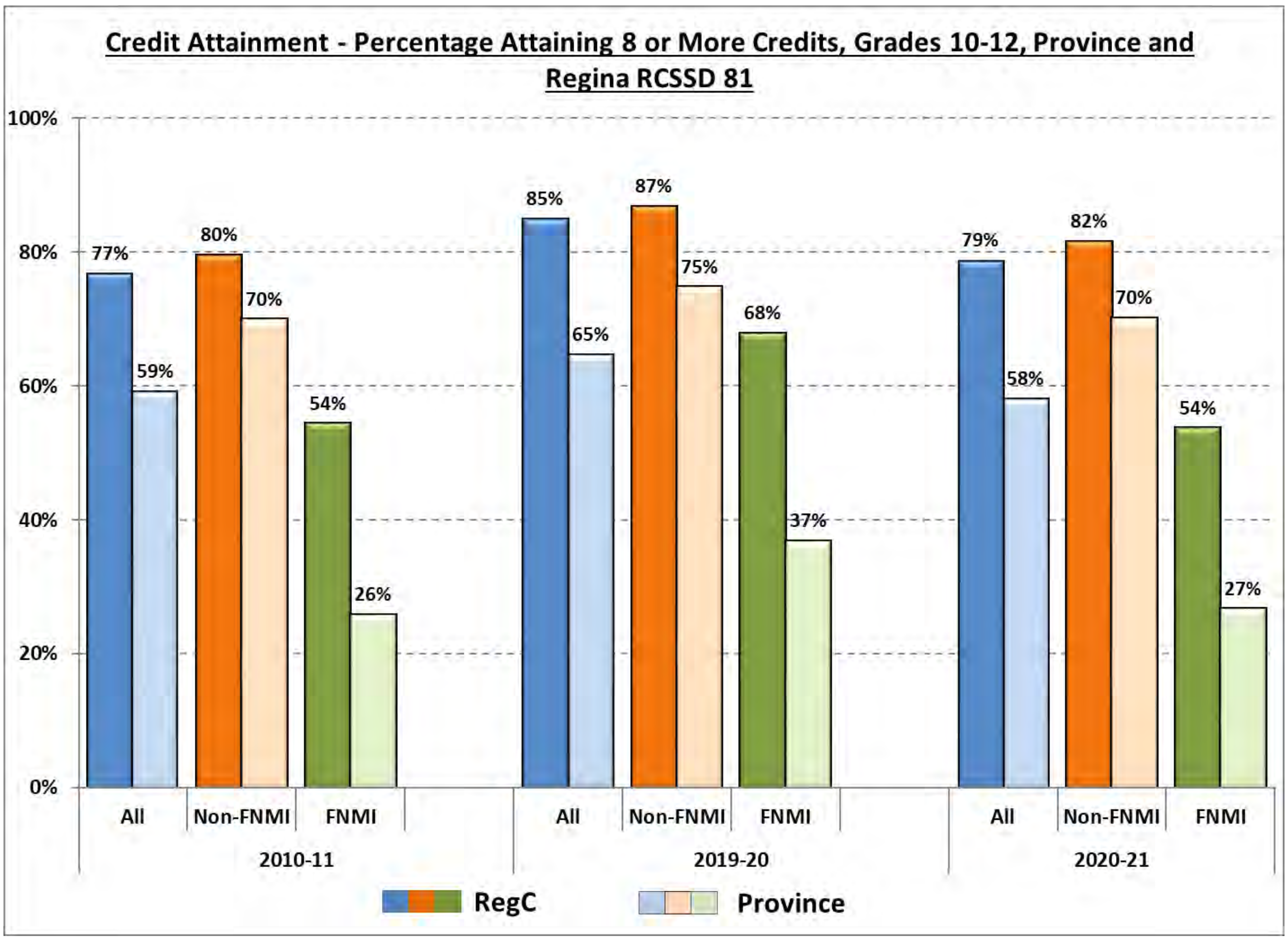
Average final marks for RCSD in 2020-21 were lower in all these selected courses compared to those reported last year. While some remain above the provincial averages in 2020-21 overall, this is the first time in recent years that the average final marks for FNMI students were either at par or slightly below provincial numbers.

There are several factors that may have affected student marks in 2020-21 as a result of the COVID-19 pandemic including attendance levels, periods of remote learning, the inability to connect with supports outside of the school hours, and the increased use of the quad system (4 sessions instead of 2 semesters). RCSD will continue to monitor these effects and provide supports needed for FNMI students to be successful.

Credit Attainment

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

The following graph displays the credit attainment of secondary students attaining eight or more credits per year for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis, or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2021

Analysis of Results – Credit Attainment
Overall, credit attainment results for RCSD in 2020-21 (79% of secondary students earning eight or more credits) were higher than 10 years ago (77% in 2010-11) and continued to significantly exceed the provincial results (58%). The provincial policy decision in March 2020 likely contributed to the increase in credits earned in 2019-20 compared to previous years. In 2020-21, disruptions to schooling and shifts in learning delivery, with the need to maintain focus on student safety and well-being, may have contributed to the decline in credit attainment. In 2020-21, 54% of RCSD's FNMI students achieved eight or more credits which was double the provincial FNMI results of 27%. The RCSD has set a goal of 80% of FNMI students to achieving eight or more credits each year and the school division continues to work to meet this goal. As noted above, the RCSD high schools continued 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. Also, the COVID-19 pandemic could have also had an effect on credit attainment. Adjustments needed to be made because of the COVID-19 pandemic conditions. School teams had to implement a variety of procedures to ensure there was clear communication, intervening earlier when FNMI students failed to turn in assignments and the scheduling of OAR days at regular intervals. As well, the school division's credit recovery practice through the *Learning Online Program* proved to be a beneficial intervention, which allows FNMI students the opportunity for credit recovery. Although credit recovery is one action that has increased credit attainment, RCSD *OurSchool* data identifies that some FNMI students are still challenged because of personal circumstances, such as mental health and wellness issues, attendance concerns and/or unstable home environments and, as a result, are not all successful.

Graduation Rates

ESSP Outcome:

By June 30, 2021, 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.**
- **80% of students have achieved at least 4 credits by the end of February.**
- **80% of Grade 10 students will have at least 8 credits by the end of Grade 10 in 2020-21.**

School division goals aligned with the Graduation Rates outcome

EQUITABLE OPPORTUNITIES AND TRANSITIONS

Graduation Rates Outcome goals for RCSD are targeted on ensuring that Indigenous students are able to achieve equitable outcomes. Continuing with consistent upward trends, for the past three years over 90% of RCSD students overall have graduated within the three-year period and over 93% have graduated within the five-year period, both results are well ahead of the ESSP outcome goals for June 2021. The goals identified below are to ensure equitable outcomes for Indigenous students are consistently achieved.

High School Completion

- From September 2020 to June 2021, 80% of self-declared Indigenous students in each of Grades 10, 11, and 12 will attain a minimum of 8 academic credits.
- By June 2021, the percentage of Indigenous students completing Grade 10 and remaining in school for Grade 11 will be 90%.
- By June 2021, the percentage of students who were eligible in September to graduate from Grade 12 and who actually graduate will be 90% or greater.
- The on-time graduation (3-year) rate for Indigenous students in will be 80% or greater by 2021. The extended-time graduation (5-year) rate for Indigenous students will be 85% or greater by 2021.

School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Graduation Rates outcome

Graduation Rates

The RCSD continued to implement a division-wide graduation plan that consisted of three key activities:

1. Grade 9 Transition

   Established support plans for Grade 8 students entering high school as Grade 9 students with the introduction and use of *myBlueprint* (an online career planning tool) in Grade 7 and 8 through Career Education and Practical and Applied Arts (PAA). This will follow the Grade 8 students to high school and support course selection and career planning.

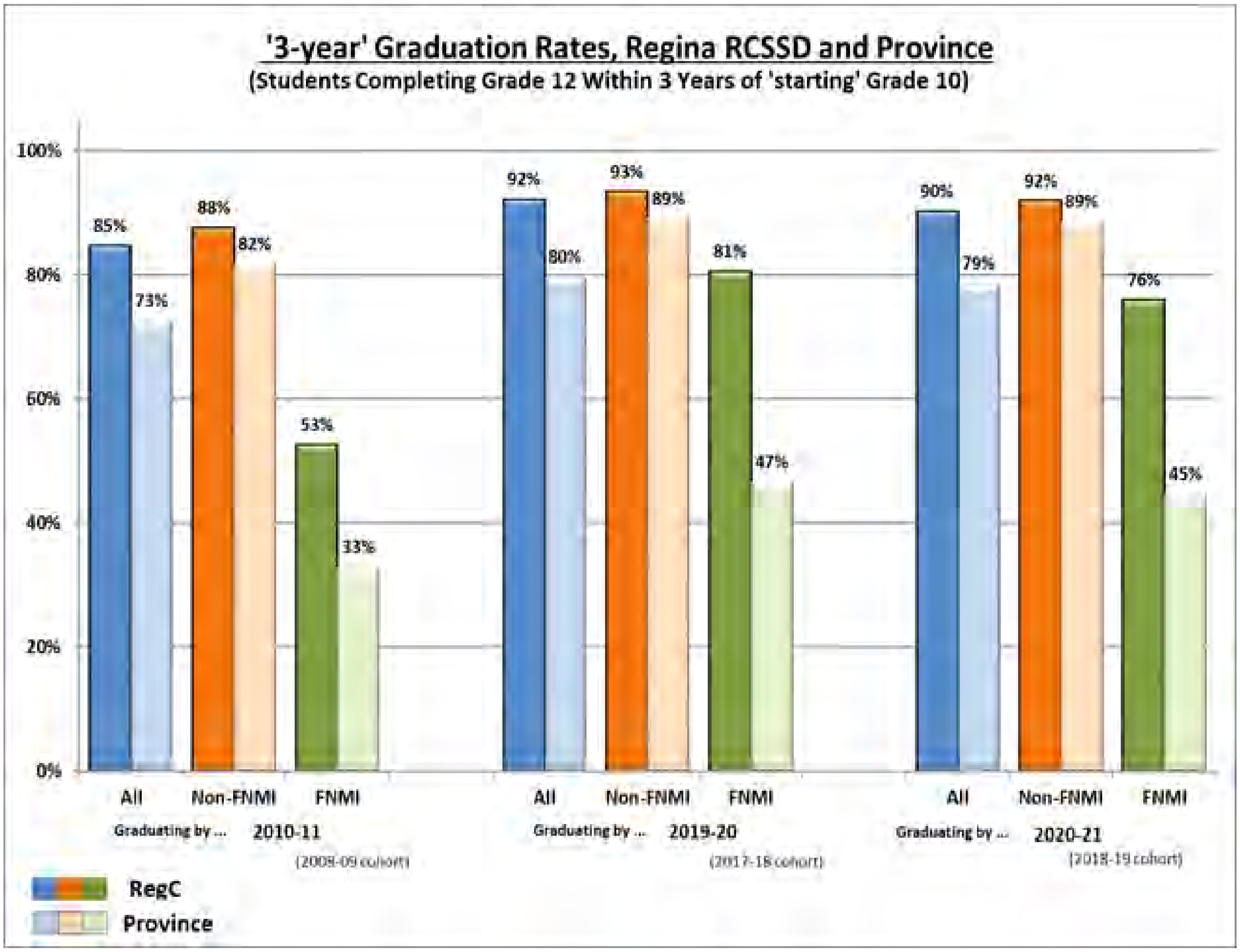
	2. Use of Graduation Plans With the support of *myBlueprint* and the Student Support Team, every high school student had a graduation plan. 3. On-Time Credit Tracking All Grade 10, 11 and 12 students were tracked with the goal of attaining eight or more credits per year. Support for these goals required 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, Indigenous students in the RCSD receive direct support in all four of the high schools from Indigenous advocates and Elders. Two of the high schools also accessed support from community school coordinators. RCSD continued with significant work to support the successful transition of students into and through Grade 10. This work included having high school guidance teams and Indigenous 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. RCSD will continue to revisit and modify the detailed implementation plan to address student success toward high school completion.

Measures for Graduation Rates

Three-Year Graduation Rate

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 required secondary level credits at the end of Grade 12. On-Time Graduation Rates are one measure of the efficiency of a school division.

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



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (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, 2021*

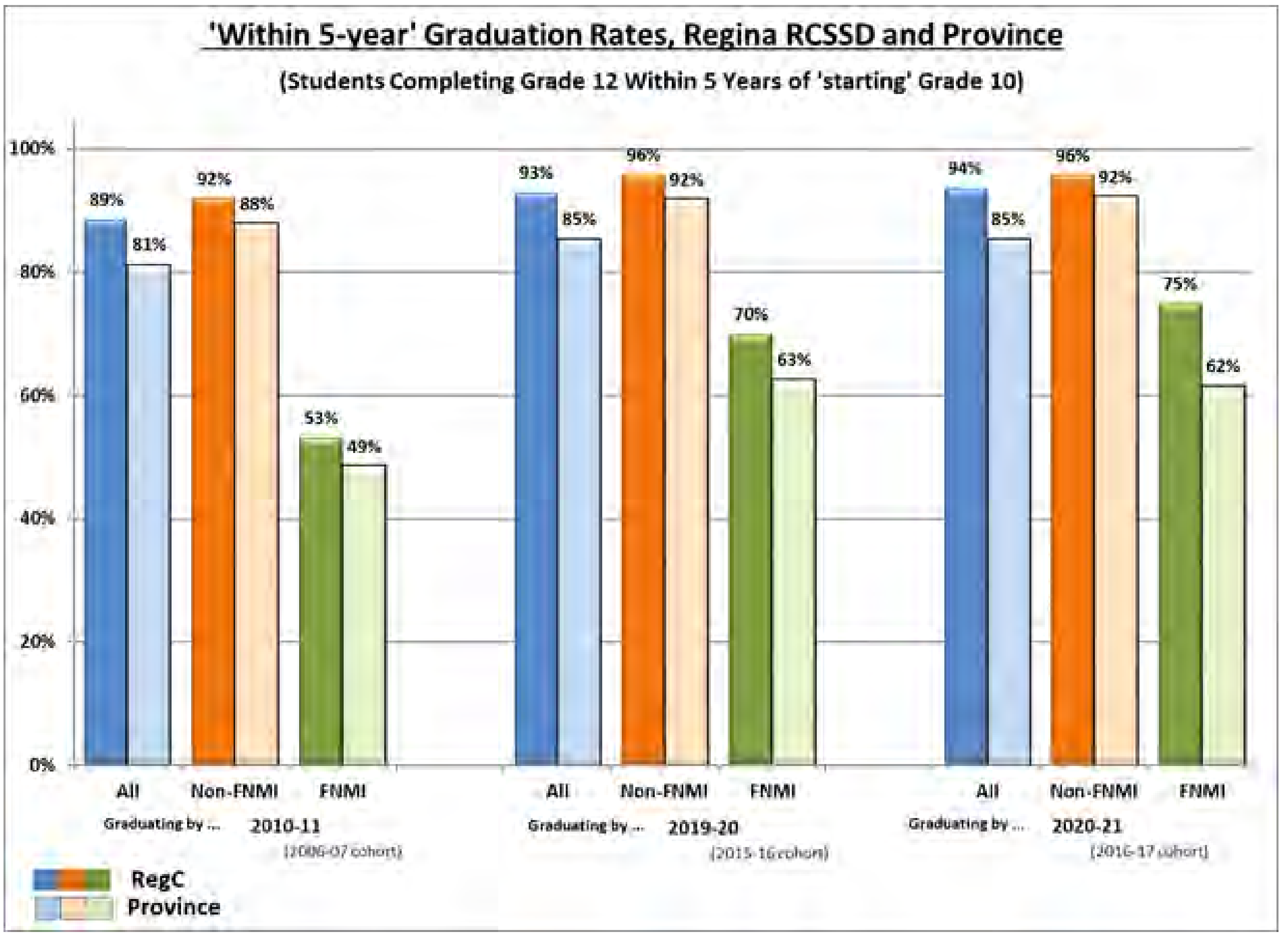
Analysis of Results – Three-Year Graduation Rates

The RCSD's overall three-year graduation rate was 90% in 2020-21, which continues to be well above the provincial average of 79%. There was a 2% decrease in the three-year graduation rate for all students (92% to 90%), still well above the results from 2010-11 (85%) and the three-year graduation rate for non-FNMI students decreased by 1% (93% to 92%). There was a more significant decline in three-year graduation rates for FNMI students in RCSD (76% down from 81% in June 2020), but these results are still well ahead of results from June 2011 (53%). Provincial policies set in place in response to the COVID-19 pandemic, along with school operational and instructional responses, likely contributed to a larger than usual year-over-year percentage point increase in graduation rates for June 2020. Results for 2020-21 are more reflective of the upward trend in three-year graduation rates for RCSD. RCSD anticipates that this trend will continue with ongoing refinements to interventions. The focus of these interventions will emphasis student engagement, mentorship and credit recovery, supporting FNMI students and overall graduation rates.

Grade 12 Graduation Rate: Within Five Years

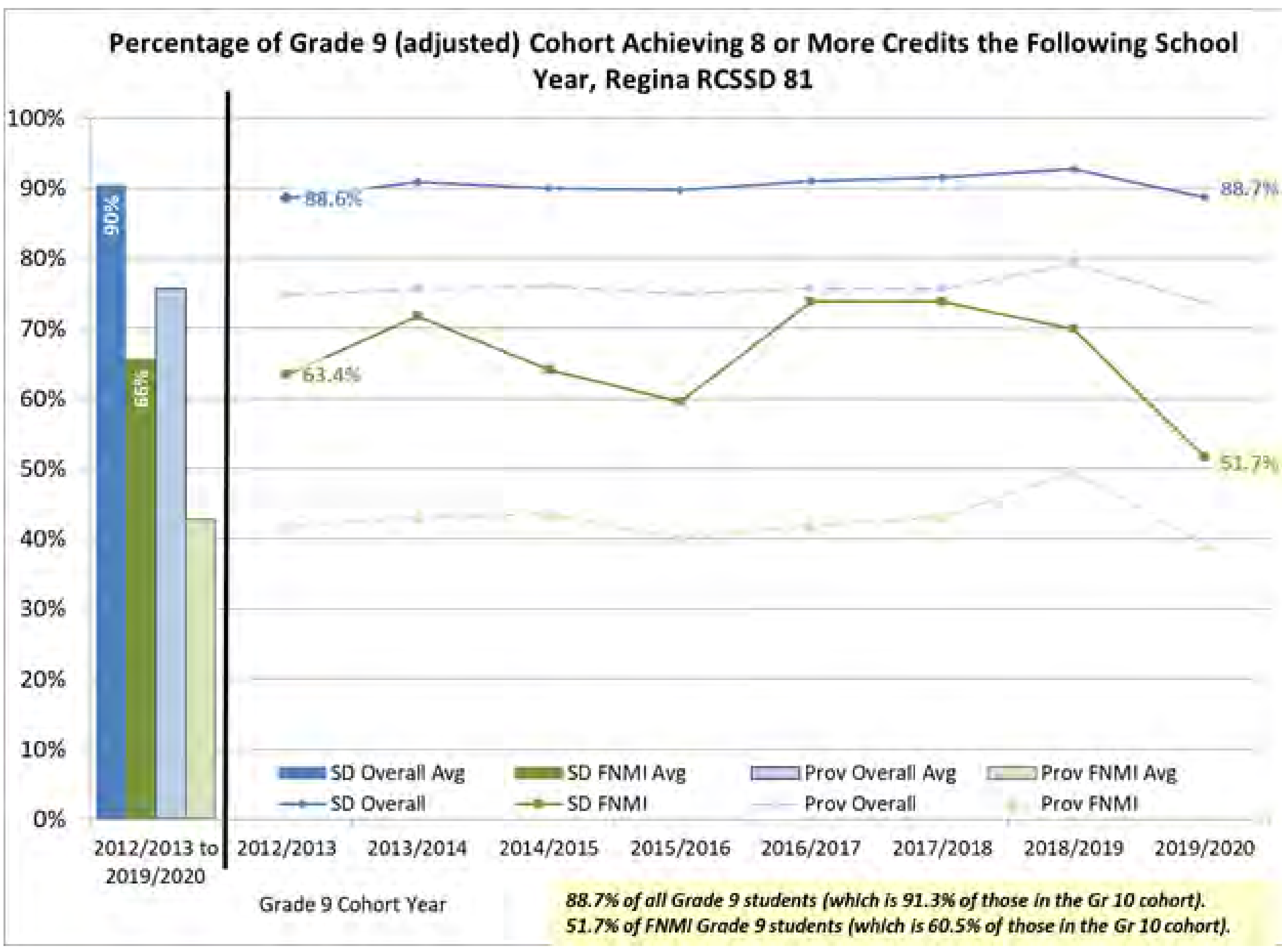
Some students need more time to complete all the courses necessary to graduate so they continue in school longer than the typical three years after beginning Grade 10. Extended-Time Graduation Rates are one measure of the responsiveness of the school division.

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



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of ‘starting’ Grade 10 (and include those who graduate within three or four years). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: *Ministry of Education, 2021*

Analysis of Results – Graduation Rates ‘within five-years’
In 2020-21, the RCSD’s overall results for five-year graduation rates continued to be above the provincial average of 85% in 2020-21. With an increase to 94%, this notable success rate is 9% above the provincial average, and well above the provincial target of 90%. While the RCSD performs above the provincial average of 92% for non-FNMI student population provincially, the most notable success is in the rate of FNMI students graduating within the extended time-period. In 2020-21, 75% of FNMI students in the school division had graduated within five years compared to 62% provincially. This is a 5% increase over last year’s school division results for RCSD’s FNMI students and achieves the ESSP five-year graduation rate goal of at least 75% by June 2021.
Grade 9 to 10 Transition
The transition from Grade 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary and middle grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits per year is important for steady progress towards graduating on-time. The following chart displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the school division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight-year average.



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis, or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: *Ministry of Education, 2020*

Analysis of Results – Grade 9 to 10 Transition

The RCSD's overall rate of Grade 9 students who attain eight or more credits the following school year continues to hover around 89%. The actual percentage in 2020-21 was 88.7%, down from the previous year, but well above the provincial results (73.7%) and close to the 90% 8-year average for the division. This is approximately 12% above the provincial results for 2019-20. The RCSD's FNMI results declined again in 2020-21 to 51.7%, which is below the 8-year average for the division, but still above the provincial results for 2020-21 (39.2%) and the provincial 8-year average of 43%.

In 2020-21, disruptions to schooling and shifts in learning delivery, with the need to maintain focus on student safety and well-being, may have contributed to the decline in credit attainment.

Early Years

<u>ESSP Outcome</u>:
By June 30, 2021, 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.
<u>ESSP Improvement Targets</u>:

- **By June 2020, 75% of in-service PreK educators will have completed Responding to Children's Interests workshop and 75% of in-service Kindergarten educators will have completed Literacy Practices in Kindergarten (paused for 2020-21).**

School division goals aligned with the Early Years outcome	**EQUITABLE OPPORTUNITIES AND TRANSITIONS** Pre-Kindergarten and Kindergarten • By June 2021, 100% of the Pre-Kindergarten students (age 4) will be assessed with the *Ages and Stages Questionnaire 3* (Pre assessment Sept-Oct; Post assessment April-May) and action plans be developed to guide the school team in meeting the individual child's learning and developmental needs. • By June of 2021, 90% of students exiting Kindergarten will be ready for learning in Grade 1 (scoring Tier 1 on the EYE-TA assessment). • By June 2021, 100%, of the Kindergarten students who are identified as having Tier 2 or Tier 3 learning needs on the November EYE-TA will be discussed at a role alike meeting and/or a Student Support Team meeting before the end of January 2021. Action plans will be developed to guide the school team in meeting the individual to support children's learning and developmental needs.
School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Early Years outcome	Performance Indicators/Data Collection • Administrators informed at the School Based Administrators meeting of the goal and expectations. • The Early Years Evaluation – Teacher Assessment (EYE-TA) was administered to Kindergarten students in October-November 2020. The EYE-TA Post Assessment (children who scored *Response to Intervention* (RTI) Tier 2 and 3 in Fall 2019) occurred in Spring 2021. • Individual intervention plans were developed for all students scoring in Tier 2 and 3. Classroom teachers planned interventions to support individual students with priority domains. • After reviewing EYE-TA data with the Kindergarten teacher, at some school sites, the Student Support Team (SST) planned and developed classroom EYE kits with literacy and numeracy activities and resources that may be used at both school and home to support student development to target areas of need.

- This classroom EYE kit has resources that target cognitive development including early literacy, numeracy, and language development. Many of the activities have a fine motor component built in as well. There are five literacy activities, five numeracy activities and three communication activities. These resources are available for the Kindergarten teachers to use as they focus specifically on literacy, numeracy, communication, and fine motor. These resources are also excellent tools to utilize with students who have attendance concerns.
- Reports for each student assessed, generated and analyzed for students scoring Yellow (RTI Tier 2 - student may require an intervention of targeted small-group instruction) or Red (RTI Tier 3 - students may require an intervention of individualized instruction) in two or more of the domains; these students were referred to the SST at the school where discussions for interventions, recommendations by the classroom teacher, Family Support Coordinator, Community School Coordinator, School Counsellor, Speech Pathologist were initiated.
- Kindergarten students who had a RTI score in the yellow or red range, were referred to the SST at a school site. Meetings reviewing results and discussing supports needed for Tier 1, Tier 2, and/or Tier 3 were conducted at the school level, with action plans developed to support implementation and fidelity.
- The classroom teacher, School Based Administration, Community School Coordinators, Learning Resource Teachers, School Counsellors, Speech and Language Pathologists, English as an Additional Language (EAL) teachers and assistants, as well as consultation with the Early Years Consultant were all included in the development and support of the students EYE-TA Action Plans.
- The May 2021 EYE-TA data has been reviewed by the SST. The SST invited the Kindergarten students they had identified that may benefit from participating in the *United Way Camp Summer* 2021 beginning on Aug 3, 2021.
- Early Years staff have access to the EYE-TA resources available on the Learning Bar webpage.
- A group of teachers met to plan resources, activities, materials, and lessons that are authentic and culturally responsive teaching practices. These resources would support an emergent or play based curriculum. The lessons and activities are intended to be shared with the Early Years outcome and be added to the collection that will be available on the Ministry of Education *Blackboard* of the Early Learning portal.
- Documents and resources were shared with all Early Years staff as they became available. The resources are located on the school division portal site and others are shared in the division wide *One Note* staff page.
- The *Help Me Tell My Story* Oral Language/Family Engagement assessment was administered in RCSD Pre-Kindergarten classrooms during in February–March 2021. The assessment was intended to be used to ensure that 0-6 aged students were supported, and Family Engagement encouraged through sharing of assessment results for at home activities to support. Classroom teachers, instructional assistants, Speech and Language Pathologists, as well as the Early Years Consultant and Indigenous Education Coordinator supported the process.

	• The *Ages and Stages Questionnaire 3* (ASQ-3) was implemented among all Pre-Kindergarten and Kindergarten classrooms. The ASQ-3 is an established screening tool that can help to determine each child's development in five key developmental areas (Communication, Gross Motor, Fine Motor, Problem Solving and Personal-Social). The screen takes about 15 minutes per student and is completed in the classroom setting while students are participating in regular classroom activities. This screening tool has been beneficial for Pre-Kindergarten teachers in planning supports for students. The results were shared with parents at the November 2020 Conferences/Celebration of Learning. Action plans were shared to support the student's developmental areas at home and school. A post assessment was completed April/May 2021 and progress shared with families. • All information received from the Early Years Branch of the Ministry of Education and the early intervention organization, *KidsFirst* (Regina), was shared with School Based Administrators and Early Years staff. • The *Early Learning Intensive Support* (ELIS) *Program* has been a successful inclusion model for RCSD Pre-Kindergarten sites. Speech and Language Pathologist support has been provided for the students connected to the ELIS program. The specialized service has been beneficial as the focus to support the child in utilizing *Picture Exchange Communication* (PECSs) and other visuals to communicate. It also built capacity with the support staff in understanding how to support the use of PECS to improve communication. • RCSD Early Learning Consultant attended and collaborated with the following community network groups: *KidsFirst, Early Years Family Resource Center Advisory Group* and Regina and Area *Early Childhood Networks* throughout the school year. • To meet the Early Year's goal, in addition, the following supports are available to schools, EAL Teachers - EAL Consultant, Elders in the schools, Indigenous Coordinator, Behaviour Consultant and Early Years Consultant.

Measures for Early Years

Early Years Evaluation

RCSD continued to ensure that Kindergarten teachers were able to participate in specific professional development training during the COVID–19 pandemic. These opportunities assisted Early Learning teachers to assist in their daily work of preparing Pre-Kindergarten and Kindergarten students for Grade 1.

Professional Development & Training

New classroom teachers were provided a half day for orientation and training to administer the EYE-TA. The Early Learning Literacy Consultant/EYE Coordinator provided EYE-TA administration training for new teachers to effectively administer the EYE Teacher Assessment. The Consultant offered ongoing support to Kindergarten teachers to administer, generate class lists, complete data entry, manage student reports, share with families, and meet with their Student Support Teams to review and plan for individual and small group/classroom intervention, and recommend fun strategies and interventions for families to engage in to support development in domains, as needed, using materials provided from the *Learning Bar*.

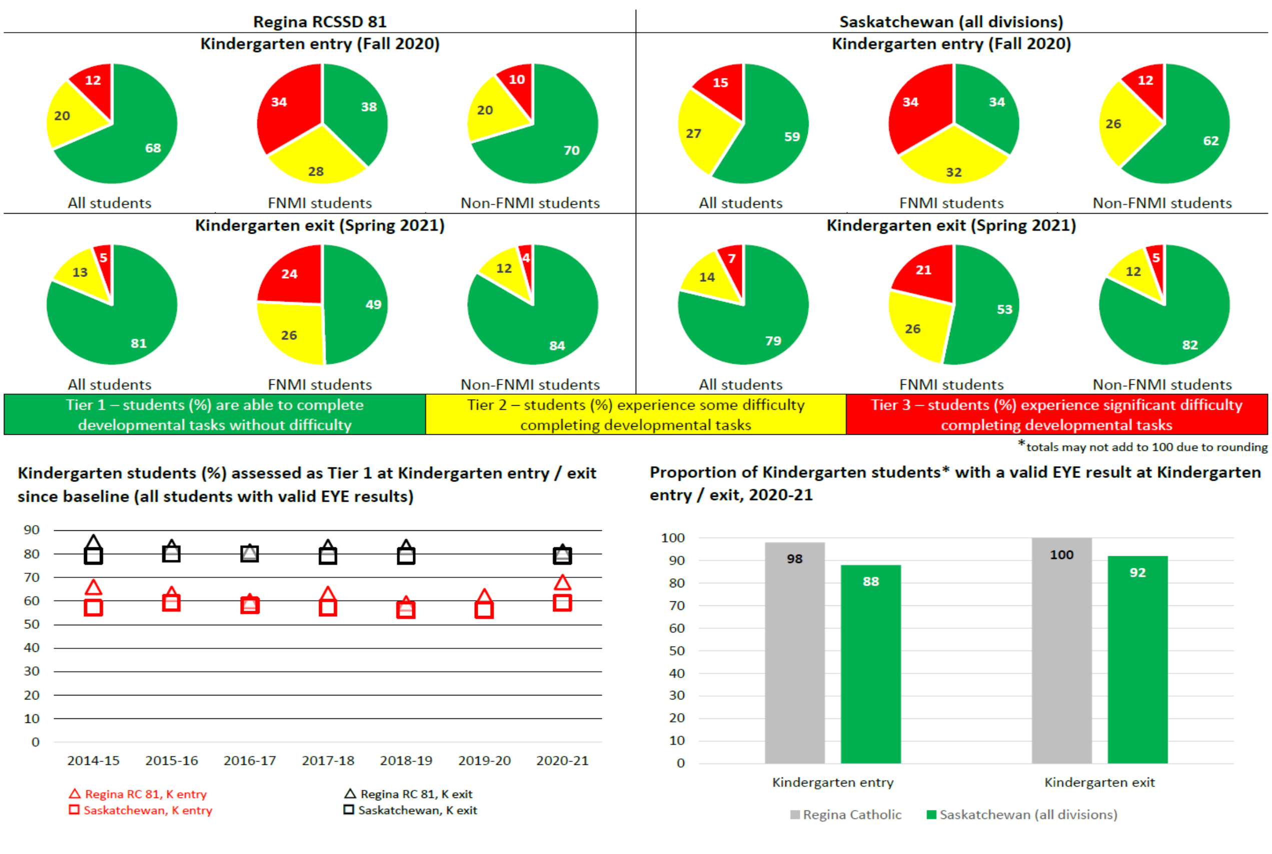
Pre-Kindergarten and Kindergarten teachers were offered a unique opportunity for professional development to participate in a session: *Unique Considerations for Play-Based Learning in a Pre-K/K Classroom During a Pandemic* at the Fall Institute in October.

The RCSD Student Achievement Team met monthly with teachers in *Grade-Alike Collaboration Networking* meetings to discuss topics and share various resources with all Pre-Kindergarten and Kindergarten teachers.

In collaboration with the RCSD Human Resource Services Supervisor, RCSD implemented a strategy for the deployment of Instructional Assistants in the school division. The Instructional Assistants were deployed at the beginning of the school year to assist in classrooms with large enrollment numbers or student needs. Following the November EYE-TA Assessments, the Instructional Assistants were re-deployed to the Kindergarten classrooms identified as having the most students requiring support.

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit since 2014-15 (baseline year) for the school division and the province.

Also included is a display for the school division showing EYE-TA participation rates for 2020-21 relative to Kindergarten enrolments. In 2020-21, a notably smaller percentage of Kindergarten-eligible students in school divisions participated in the EYE assessment for learning due to both lower than expected Kindergarten enrolments and difficulties in appropriately assessing the enrolled Kindergarten students who were learning from home in increased numbers. These factors should be considered when comparing 2020-21 EYE results with results from previous years.



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 support and responses. Children assigned Tier I RTIs can complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

School division EYE-TA displays show results for self-declared First Nations (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, 2021

Analysis of Results – Early Years Evaluation

RCSD has set the Pre-Kindergarten and Kindergarten SMART goals to focus the Early Learning Consultant, Pre-Kindergarten and Kindergarten teachers, Instructional Assistants, and other supports on the important task of preparing the students for Grade 1. This work continues to align with the ESSP Early Learning 2020 goal that by June 2020 children aged 0 to 6 will be supported in their development and to ensure that 90% of students exiting Kindergarten will be ready for learning in the primary grades.

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

RCSD results from 2020-21 show that 68% of Kindergarten students were at Tier1 (ready to learn in primary grades) at fall entry. This was the 7-year high and well above the provincial results (59%) by Kindergarten exit, 81% were at Tier 1 compared to 79% for the province. RCSD results for the FNMI students show an increase percentage at Tier 1 from 38% at fall entry to 49% at exit, compared to 34% to 53% at exit for the province. It is understood that though EYE participation rates were high for RCSD in 2020-21, Kindergarten enrolments were at a five-year low. This factor needs to be acknowledged in comparing results to previous years.

School Division Local Priority Area

1. **CATHOLIC COMMUNITIES OF FAITH**
   - **By June 2021, 90% of Grade 5 and 11 students will be able to articulate the faith by achieving a mark of at least 70% on the online religious education assessment.**
   - **By June 2021, 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.**
   - **By June 2021, 100% of all staff and students are servant leaders who are proclaimers of the Catholic faith and demonstrate stewardship of time, treasure, and talent through involvement in retreats, charitable donations, liturgies, service projects, Christian action project, etc.**
   - **By June 2021, 100% of teaching staff will have permeated the Catholic faith into at least one of their lesson plans in a subject other than Religion or Catholic Studies.**

2. **EQUITABLE OPPORTUNITIES AND TRANSITIONS - English as an Additional Language (EAL)**
   - **By June 2021, 70% of Grade 1 to 12 EAL students with global Common Framework of Reference (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.**

3. **ESSENTIAL SKILLS AND PRACTICES IN 21ST CENTURY EDUCATION - Technology**
   - **100% of all RCSD schools will have a Learning Improvement Plan (LIP) goal that focuses on the improvement of technology integration into instruction.**
   - **By June 2021, 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.**
   - **By June 2021, 100% of teachers will incorporate into their long range plans the Saskatchewan Ministry of Education Digital Citizenship continuum.**

School division goals aligned with local priority area	1. **CATHOLIC COMMUNITIES OF FAITH** • By June 2021, 90% of Grade 5 and 11 students will be able to articulate the faith by achieving a mark of at least 70% on the online religious education assessment. • By June 2021, 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. • By June 2021, 100% of all staff and students are servant leaders who are proclaimers of the Catholic faith and demonstrate stewardship of time, treasure, and talent through involvement in retreats, charitable donations, liturgies, service projects, Christian action project, etc. • By June 2021, 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. o Due to the COVID-19 pandemic effects and a re-evaluation of this measure RCSD suspended gathering data and is currently under review.

	2. **EQUITABLE OPPORTUNITIES AND TRANSITIONS - EAL** • In the school year 2020-21, 70% of RCSD students with a global Common Framework of Reference (CFR) level of A1.1 to A2.2 increased at least one global CFR level. o RCSD achieved this goal in 2020-21 at 79%.

	3. **ESSENTIAL SKILLS AND PRACTICES IN 21ST CENTURY EDUCATION - Technology**
	• 100% of all RCSD schools will have a LIP goal that focuses on the improvement of technology integration into instruction.
	  o This goal was achieved with all schools having LIP goals.
	• By June 2021, 100% of RCSD teachers will have accomplished a C2PG goal that focuses on the *Essential Skills and Practices in 21st Century Education* using the ISTE Standards for Educators.
	  o This goal was achieved through the C2PG document that all staff members must complete.
	• By June 2021, 100% of teachers will incorporate into their long range plans the Ministry of Education Digital Citizenship continuum.
	  o This goal was achieved through long-range plans that all staff members are required to provide to their administrators.

School division actions taken during the 2020-21 school year to support local priority area	1. **CATHOLIC COMMUNITIES OF FAITH** • Currently under review.
	2. **EQUITABLE OPPORTUNITIES AND TRANSITIONS - EAL** • The RCSD works tirelessly to support the students, staff, and administrators in the RCSD EAL Program. RCSD has a strong EAL team consisting of one EAL Consultant, 15.6 FTE EAL teachers and 1.0 FTE EAL Instructional Assistant. • EAL support was provided working as a multidisciplinary team, planning, and implementing coordinated services to best meet individual students' needs. A focus on teacher professional development has continued in the EAL program. The EAL Consultant conducted virtual training sessions at the annual Teacher Institute and on Teacher Professional Development days throughout the school year. An emphasis was placed on teacher collaboration. EAL teachers provided classroom teachers with strategies to support all EAL learners and classroom teachers worked through the process of scaffolding. • In high school, EAL learners enroll in EAL Locally Developed Courses: Saskatchewan Context for EAL Learners 20L, EAL A10L, EAL B10L, EAL A20L and EAL B20L. Approval of the last four mentioned courses was extended to the 2020-21 school year. In response to feedback from division and school personnel and working in collaboration with RPSD, work continued a project that was presented to the Ministry of Education to renew the courses. The work included establishing connections, identifying gaps, and providing recommendations regarding the

alignment, continuity, and consistency of courses with one another. These courses support EAL learners in developing their English language proficiency and in turn, completing high school credits required to graduate.

- The RCSD, in collaboration with RPSD, was also approved for another proposal by the Ministry of Education for the project *Newcomer Family Engagement*. A working group was established to develop a shared understanding of family engagement and develop recommendations and a plan to elicit feedback from newcomer students and families to identify newcomer needs, wants, and supports required to actively engage newcomers. The working group prepared and vetted documents, tools, and processes (i.e., information defining family engagement, surveys, focus group guiding questions, etc.) for gathering newcomer student and family feedback and data to support students learning the school community.

3. **ESSENTIAL SKILLS AND PRACTICES IN 21ST CENTURY EDUCATION - Technology**

RCSD continues to work towards meeting the three SMART goals related to *Essential Skills and Practises in 21st Century Education*.

- 100% of all RCSD schools will have a Learning Improvement Plan (LIP) goal that focuses on the improvement of technology integration into instruction.
    - This goal was achieved with all schools having LIP goals.
- By June 2021, 100% of RCSD teachers will have accomplished a C2PG goal that focuses on the *Essential Skills and Practices in 21st Century Education* using the ISTE Standards for Educators.
    - This goal was achieved through the C2PG document that all staff members must complete.
- By June 2021, 100% of teachers will incorporate into their long range plans the Ministry of Education Digital Citizenship continuum.
    - This goal was achieved through long-range plans that all staff members are required to provide to their administrators.

Local Measures for School Division Local Priority

1. **CATHOLIC COMMUNITIES OF FAITH**
    - Currently under review.
2. **EQUITABLE OPPORTUNITIES AND TRANSITIONS - EAL**
    - In the school year 2020-21, 70% of RCSD students with a global CFR level of A1.1 to A2.2 increased at least one global CFR level.
        - This goal was achieved in 2020-21 at 79%.
3. **ESSENTIAL SKILLS AND PRACTICES IN 21ST CENTURTY EDUCATION - Technology**
    - 100% of all RCSD schools will have a *Learning Improvement Plan* (LIP) goal that focuses on the improvement of technology integration into instruction.

- This goal was achieved with all schools having an LIP goal. During LIP meetings, the senior management ensured that all schools had Technology / 21st Century learning goals in their LIPs. During June follow-up meetings with all administrators, it was confirmed that schools were meeting or working towards their goals.

- By June 2021, 100% of RCSD teachers will have accomplished a C2PG goal that focuses on the *Essential Skills and Practices in 21st Century Education* using the ISTE Standards for Educators.
  - Achievement of this goal is in progress. During the June C2PG meetings, School based administrators confirmed that all RCSD Staff are working towards the implementation of their technology goals. RCSD is looking to rework the school division's C2PG document to include a section for *Essential Skills and Practices in 21st Century Education*.
- By June 2021, 100% of teachers will incorporate into their long range plans the Ministry of Education Digital Citizenship continuum.
  - This goal was achieved through long-range plans that were submitted to School Based Administrators and they have confirmed that all teachers have incorporated Digital Citizenship lessons into their planning.

Analysis of Results

1. **CATHOLIC COMMUNITIES OF FAITH**
   - Currently under review.
2. **EQUITABLE OPPORTUNITIES AND TRANSITIONS - EAL**
   - It is difficult to accurately assess achievement for EAL learners since many EAL students join the classrooms at various times throughout the year, and even more so this year with the school closures due to the COVID-19 pandemic. The RCSD SMART goal allows for EAL students to receive instruction and supports for them to be successful.
   - Of the RCSD's 27 elementary schools, 26 schools met or exceeded the SMART goal. Two out of four of the school division high schools met or exceeded the SMART goal. There was one elementary school and two high schools that were only a few percentage points below the SMART goal.
3. **ESSENTIAL SKILLS AND PRACTICES IN 21ST CENTURTY EDUCATION - Technology**

   The RCSD's Education Technology Department is comprised of the Coordinator, Consultant, and Coach who support *Essential Skills and Practices of 21st Century Education*. As a result of the COVID-19 pandemic, these skills and practices become even more essential than ever before. Some highlights from 2020-21 include:

   - Adding 12 teachers to the RCSD's *Connected Educator Proje*ct, which equips classrooms with 2:1 (K-2) or 1:1 (Grades 3-12) technology to transform teaching practice and student learning. The *Connected Educator Project* has 138 teacher leaders. The *Connected Educator Project* went through a review to align it with the Provincial Education Plan. The key focus is knowledge and skills for the future using strategies of innovation, leadership, and proactive/responsive approaches to teaching and learning.
   - RCSD purchased *Seesaw* for all Pre-K to Grade 6 teachers. All teachers were asked to use this as their main communication and reporting tool. In Grades 6 to 12, the use of *Microsoft Teams* was encouraged and supported as the main online platform for student work and collaboration.
   - During the 2020-21 school year, RCSD moved to a hybrid model at its four high schools and experienced two pivots to online learning over the course of the year. The use of *Seesaw* and *Microsoft Teams* were

critical in the success of RCSD students and staff online. The Education Technology Department provided professional development and support throughout the year.

- Through utilizing *Seesaw,* 6,405 family members were engaged in the learning process by connecting to their child's journal and there were also 1.3 million family visits utilizing this platform throughout the year.
- *CLEVER* was rolled out division-wide to provide teachers and students with a consolidated hub for division digital resources. *CLEVER* allowed most resources to be accessed through a single sign on. This supported the pivot to online learning.
- RCSD continued its partnership with *SaskCode* training and equipping teachers with the pedagogy, technological skills, and physical tools they needed to embed computational thinking and coding into their classrooms.
- As part of the COVID-19 pandemic protocols, RCSD moved most of its professional development to virtual format to support teachers in their preparedness to pivot and leverage technology to teach remotely.

Demographics

Students

The Regina Catholic School Division has witnessed continued growth in the number of students enrolled the last few years, although with the COVID-19 pandemic there was a decrease in the total number of students due to a decline in Kindergarten enrolments. The number of students learning through Home-Based Education rose, as did registration in Learning Online, which for the first time offered elementary education in a synchronous model.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	841	959	885	852	753
1	917	877	960	899	861
2	932	922	896	979	910
3	953	933	938	919	977
4	905	971	947	952	927
5	868	934	996	958	946
6	854	883	943	982	952
7	846	853	887	943	974
8	765	855	858	879	928
9	797	782	859	827	854
10	825	818	808	858	837
11	795	821	812	805	850
12	820	841	859	830	842
Total	**11,118**	**11,449**	**11,648**	**11,683**	**11,611**
PreK	**355**	**326**	**302**	**258**	**256**

Subpopulation Enrolments	Grades	2016-17	2017-18	2018-19	2019-20	2020-21
Self-Identified First Nations, Métis, or Inuit	K to 3	423	397	378	342	296
	4 to 6	368	393	389	374	328
	7 to 9	311	312	325	337	350
	10 to 12	268	273	277	255	253
	Total	**1,370**	**1,375**	**1,369**	**1,308**	**1,227**
English as an Additional Language	1 to 3	548	505	565	630	717
	4 to 6	478	487	499	488	536
	7 to 9	433	407	381	374	465
	10 to 12	462	404	415	436	532
	Total	**1,921**	**1,803**	**1,860**	**1,928**	**2,250**
French Immersion	K to 3	1,046	1,072	1,067	1,045	972
	4 to 6	596	642	658	685	695
	7 to 9	389	439	497	526	552
	10 to 12	294	307	316	317	328
	Total	**2,325**	**2,460**	**2,538**	**2,573**	**2,572**

Notes:

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

Source: Ministry of Education, 2020

Staff

The Regina Catholic School Division employs 1,201 staff members. These employees are included in three employee groups: teachers, education support professionals and facilities. Approximately 70% are teachers, 20% are education support professional staff and 10% are facilities staff.

Throughout the 2020-21 school year, RCSD continued to respond to student and staff safety and learning needs. An area of success the school division experienced for the interim was providing online learning for both high school and elementary students who were unable to attend in person. Dedicated training and mitigation strategies along with individualized support in navigating all staff leaves, sick, quarantine, or other were implemented consistently and diligently. The school division staff maintained consistent learning opportunities when remote learning was necessary.

Job Category	FTEs
Classroom teachers	729.6
Principals, vice-principals	44.1
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	236.1
Administrative staff – e.g., Chief Financial Officer, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	32.3
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	84.0
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	0.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	9.0
Total Full-Time Equivalent (FTE) Staff	**1,135.0**

Notes:

- Curtis Kleisinger is the Executive Director of Mother Teresa Middle School, RCSD's associate school, and is included within the (LEADS) category.
- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.
- Staff member FTE's are as of September 30, 2020.
- Some individuals are counted in more than one category. For example, a teaching principal will be counted as 0.30 FTE as a classroom teacher and 0.70 FTE as a principal.

Source: RCSD Human Resource Services September 30, 2020

Senior Management Team

The Regina Catholic School Division's organizational structure is headed by Senior Management which includes the Director of Education, Mr. Sean Chase who returned to the school division on July 1, 2021. Mr. Chase reports directly to the Board of Trustees.

Reporting to the Director of Education are:

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

S. Chase
Director of Education

J. Kramer
Chief Financial Officer

H. Hildebrand
Superintendent of
Human Resource Services

K. Ehman

S. Gherasim

J. Landry

D. Magnusson

Superintendents of Education Services

On June 30, 2021, Mr. Domenic Scuglia, Director of Education and Mr. Ray Arscott, CFO retired from the school division.

Infrastructure and Transportation

There are 32 schools in the Regina Catholic School Division (RCSD) 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
École St. Angela Merici *	K-8	6823 Gillmore Drive
École St. Elizabeth *	K-8	5149 E Green Brooks Way
École St. Mary *	Pre-K-8	140 N. McIntosh Street
École St. Pius X *	K-8	3301 Garnet Street
Holy Rosary Community School	Pre-K-8	3118-14th Avenue
Sacred Heart Community School	Pre-K-8	1325 Argyle Street
St. Augustine Community School	Pre-K-8	2343 Edgar Street
St. Bernadette School	K-8	727 N. McIntosh Street
St. Catherine Community School	Pre-K-8	150 Brotherton Avenue
St. Dominic Savio School	K-8	195 Windfield Road
St. Francis Community School	Pre-K-8	45 Mikkelson Drive
St. Gabriel School	K-8	3150 Windsor Park Road
St. Gregory School	K-8	302 Upland Drive
St. Jerome School	Pre-K-8	770 Rink Avenue
St. Joan of Arc School	Pre-K-8	10 Dempsey Avenue
St. Josaphat School	K-8	140 Greenwood Crescent
St. Kateri Tekakwitha School **	K-8	4415 James Hill Road
St. Maria Faustina School	K-12	425-15th Avenue
St. Marguerite Bourgeoys School	K-8	2910 E. Shooter Drive
St. Matthew School	Pre-K-8	4710 Castle Road
St. Michael Community School	Pre-K-8	431 Hamilton Street
St. Nicholas School	K-8	7651 Mapleford Boulevard
St. Peter School	Pre-K-8	150 Argyle Street
St. Theresa School	Pre-K-8	2707 – 7th 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 – 25th Avenue
Michael A. Riffel Catholic High School	9-12	5757 Rochdale Boulevard
Miller Comprehensive Catholic High School**	9-12	1027 College Avenue
St. Luke School	K-12	625 Elphinstone Street
Mother Teresa Middle School ***	6-8	1975 2nd Avenue N.

* French Immersion
** English and French Immersion
*** Associate School

Infrastructure Projects

The Regina Catholic School Division facilities include:

- Thirty-two schools located in the City of Regina. The average age of the RCSD schools is 48 years. The oldest school is 107 years old (built in 1914); the three newest schools are four years old, all opened in September 2017.
- The current average utilization of schools is 88.9% with three schools above 110% and the highest at 118% utilization.
- The school division's head office, the Catholic Education Centre, is in Regina. The original 8,300 square foot building is 59 years old and an addition of 7,000 square feet is 49 years old. The centre is undersized and not adequate for present use or future growth.
- Population growth and shifts coupled with immigration to the city have caused capacity issues at most schools in the school division. There are currently 20 schools between 80% and 110% utilization and three schools between 110% and 118% utilization.
- The school division currently has three major departments located at schools in order to relieve crowding at the Catholic Education Centre. The Speech and Language Department is located at St. Peter School, and both Information and Library Services and Technology Services are located at Miller Comprehensive Catholic High School.
- The school division has a Maintenance Shop located in the city. The shop is used for storage of materials and supplies, and the fabrication and finish of cabinetry and other school fitments. It is located within a large, fenced compound where maintenance vehicles and equipment are stored.
- Several upgrades and renovations were completed during the 2020-21 fiscal year which included the installation of two new relocatables and the move of four relocatables to cover shortage of space.

The school division recognizes the link between facility condition and student outcomes. All schools were cleaned and repaired over the summer break. Major and minor infrastructure projects are planned for completion over the summer months or at times when students are away.

Infrastructure Projects			
School	**Project**	**Details**	**2020-21 Cost**
Miller Comprehensive Catholic High School	Band Room and Roof Repair	Asbestos abatement, painting and roof repairs completed.	430,000
St. Gabriel School St. Theresa School St. Timothy School Michael A. Riffel Catholic High School	Upgrade of Interior Lighting	Installation of new energy efficient LED interior lighting.	800,000
Total			**$1,230,000**

Transportation

The Regina Catholic School Division (RCSD) contracted out its transportation service requirements to LP3 Transportation Solutions Inc. and Regina Paratransit and received specialized transportation services from First Student, Inc. (First Canada ULC).

Transportation Statistics	
Students Transported (includes 482 students from RPSD)	5,445
Transportation Routes	92
Average One-Way Ride Time	15 minutes
Longest One-Way Ride Time	72 minutes

Source RCSD Transportation - September 30, 2020

The Regina Catholic School Division and the Regina Public School Division (RPSD) continue their joint transportation partnership since its inception in 2018-19. RCSD transported approximately 482 students for RPSD for the 2020-21 school year at the following schools:

- École St. Elizabeth (RCSD) with École Wascana Plains (RPSD)
- École St. Mary (RCSD) with École Elsie Mironuck (RPSD)

Although no new joint transportation initiatives began in the 2020-21 school year, the two school divisions will continue to collaborate on future joint transportation opportunities.

Transportation was continually challenged with a shortage of bus drivers throughout the 2020-21 school year partly resulting from the COVID-19 pandemic. SGI Testing for new drivers was behind schedule and government programs such as the Canadian Employment Recovery Benefit paid more to drivers than what they could earn driving bus. Drivers were also hesitant to continue driving bus if they had underlying health concerns. All these factors contributed to shortage of bus drivers for the school division throughout the 2020-21 school year.

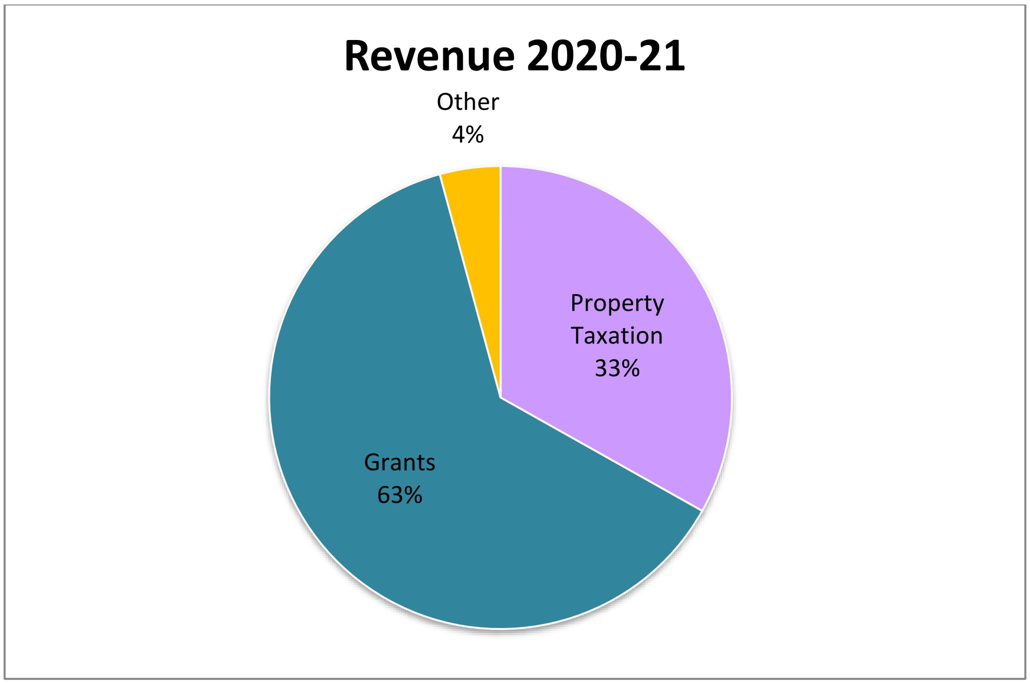
RCSD terminated its contract with LP3 Transportation effective June 30, 2021, and the Board of Trustees approved the awarding of the transportation service provider contract to First Student, Inc. (First Canada ULC) commencing with the start of the 2021-22 school year as well as approved the additional changes to boundaries as noted below.

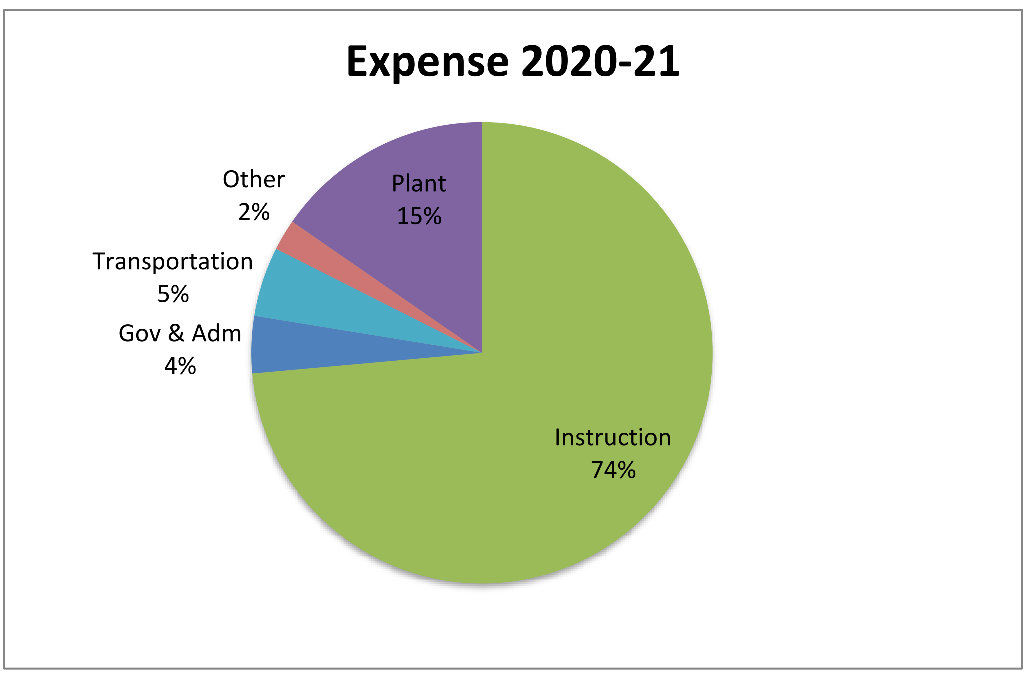
- Increased walking boundary around all elementary schools from 1.0 km to 1.2 km.
- Increased the walk to bus stop distance from 350 m to 450 m.
- Removed all historical exemptions to keep walking boundaries consistent for all schools.

Financial Overview

In 2020-21, contingency funding of $3,249,995 was provided to the school division to support additional costs related to the COVID-19 pandemic. The additional funds supported the 2020-21 school year as well as preparations for the 2021-22 school year.

Summary of Revenue and Expenses





Budget to Actual Revenue, Expenses and Variances

	2021 Budget	2021 Actual	2020 Actual	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
REVENUES						
Property Taxation	46,453,221	45,401,281	46,092,008	(1,051,940)	-2%	
Grants	72,505,686	85,773,128	74,797,674	13,267,442	18%	1
Tuition and Related Fees	212,673	140,536	129,601	(72,137)	-34%	2
School Generated Funds	2,163,729	794,769	1,474,821	(1,368,960)	-63%	3
Complementary Services	1,439,095	1,439,095	1,431,555	-	0%	
External Services	609,991	580,399	567,167	(29,592)	-5%	
Other	2,648,865	2,839,985	2,670,729	191,120	7%	4
Total Revenues	**126,033,260**	**136,969,193**	**127,163,555**	**10,935,933**	**9%**	
EXPENSES						
Governance	746,915	719,776	502,701	(27,139)	-4%	
Administration	4,027,150	4,482,870	4,085,480	455,720	11%	5
Instruction	92,625,051	95,836,031	89,513,105	3,210,980	3%	
Plant	18,917,553	20,020,378	20,177,769	1,102,825	6%	6
Transportation	6,899,199	6,355,702	5,563,905	(543,497)	-8%	7
Tuition and Related Fees	97,810	69,047	91,919	(28,763)	-29%	8
School Generated Funds	2,206,104	813,428	1,467,320	(1,392,676)	-63%	9
Complementary Services	1,319,685	1,302,791	1,306,657	(16,894)	-1%	
External Services	663,833	666,384	640,483	2,551	0%	
Other Expenses	14,120	244	115	(13,876)	-98%	10
Total Expenses	**127,517,420**	**130,266,651**	**123,349,454**	**2,749,231**	**2%**	
Surplus (Deficit) for the Year	**(1,484,160)**	**6,702,542**	**3,814,101**			

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

Note	Explanation
1	Over budget as less property taxes received by August 31, 2021, therefore Ministry grant increased to offset the decreased cash collected. Increase in capital grants received than budgeted. Increase in pandemic supports funding.
2	Less than budgeted tuition fees received from foreign/international students.
3	Less than budgeted school generated funds revenue as a result of limited fundraising activities due to COVID-19 pandemic.
4	More than budgeted reimbursement revenue.
5	More than budgeted salary expenditure due to staff reclassification from instruction to administration as well as increased expenditure due to a plan amendment to the employee future benefits plan liability.
6	More than budgeted expendituces due to COVID-19 pademic cleaning supplies and salaries.
7	Less than budgeted transportation expenditure as a result of COVID-19 pandemic.
8	Less than budgeted tuition fees due to decreased reliance on external agencies to provide eduacation services.
9	Less than budgeted school generated funds being available for expenditures as a result of limited fundraising activities due to COVID-19.
10	Less than budgeted interest expense.

Appendix A – Payee List

Board Remuneration

NAME	REMUNERATION	TRAVEL		PROFESSIONAL DEVELOPMENT		OTHER	TOTAL
		IN PROVINCE	OUT OF PROVINCE	IN PROVINCE	OUT OF PROVINCE		
Bast, Ryan J	26,535	-	-	2,253	-	-	28,788
Bonnell, Victoria*	37,204	-	-	74	-	-	37,278
Bresciani, Deborah	7,693	-	-	-	-	167	7,860
Bresciani, Robert**	36,914	-	-	317	-	-	37,231
Bushi, Obianuju	27,048	-	-	2,253	-	-	29,301
Flegel, Frank	7,468	-	-	-	-	267	7,735
Kowalchuk, Robert	33,028	-	-	74	-	-	33,102
Weninger, Shauna	27,365	-	-	2,253	-	-	29,618
Wilcox, Darren	26,032	-	-	317	-	-	26,349
Ziegler, Donna	7,212	-	-	(289)	-	568	7,491

*Board Chair
**Deputy Chair

Personal Services

Name	Amount
Abuan, Venancio	52,969
Abusada, Shawna	90,049
Adam, Janalee	90,292
Adams, Sharon	83,336
Adedeji, Olushola	85,371
Agar, Jason	82,949
Agustin, Gerardo	52,458
Akinpelu, Oluwakemi	98,021
Alcantara, Efren	50,300
Alderman, Charmane	57,171
Allan, Stacy	92,723
Allen, Allison	85,042
Alport, Gabriela	63,449
Amichand, Mandy	85,878
Anaka, Laura	61,157
Ananfack Kowo, Annie	66,054
Anaquod, Denise	88,576

Name	Amount
Ander, Amaya	65,650
Anderson, Alison	93,656
Anderson, Lisa	89,262
Anderson, Lucie	76,259
Anderson, Nicole	86,028
Anonas, Nenita	93,593
Appell, Tammy	113,411
Appleyard, Marcia	54,230
Arias, Marissa	75,401
Arscott, Raymond	163,721
Astrope, Kylene	90,844
Babyak, Sarah	83,280
Bachelu, Blair	92,883
Bachiu, Maria	89,322
Baht, Francine	57,039
Baiton, Leah	88,576
Baker, Alissa	87,337

Name	Amount
Balaberda, Cory	68,275
Balaberda, Pascale	60,746
Ball, Marchelle	90,435
Baragar, Jodi	98,685
Barilla, Marlyse	90,428
Barnes Wilcox, Barbara	94,044
Barnes, Leanne	84,709
Barnes-Pitka, Rhonda	93,571
Baron, Kevin	100,986
Barrett, Sarah	61,512
Bartlett, Wade	93,142
Baryluk, Vincent	88,576
Bast, Nicole	88,576
Bastock, Leanne	93,588
Bauer, Christine	92,914
Baumgartner, Alana	98,172
Baumgartner, Lynsey	99,456
Bayda, Amber	69,158
Beatch, Laura	59,101
Beckel, Suzanne	96,183
Beisel, Maureen	88,576
Beitel, Holly	94,601
Belair, Lindsay	81,342
Belanger, Nicole	69,686
Belisle, Paulette	123,940
Belof, Jill	99,251
Belvedere, Derek	85,099
Benard, Micheline	93,624
Benham, Catherine	88,576
Benko, Dean	107,249
Benko, Kirsten	93,914
Bens, Chloe	66,455
Bernauer, Cymone	92,102
Berner, Andrea	68,859
Berry, Kyrie	89,495
Beskowiney, Stephan	96,875
Betteridge, Ashley	68,682
Biegler, Lawrence	131,784
Birrell, Lyn	51,083
Birrell, Nathan	106,525

Name	Amount
Bisson, Nicholas	55,892
Blacklock, Romona	98,172
Bladyko, Amy	87,113
Blehm, Chelsey	60,466
Boast, Meaghan	92,883
Bodnarchuk, Peter	81,949
Boehm, Leeanne	92,883
Bogdan, Tyler	106,287
Bohn, Ciara	77,731
Bokure, Abede	58,347
Bollman, Margaret	90,122
Bondy, Cari	74,646
Borsa, Louella	53,434
Borthwick, Dwight	108,031
Borys, Heather	89,348
Borys, Joanna	79,436
Bosgoed, Melissa	75,349
Bourquin, Allysha	69,439
Boutilier, Kristina	89,281
Boyachek, Cheryl	55,689
Bracken, Jenna	79,434
Brass, Colin	89,080
Brass, Jaylene	113,651
Bray, Jodie	99,598
Brcic, Marley	90,661
Brennan, Patrick	93,357
Bresciani, Angelina	88,576
Bresciani, Matthew	84,429
Bresciani, Mitchell	76,312
Bresciani, Sophie	74,379
Bridgeman, Janna	90,501
Brochu, Scott	75,372
Brodner, Landon	88,105
Brouwers, Jennifer	56,685
Brown, Corrine	90,324
Brown, Daniel	89,150
Bryce, Dyana	77,389
Bryce, Stephen	92,939
Bucsis, Courtney	52,754
Bueno, Joel	51,529

Name	Amount
Buettner, Kelsey	57,542
Burant-Maher, Rolande	116,994
Burchi-Little, Brenda	89,608
Burke, Navanga	82,918
Burns, Christina	69,748
Burns, Morgan	76,174
Busby, Christopher	106,343
Bzdell, Corinne	91,251
Bzdell, Paula	64,618
Cabylis, Demetrios	66,563
Campbell, Joshua	98,172
Carignan, Todd	91,307
Carson, Malia	79,370
Casper, Stephanie	107,980
Chabot, Laura	75,424
Chagnon, Kimberley	88,885
Charanduk, Cory	93,584
Chase, Elena	94,212
Chase, Emily	57,238
Chase, Michael	119,248
Chase, Nicole	106,437
Chase, Sherry	129,795
Chay, Les	67,321
Cherwaty, Ryan	68,994
Chevrier, Natalie	91,827
Chicilo, Candace	127,166
Chomos, Chelsea	92,984
Chomos, Patrice	89,416
Chomyn, Cameron	63,584
Chomyn, Cindy	71,268
Christopherson, Jacqueline	94,579
Christopherson, Kelly	88,510
Colclough, Shina	67,867
Conger, Melody	87,893
Conly, Charis	66,633
Cook, Michelle	88,958
Coolican, Sarah	84,741
Cooper, Lisa	55,384
Cornish, David	93,138
Cote, Bartley	122,222

Name	Amount
Cote, Terri	120,272
Cottrill, Brett	64,378
Cottrill, Nat	65,801
Courchene, Rachel	73,126
Cozine, Daniel	117,748
Cozine, Kelly	101,368
Crawford, Anna	72,630
Cromarty-Zech, Tobi	90,382
Crompton, Holly	88,991
Cronin, Sara	89,707
Cronk, Sheri	64,026
Cruickshank, Meagan	94,490
Csada, Robert	94,197
Cummings, Keenan	65,717
D Souza, Yvette	99,741
Dales, Heather	88,379
Daly, Marian	152,106
Danaher, John	72,603
Dauphinais, Catherine	90,488
Dauphinais, Gilles	118,379
Davies-Eltom, Colette	94,526
Day, Kali	56,097
Dean, Ashley	55,986
Dech, Samantha	61,572
Decosse, Ryan	85,992
Dejong, Wayne	50,732
Delorey, Patricia	98,172
Delorme, Chasity	69,525
Demaria, Diana	71,376
Demeter, Melinda	82,097
Desautels, Kimberly	87,079
Devine, Dawn	93,398
Dietrich, Danielle	85,905
Diiorio, Suzanne	89,001
Dizy, Michelle	91,153
Dodd, Cassie	57,177
Doepker, Christina	89,606
Dombowsky, Shauna	91,059
Donnelly, Liza	137,244
Donohue, Brooke	51,578

Name	Amount
Dornstauder, Rose-Marie	95,112
Douville, Annette	92,883
Doyle, Jil	59,559
Drews, Darren	57,954
Drotar, Jeremy	98,172
Duczek, Jason	92,883
Duczek, Nancy	94,145
Dufour Jerrett, Stephanie	94,172
Duguay, Martin	89,763
Dureault, Renee	90,217
Dziaduck, Carey	89,863
Ebenda Mboutou, Yvette	59,789
Echtner, Nicole	69,234
Edmands, Jason	92,883
Edmands, Tara	88,869
Edquilane, Tristan	69,024
Ehman, Kelley	171,205
Ehrmantraut, Jacquelyn	76,291
Einsiedler, Courtney	69,433
Elendu, Candina	52,890
Ell, Anita	53,675
Ell, Brenda	90,089
Ell, Donna	92,565
Ell, Dwayne	88,576
Ellery, Kari-Anne	88,576
Endicott, Denise	98,172
Engele, Shelby	74,665
Erichsen, Valerie	89,405
Erlendson, Tricia	110,696
Ethier, Chantel	76,624
Ewert, Amanda	62,233
Fairbairn, Jessica	74,565
Faris, Heather	98,470
Faris, Robert	67,922
Farris, Lynnette	90,123
Fearnside, Anneliese	83,551
Fellner, Franchesca	89,606
Fennell, Thomas	96,737
Ferguson, Tammy	98,172
Ferrara Horne, Cheryl	92,883

Name	Amount
Fetsch, Kevin	104,049
Fiissel, Jada	89,089
Firnesz, Jacqueline	89,091
Firnesz, Matthew	92,883
Firnesz, Nolan	100,232
Firnesz, Rylend	53,911
Firnesz, Simon	89,271
Fischer, Gregory	88,711
Fischer, Tara Lee	91,034
Fischer, Tara-Lynn	93,559
Fisher, Tara Lynn	98,596
Fiske, Michelle	73,692
Flegel, Aimee	76,893
Fletcher, Michelle	92,105
Florek, Matthew	89,863
Folk, Jacqueline	86,106
Folk, Ryan	89,123
Fontaine, Danielle	72,168
Foord, John	99,186
Foraie, Amanda	76,160
Ford, Clayton	88,752
Forrest, Leanne	115,547
Forrest, Ryan	90,229
Fossenier, Scott	164,242
Francis, Janelle	53,176
Frank, Jessica	81,149
Franklin, Suzanne	74,716
Frey, Nadine	60,216
Friesen, Catherine	79,709
Froh, Rachel	79,425
Frohlick, D'Arcy	113,119
Fuchs, Larry	112,682
Fuchs, Tracy	130,387
Gallagher, Nicole	79,605
Gallagher, Ryan	90,597
Gardiner, Breanne	68,782
Gareau, Robert	76,994
Garinger, Lee	112,643
Garinger, Monica	92,915
Gartner, Tamara	93,312

Name	Amount
Gauthier, Celine	69,949
Gavin, Bernadette	92,903
Gebreandrias, Zeremariam	51,703
Geiger, Kelly	69,372
Geiss, Courtney	63,244
Gelinas, Deana	93,390
Gelinas, Francois	99,089
Gherasim, Scott	89,319
Gherasim, Stacey	171,205
Ghiglione, Nadine	88,576
Gibbons, Blaine	57,788
Gibbs, Kory	92,883
Gibson, Jennifer	90,241
Giesbrecht, Lacey	66,310
Giesbrecht, Ryan	71,799
Gilbert, Geoffrey	121,064
Giroux, Maegan-Ann	79,780
Golden, Chloe	55,309
Gonzales, Ronald	98,278
Goodman, Deborah	52,799
Goodon, Karen	88,834
Goulet-Brown, Melanie	94,171
Grad, Jacqueline	88,587
Greenough, Allison	99,459
Gyoerick, Kristin	91,533
Hackl, Wade	132,297
Haggard, Barent	50,297
Hall, May	97,362
Hallett, Karyn	89,586
Halvorsen, Juanita	94,429
Hambleton, David	92,883
Hamilton, Amanda	68,599
Hamilton, Angus	69,148
Hammett, Miranda	56,939
Hammond, Anita	97,600
Hammond, Gaetan	98,172
Hancock, Jodie	59,337
Hannant, Tracy	89,484
Hanson, Lisa	103,973
Hanus, Shauna	88,576

Name	Amount
Harbus, Mindy	92,883
Harding, Angela	93,238
Harley, Jordan	60,704
Harper, Shae-Ann	62,470
Harrison, Sheryl	98,944
Hart, Andrea	94,339
Hartney, Desmond	93,392
Harvey, Cheryl	89,995
Hautcoeur, Lisa	90,120
Hawkins, Courtney	59,139
Hayduk, Katherine	81,531
Hayes, Graham	107,809
Hayward, Ashley	89,682
Hegi, Michala	92,451
Heisler, Amanda	89,223
Hendren, Alexandra	66,326
Herman, Kathleen	60,216
Herschmiller, Bradley	88,576
Heszheimer, Kim	67,587
Hickey, Justine	60,997
Hicks, Ryan	93,186
Hildebrand, Heidi	171,205
Hindle, Erin	89,865
Hindmarch, Trina	89,606
Hischebett, Leah	71,752
Hjelsing, Trina	75,801
Hodges, Edward	94,112
Hoffart, Curtis	88,574
Hognerud, Katrina	92,883
Holland, Lori	71,130
Holliday, Sharlene	100,350
Hollinger, Janna	98,278
Hollinger, Nicole	81,710
Holt, Nicole	89,226
Hope, Leah	74,748
Hopfauf-Sliva, Carly	73,881
Hornung, Sheri	88,576
Horsman, Courtney	70,990
Horvath, Rhonda	98,278
Houk, Rodney	94,385

Name	Amount
Houk, Shannon	52,754
Hovdebo, Marcia	71,182
Howat, Cindy	58,132
Howden, Lorinda	62,882
Hrynkiw, Jill	52,478
Hubenig, Sara	59,534
Huber, Jessica-Lynn	66,889
Hubic, Brant	88,722
Huel, Chad	88,576
Huerto, Jenny	52,477
Hugie, Kristopher	57,281
Hynd, Sara	89,568
Hynes, Curtis	86,834
Istace, Karen	113,304
Jacek-Flaman, Amanda	88,592
Jackson, Alannah	75,988
Jackson, Eric	90,038
James, Ryan	73,563
Janeczko, Kyle	73,104
Jarikre, Ejiroghene	72,546
Jeannot, Brian	115,192
Jensen, Alyssa	79,213
Jensen, Michelle	88,576
Joa, Kyrsten	63,090
Johnson, Chantel	93,862
Johnson, Jennifer	98,278
Jones, Dawn	95,389
Jones, Tiffany	66,323
Josie, Joelle	89,362
Jost, Janet	93,893
Jost, Thomas	101,070
Juzyszyn, Stephanie	78,457
Kaczmarski, Loretta	89,878
Kajati, Alison	58,055
Kalenchuk, Heather	99,329
Kalynchuk, Monica	88,690
Kaminski, Megan	83,666
Kampman, Christopher	87,717
Kampman, Matthew	64,585
Kauf, Arkin	91,207

Name	Amount
Kayter, Aleah	80,485
Keen, Darla	89,208
Keith, Melanie	108,834
Keleta, Zereslasie	50,660
Kendall, Heather	64,167
Kendel, Krista	94,550
Kerr, Trevor	73,362
Kilkenny, Jaclyn	93,491
King, Juanelle	52,754
Kleckner, Frank	50,764
Klein, Kristopher	74,191
Kleisinger, Curtis	162,287
Kleisinger, James	73,936
Kleisinger, Patrick	53,833
Klippenstein, Alisa	92,883
Knight, Charmaine	90,474
Knight, Michael	96,926
Knobel, Natasha	63,542
Koback, Megan	67,453
Kobelsky, Carolynne	91,193
Kondzielewski, Marie	90,792
Koroluk, Karen	93,395
Koskie, Daniel	70,895
Kot, Garrett	88,576
Kowalski, Marcellina	95,219
Kowalyk, Bailey	59,793
Kozak, Colleen	70,238
Kreklewich, Terri	92,982
Kristoff, Colin	99,482
Krueger, Patrice	92,883
Kuntz, Cheryl	50,830
Kuntz, Kevin	89,348
Kuntz, Lisa	55,276
Kuntz, Scott	94,520
Kupper, Sheri	94,623
Kuster, Jody	92,883
Kuster, Shawn	53,509
Kuz, Dean	92,883
Labatt, Amanda	98,172
Labelle, Krista	65,760

Name	Amount
Lacasse, Diane	109,836
Lach, Karen	88,576
Lamb, Nancy	89,692
Landry, Joanna	171,205
Landry, Julius	74,743
Lane, Meagan	65,245
Lang, Carter	78,334
Lang, Danielle	88,041
Lang, John	112,884
Lang, Lydell	88,576
Lang, Mark	93,147
Langen, Alexis	65,310
Langen, Amy	93,088
Langlois, Alycia	71,625
Lareau, Joel	66,994
LaRocque, Beatrice	50,139
Laursen, Jillian	107,980
Lauzon, Jennifer	78,906
Lavoie, Lauren	65,546
LeBlanc, Natalie	93,485
LeBlond, Ryan	91,675
LeBoldus, Sara	89,606
LeCouffe, Shannon	90,001
Lefebvre, Chloe	69,873
Leibel, Karen	95,920
Leitner, Sarah	70,010
Lekivetz, Elizabeth	90,212
Lenic, Amber	94,264
Lewis, Alison	74,908
Lewis, Riley	79,608
Liebel, Laura	66,829
Ling, Rachel	64,409
Lipp, Kelsey	79,386
Lizee, Daniel	126,894
Lizee, Honni	101,862
Lorencz, Cheri	68,483
Lorencz, Laura	94,256
Louttit, Suzanne	88,578
Lozinsky, Janelle	65,957
Luce, Mavis	91,441

Name	Amount
Luce, Raymond	51,055
Lucero, Anna	90,121
Lucyk, Leonora	88,574
Lucyk, Linda	92,883
Luff, Sheila	65,892
Lulik, Emil	88,576
Lumbard, Jennifer	92,951
MacDonald, Tianna	62,048
MacDougall, Courtney	86,459
MacLeod, Lindsey	89,916
MacLeod, Nicole	69,816
Magnusson, David	171,205
Magnusson, Jenna	61,240
Magnusson, Kelly	88,576
Mah, William	71,681
Mahajan, Renee	98,172
Maier, Leah	98,172
Makar, Shelley	91,588
Malawski, Nicole	64,415
Malick, Marie Louise	65,266
Manastyrski, Jordan	64,576
Mann, Sandra	93,052
Mann-Felske, Bradie	80,007
Mannion, Edward	92,883
Mantyak McDonald, Jennifer	89,554
Marchand, April	88,666
Marcotte, Lisa	98,940
Marin, Brian	89,724
Marion, Brian	88,576
Markowicz-Troy, Elena	72,199
Marshall, Michelle	92,883
Martin, Daylia	65,904
Martinez, Daisy	71,800
Masaoay, Crisanto	70,797
Massey, Megan	52,331
Masur, Melony	70,238
Matlock, Brett	91,402
Matt, Chelsee	88,891
Mazden, Shelley	88,272
Mazur, Mariah	65,616

Name	Amount
Mbanza, Mutangilayi	63,852
McBeth, Trisha	98,172
McCalmon, Eric	90,728
McCalmon, Laura	84,517
McCann, Lisa	89,989
McCarthy, Caitlin	70,196
McCaughey, Colleen	63,016
McClare, Sabrina	91,364
McCloy, Chantel	55,911
McCulloch, Jessi	105,516
McCulloch, Robert	99,563
Mcfee, Jayde	73,373
McGeough, Jacob	69,782
McGill, Andrea	63,166
McKechnie, Sharon	89,227
McLean, Wade	92,883
McLennan, Leanne	57,503
McManus, Amy	88,925
McMillan, Harmony	92,883
McMillan, Suzanne	89,090
Meadowcroft, Cheri	89,867
Medhin, Kebreab	51,814
Meier, Frank	54,196
Mejia, Andre	74,062
Melnychuk, Sherri	89,841
Menhart, Milos	92,883
Mennie, Sarah	58,783
Mercado, Eumir	68,486
Merk, Janet	88,833
Merk, Shelley	75,607
Messer, Christine	93,293
Metz, Cassie	58,965
Metz, Thomas	93,307
Meyer, Ashlyn	66,669
Meyer, Vincent	88,575
Mihial, Katherine	67,602
Miller, Kristen	75,365
Millette, Theresa	58,587
Mills, Gerrie	50,199
Milo, Tammie	98,389

Name	Amount
Milos, Pamela	56,003
Missens, Amanda	57,233
Mitchell, Natalie	95,698
Mohr, Nicole	92,468
Moisuk, Amanda	76,757
Molesky, Renee	67,175
Molleken, Stacey	89,092
Molnar-Fluter, Natasha	61,770
Montague, Ryan	90,033
Montenegro, Renee	88,576
Montero De Moore, Nora	103,180
Moran, Glen	56,431
Morgan, Terry	125,285
Morhart, Carrie	94,171
Morhart, Lindsay	108,654
Moriarty, Kristy	52,577
Morley, Kiersten	64,310
Morley, Lyle	99,786
Moser, Laura	60,608
Moskowy, Greg	89,241
Mougeot, Sara	78,631
Mrazek, Jamie	78,041
Murray, Clayton	108,025
Murray, Jacqueline	88,574
Mushumanski, Amanda	93,020
Myers, Jamie	65,232
Nagel Zeller, Kimberly	102,692
Nakutnyy, Katerina	88,576
Naluz-Alimbuyao, Sarah	65,622
Neal Langdon, Mary	90,939
Neigum, Jamie	114,278
Neiles, Susan	88,576
Nelson, David	96,148
Nelson, Jo-Anne	88,575
Nelson, Kenna	97,729
Nelson, Robert	89,439
Neumann, Jason	93,290
Neumann, Tricia	89,348
Nicolson, Carmel	104,770
Nicolson, Cole	62,774

Name	Amount
Nicurity, Renee	90,596
Nielsen, Russell	80,434
Nishnik, Jasmine	68,158
Nishnik, Lynette	94,291
Nistor, Geraldine	89,607
Norminton, Jennifer	90,339
Norris, Monica	122,442
Norton, Amanda	84,718
Novak, Lisa	78,072
Nowosad, Michael	71,799
Ntawuhorageze, Ernest	52,020
Ogunseye, Bolutife	57,754
Olsen, Brigitte	78,046
Onrait, Morgan	80,900
Onza, Pedro	62,874
Orr, Alyssa	63,552
Orthner, Jolene	98,510
Orthner, Miquel	68,640
Ortman, Pamela	94,938
Oszust, Joanne	101,899
Ottenbreit, Kyle	93,819
Ottenbreit, Tyler	114,234
Owens, Jennifer	98,386
Owens, Paul	115,184
Paez, Adaluz	98,960
Paidel, Kate	63,716
Palmarin, Anthony	92,883
Palmarin, Daniel	86,021
Papandreou, Barbara	74,994
Parisien, Clayton	90,551
Parisien, Kimberly	91,228
Parisien, Victoria	70,421
Park, Paul	74,997
Parrott, Tracy	50,137
Pascal, Lynette	62,707
Pastuch, Molly	60,867
Patenaude, Cindy	60,162
Patterson, Hannah	93,337
Paul, Hannah	65,147
Paul, Marla	53,858

Name	Amount
Pawliw, Shirley	58,105
Paysen, Jaimie	98,747
Pearce, Megan	71,536
Pearce, Shawn	126,549
Peat, Jacqueline	125,597
Peeters, Susan	88,576
Pellerin, Kyle	77,694
Pelletier, Gregory	92,883
Pelletier, Joseph	73,920
Perrault, Connie	93,041
Perrault, Lesley	103,836
Perreaux, Johnny	54,078
Perreaux, Robin	76,764
Perrey, Amy	92,759
Perron, Cindy	89,222
Perron, Linda	88,576
Peters, Jenna	87,241
Pettigrew Steadman, Tammie	98,307
Phair, Michelle	88,920
Phaneuf, Daniel	92,883
Pilon, Derek	77,368
Pinnow-Weber, Jocelyn	92,962
Pirot, Corinne	88,576
Pitzel, Mandy	89,118
Poirier, Courtney	82,578
Polk, Mary	62,286
Pon, Elaine	53,713
Pontius, Heather	88,614
Pool, Michelle	92,883
Porter, Diana	96,773
Porter, Jacob	68,780
Postma, Coralie	74,580
Prifti, Vasila	59,328
Prysliak, Jonas	108,222
Pusch, Amy	91,059
Puscus, Jordan	77,408
Quiroz-Norman, Karen	103,766
Radons, Glenn	58,759
Ramdez, Paula	94,171
Ranger, Samantha	76,291

Name	Amount
Ratcliffe, Melissa	89,863
Rath, Serena	82,734
Rau, Melissa	75,713
Reding, Yvonne	89,092
Redler, Carla	95,042
Redler, Jessica	94,171
Redler, Trevor	104,183
Reed, Ellen	88,987
Reed, Patrick	78,997
Resch, Jennifer	113,015
Richards, Emily	69,985
Richter, Adam	90,637
Richter, Michelle	91,478
Rieder, Gregory	88,576
Rieger, Korrin	89,519
Rieger, Sheldon	95,634
Riffel, Olivia	68,822
Riffel, Petra	90,753
Ring, Gabrielle	69,572
Ripplinger, Micheal	50,893
Roberts, Jocelyn	83,319
Robertson, Daphnie	92,883
Robinson, Mary	51,442
Rockthunder, Audrey	89,091
Rodriguez, Genna	107,648
Rogoschewsky, Dana	68,425
Romanchuk, Ashley	75,951
Romanyk, Chelsea	86,470
Rose, Tammy	53,398
Ross, Dawn	88,632
Ross, Sarah	69,023
Roth, Patrick	92,883
Roundell, Shantelle	90,005
Rubrecht, Markus	124,888
Rudd-McPherson, Chelsey	93,029
Ruschiensky, Amanda	88,575
Ryall, Rebecca	76,796
Ryhorchuk, Danielle	88,890
Sackville, Caroline	70,506
Saenz Aguilera, Maria	50,318

Name	Amount
Sali, Cyril	75,348
Sandercock, Jeannie	59,325
Sanville, Amy	121,965
Sarvari, Alex	61,083
Sather, Kendall	67,196
Sayer, Therisa	88,651
Sayer, Whitney	72,214
Sazynski, Angela	88,912
Schaan, Bernadette	88,623
Schaan, Robert	98,347
Schaffer, Pamela	77,017
Scheibel, Shelley	94,349
Schieman, Karen	87,031
Schikowsky, Jennifer	93,140
Schiltz, Teagan	70,755
Schmidt, Brenda	92,883
Schmidt, Julia	83,722
Schmidthiesler, Joseph	66,071
Schmitz, Mallory	83,095
Schmitz, Ryan	93,972
Schneider, Linda	88,575
Schoenthaler, Chelsea	57,767
Schoff, Danna	62,457
Schoff, Lee An	89,863
Schulkowsky, Shelan	90,214
Schultz, Dorinda	92,299
Schwebius, Dean	118,321
Sciog, Christopher	54,733
Scollan, Amber	93,656
Scollan, Paul	90,030
Scuglia, Domenic	196,714
Sears, Douglas	128,443
Seidler, Bailey	61,457
Seidler, Jason	56,491
Seiferling, Wayne	59,917
Seitz, Heather	66,467
Selinger, Sandra	118,644
Semegen, Farrah	74,875
Semeniuk, Katelynn	70,540
Senger, Staci	94,072

Name	Amount
Senger, Stephanie	70,898
Sentes, Brian	55,205
Sentes, Cynthia	54,326
Sentes, Daniel	90,013
Shaw, Lindsay	88,974
Sherar, Mitchel	88,983
Shuba, Diana	80,691
Shyian, Olena	78,740
Shynkaruk, Tricia	109,471
Sifert, Erin	67,931
Silverman, Kelly	92,883
Simpson, Patrenia	57,236
Sinclair, Chelsie	69,924
Sirdar, Yvonne	113,468
Sirke, Kara	66,119
Sirois, Natalie	51,144
Sitter, Shalyn	87,741
Skotnitsky, Paula	92,883
Slonski, Amber	91,093
Smadu, Joachim	98,278
Smith, Bailey	62,880
Sokalofsky, Tanner	66,537
Sonntag, Johnathan	68,603
Soroka, Gregory	90,206
Soucy, Shane	74,191
Spelliscy, Vanessa	83,668
St. Amand, Cole	61,630
St. Amand, Maurice	121,573
St. Amand, Timothy	95,711
St. Onge, Erin	88,894
Stene, Stephanie	58,906
Stephen, Jacquelyn	94,171
Stephen, Kenneth	64,199
Stephenson, Elizabeth	94,374
Stewart-Mitchell, Jennifer	111,163
St-Jacques, Raymond	98,879
Stockbrugger, Carie	98,266
Stoja, Ilda	60,405
Stom-Anthony, Samantha	98,216
Storms, Kerri	86,159

Name	Amount
Stratilo-Campbell, Elisabeth	62,846
Stringer, Erin	66,949
Strueby, Krista	98,172
Strueby, Nadine	88,856
Strueby-Denkert, Jolene	94,175
Sullivan, Fawn	90,399
Sutherland, Wendy	89,348
Sutter, Alexandra	88,876
Sutter, Nyka	63,134
Suwala, Bernadine	94,337
Suwala, Mark	61,330
Swartz, Jessica	63,231
Sylvestre, Vanessa	88,576
Synk, Rosalie	95,550
Tchemebe Kuemegne, Valery	66,894
Thellend, Eric	70,985
Thick, Kurtis	107,669
Thiele, Laurie	88,576
Thompson, Kendra	93,334
Thurmeier, Erin	88,575
Tochor, Claire	61,894
Tocker, Russell	61,676
Tokarz, Allison	88,575
Tomporowski, Samantha	60,548
Toniello, Paul	69,676
Tonita, Jeffrey	100,746
Tourigny, Paul	124,608
Tran, Jennifer	73,057
Trapane, Jeanette	71,348
Trebilcock, Mira	87,082
Treptau, Christine	88,576
Treso, Maria	92,883
Troy, Trevor	97,890
Trudelle, Alfred	92,883
Trudelle, Kathy	90,201
Turcotte, Martin	73,030
Turmel, Celine	83,468
Untereiner, Dawn	70,877
Untereiner, Jennifer	95,504
Ursan, Jodi	90,044

Name	Amount
Urszulan, Darrel	64,493
Valiquette-Norton, Genevieve	93,075
Van Bendegem, Joyce	86,966
Van Betuw, Paul	122,790
Van Jarikre, An	93,255
Van Parys, Craig	93,041
Vany, Carrie	124,417
Vaughn, Wendy	79,775
Vendramin, Dean	106,121
Vogelsang, Annette	91,153
Vollet, Tina	118,576
Volpe, Luca	58,437
Von Staden, Anna	94,360
Wahl, James	120,058
Wahl, Monique	107,913
Walcott, Jessica	73,406
Wall, Amanda	93,322
Walter, Amanda	61,550
Ward, Adam	101,075
Ward, Andrea	129,795
Ward, S. Deborah	93,481
Wark, Melodie	89,606
Warnecke, Brian	96,612
Warnecke, Kyla	93,730
Waronek, Louise	79,278
Watt, Adam	54,638
Weafer, Della	89,864
Webb, Carla	70,582
Webb, Kyle	87,622
Weber, Kelly	93,398
Weins, Andrea	88,579
Weir, Erin	61,551
Weir, Janelle	58,924
Weir, William	118,794
Weisgerber, Angela	77,510
Welburn, Cynthia	88,576
Wenaus, Leah	72,136
Wenga Ntcheping, Bernard	79,243
Wernikowski, Jillian	71,649
Wernikowski, Mark	118,147

Name	Amount
West, Gordon	63,216
West, Teresa	89,866
West, Twylla	89,849
White, Shawn	93,914
White, Stephany	94,694
Whitehouse, Jeannine	107,596
Whitelaw, Murray	55,514
Whitestar, Evan	56,287
Whitney, Jennifer	78,871
Wickenheiser, David	92,883
Wiley, Erin	83,391
Wilkins, Melanie	71,735
Willford, Jillana	63,295
Williams, Janine	64,522
Willson, Kimberly	93,656
Wilton, Jodi	111,912
Wilyman, Kelly	88,574
Wingert, Kimberley	79,134
Winter, Mark	88,779
Wiseman, Vanessa	79,544
Wolensky, Leanne	90,224
Wolf, Christine	94,023
Wolf, Michael	93,042
Wollbaum, Helga	50,581
Wood, Tricia	91,739
Woodrow, Carrie	69,254
Woolley, Brenda	60,730
Woolley, Conor	65,649
Woytowich, Logan	85,235
Wright, Murray	96,596
Wright, Tyler	122,086
Wyllychuk, Donna	53,436
Yakichuk, Marc	90,445
Yanko, Robin	68,913
Yannitsos, Sophia	58,935
Yano, Crysta	77,656
Yaremko, Brennan	88,576
Yathon, Deacon	60,425
Yeo, Gail	90,601
Young, John	72,371

Name	Amount
Yu, Jimmy	50,963
Yung, Annlise	67,047
Yung, Sandra	89,658
Zacharias, Caitlin	64,401
Zacharias, Cassidy	61,063
Zahar, Kymber	63,910
Zampese, Deena	90,337
Zampese, Leanne	94,487
Zatylny, Danielle	73,515
Zatylny, Ken	66,689

Name	Amount
Zawacki, Carla	89,839
Zeresenai, Mary	82,576
Zerr, Sharon	58,965
Zook, Maraya	83,382
Zorn, Jennifer	90,634
Zuck, Denise	54,010
Zumstein, Marcus	66,096
Zwarych, Oksanna	52,120
Zwarych, Shauna	55,762
Zylak, Michael	67,532

Transfers

There were no transfer payments.

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	172,375
Abstract Construction	153,624
Accelerated Driving Academy Ltd.	54,676
Acme Welding Shop Ltd.	86,399
Action Office Interiors	169,146
Action Roofing Ltd.	547,989
Action Sewer & Drain	62,312
Amazon.ca	166,652
Aon Canada Inc.	465,662
Blueterra	60,409
City of Regina	833,962
Demand Janitorial Equipment	55,742
Edco Plumbing & Heating	413,300
FirstCanada ULC	1,284,953
Flynn Canada Ltd.	77,301
Follett School Solutions, Inc.	56,970
Group2 Architecture Interior Design Ltd.	215,493
HBI Office Plus Inc.	74,079
Hewlett-Packard Financial Services Canada Company	167,498
Indigo 925	73,968

Name	Amount
Industrial Electric	188,672
Inland Audio Visual Limited	153,264
Johnson Controls Inc.	54,910
JPH Consulting Ltd.	90,779
Kev Software Inc.	52,238
Loblaws Inc.	90,831
Long & McQuade (Saskatchewan)	51,645
LP3 Transportation Solutions Ltd.	4,964,448
Mengel Floor And Window Fashion	127,641
Mr. B's Driving School	130,040
Nelson Education Ltd.	67,034
Number Ten Architectural Group	873,736
Palmers Electric Ltd.	188,267
Pearson Canada Inc.	329,749
Pearson ERPI	73,523
Place-Crete Systems L.P.	143,866
Powerland Computers Ltd.	188,600
PowerSchool	138,343
Quorex Construction Services Ltd.	2,936,674
Rand Teed Consulting	84,810
Real Canadian Superstore	70,618
Regina Asphalt Paving	166,500

Name	Amount
Regina High Schools Athletic Association	52,081
Regina School Division No. 4	110,316
Royale Driving Academy	109,250
SaskEnergy Incorporated	653,797
Saskatchewan Workers' Compensation Board	356,472
SaskPower	1,486,052
SaskTel	149,803
Scholantis Learning Systems Inc.	53,288
Scholastic Canada Ltd.	97,478
Shanahan's Limited Partnership	172,851
Silver Screen Sportswear	68,484
Skyview Cleaning Inc.	122,729
Somerset Equipment Finance Ltd.	1,115,394
Source Office Furnishings	83,266

Name	Amount
South Country Equipment	53,955
Sportfactor Inc.	58,596
Staseson Klein Applicators	90,736
Stonhard Division, RRPM Canada	103,797
Supreme Basics	280,110
T.G. Marketing	68,710
Trade West Equipment Ltd.	101,515
Trans Canada Contracting Ltd.	213,589
US Bank National Association	3,345,592
Veritiv Canada Inc.	228,382
W.K.S. Professional Driving	94,460
Wal-Mart Canada Inc.	54,548
Western Electrical Management	570,444
Westridge Construction Ltd.	284,444

Other Expenditures

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

Name	Amount
CUPE Local Union 1125	78,913
London Life Insurance Company	2,453,285
Receiver General For Canada	26,410,883
Regina Catholic Schools Teachers Association	137,184
Saskatchewan Professional Teachers Regulatory Board	100,520

Name	Amount
Saskatchewan School Boards Association	1,445,535
Saskatchewan Teachers' Federation	8,512,603
Teachers Superannuation Commission	144,340

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, 2021

Josh Kramer

Chief Financial Officer

Dudley & Company LLP

Auditor

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

Saskatchewan

Management's Responsibility for the Financial Statements

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

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

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

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

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

Vicky Bonnell

Board Chair

CEO/Director of Education

Chief Financial Officer

11/15/2021

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, 2021 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, 2021, 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

Dudley & Company LLP
Chartered Professional Accountants

Regina, Saskatchewan
November 15, 2021

Regina Roman Catholic Separate School Division No. 81

Statement of Financial Position

as at August 31, 2021

	2021	2020
	$	$
Financial Assets		
Cash and Cash Equivalents	46,323,358	30,037,373
Accounts Receivable (Note 6)	5,878,502	11,545,307
Total Financial Assets	**52,201,860**	**41,582,680**
Liabilities		
Accounts Payable and Accrued Liabilities (Note 7)	3,308,219	4,931,548
Liability for Employee Future Benefits (Note 4)	3,675,400	2,348,600
Deferred Revenue (Note 8)	6,028,225	1,200,008
Total Liabilities	**13,011,844**	**8,480,156**
Net Financial Assets	**39,190,016**	**33,102,524**
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	122,542,883	121,922,635
Prepaid Expenses	1,305,089	1,310,287
Total Non-Financial Assets	**123,847,972**	**123,232,922**
Accumulated Surplus (Note 11)	**163,037,988**	**156,335,446**

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:

Vicky Bonnell ______ 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, 2021

	2021 Budget	2021 Actual	2020 Actual
	$	$	$
	(Note 12)		
REVENUES			
Property Taxes and Other Related	46,453,221	45,401,281	46,092,008
Grants	72,505,686	85,773,128	74,797,674
Tuition and Related Fees	212,673	140,536	129,601
School Generated Funds	2,163,729	794,769	1,474,821
Complementary Services (Note 9)	1,439,095	1,439,095	1,431,555
External Services (Note 10)	609,991	580,399	567,167
Other	2,648,865	2,839,985	2,670,729
Total Revenues (Schedule A)	**126,033,260**	**136,969,193**	**127,163,555**
EXPENSES			
Governance	746,915	719,776	502,701
Administration	4,027,150	4,482,870	4,085,480
Instruction	92,625,051	95,836,031	89,513,105
Plant	18,917,553	20,020,378	20,177,769
Transportation	6,899,199	6,355,702	5,563,905
Tuition and Related Fees	97,810	69,047	91,919
School Generated Funds	2,206,104	813,428	1,467,320
Complementary Services (Note 9)	1,319,685	1,302,791	1,306,657
External Services (Note 10)	663,833	666,384	640,483
Other	14,120	244	115
Total Expenses (Schedule B)	**127,517,420**	**130,266,651**	**123,349,454**
Operating Surplus (Deficit) for the Year	**(1,484,160)**	**6,702,542**	**3,814,101**
Accumulated Surplus from Operations, Beginning of Year	**156,335,446**	**156,335,446**	**152,521,345**
Accumulated Surplus from Operations, End of Year	**154,851,286**	**163,037,988**	**156,335,446**

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, 2021

	2021 Budget	2021 Actual	2020 Actual
	$ (Note 12)	$	$
Net Financial Assets, Beginning of Year	**33,102,524**	**33,102,524**	**25,273,622**
Changes During the Year			
Operating Surplus (Deficit) for the Year	(1,484,160)	6,702,542	3,814,101
Acquisition of Tangible Capital Assets (Schedule C)	(4,092,000)	(5,590,452)	(1,695,254)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	-	127,983
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	-	(57,711)
Amortization of Tangible Capital Assets (Schedule C)	4,931,640	4,970,204	5,615,347
Net Change in Other Non-Financial Assets	-	5,198	24,436
Change in Net Financial Assets	**(644,520)**	**6,087,492**	**7,828,902**
Net Financial Assets, End of Year	**32,458,004**	**39,190,016**	**33,102,524**

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, 2021

	2021	2020
	$	$
OPERATING ACTIVITIES		
Operating Surplus for the Year	6,702,542	3,814,101
Add Non-Cash Items Included in Surplus (Schedule D)	4,970,204	5,557,636
Net Change in Non-Cash Operating Activities (Schedule E)	10,203,691	(13,851,874)
Cash Provided (Used) by Operating Activities	**21,876,437**	**(4,480,137)**
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(5,590,452)	(1,695,254)
Proceeds on Disposal of Tangible Capital Assets	-	127,983
Cash (Used) by Capital Activities	**(5,590,452)**	**(1,567,271)**
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	**16,285,985**	**(6,047,408)**
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	**30,037,373**	**36,084,781**
CASH AND CASH EQUIVALENTS, END OF YEAR	**46,323,358**	**30,037,373**

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, 2021

	2021 Budget	2021 Actual	2020 Actual
	$	$	$
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	43,186,106	42,494,181	42,988,240
Revenue from Supplemental Levies	306,621	91,343	84,209
Total Property Tax Revenue	**43,492,727**	**42,585,524**	**43,072,449**
Grants in Lieu of Taxes			
Federal Government	869,465	749,367	877,182
Provincial Government	2,091,029	2,066,390	2,142,377
Total Grants in Lieu of Taxes	**2,960,494**	**2,815,757**	**3,019,559**
Total Property Taxes and Other Related Revenue	**46,453,221**	**45,401,281**	**46,092,008**
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	64,791,890	70,294,472	69,212,293
Other Ministry Grants	3,969,995	4,800,690	4,010,804
Total Ministry Grants	**68,761,885**	**75,095,162**	**73,223,097**
Other Provincial Grants	143,801	3,407,456	139,577
Total Operating Grants	**68,905,686**	**78,502,618**	**73,362,674**
Capital Grants			
Ministry of Education Capital Grants	3,600,000	7,270,510	1,435,000
Total Capital Grants	**3,600,000**	**7,270,510**	**1,435,000**
Total Grants	**72,505,686**	**85,773,128**	**74,797,674**
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	4,775	2,880	2,220
Individuals and Other	207,898	137,656	127,381
Total Operating Tuition and Related Fees	**212,673**	**140,536**	**129,601**
Total Tuition and Related Fees Revenue	**212,673**	**140,536**	**129,601**

Regina Roman Catholic Separate School Division No. 81

Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	$	$	$
School Generated Funds Revenue			
Curricular			
Student Fees	459,610	180,197	321,528
Total Curricular Fees	**459,610**	**180,197**	**321,528**
Non-Curricular Fees			
Commercial Sales - Non-GST	54,984	53,810	31,724
Fundraising	671,977	236,887	415,579
Grants and Partnerships	9,976	17,963	28,550
Students Fees	887,646	256,513	619,488
Other	79,536	49,399	57,952
Total Non-Curricular Fees	**1,704,119**	**614,572**	**1,153,293**
Total School Generated Funds Revenue	**2,163,729**	**794,769**	**1,474,821**
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,439,095	1,439,095	1,431,555
Total Operating Grants	**1,439,095**	**1,439,095**	**1,431,555**
Total Complementary Services Revenue	**1,439,095**	**1,439,095**	**1,431,555**
External Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	471,240	531,240	479,696
Total Operating Grants	**471,240**	**531,240**	**479,696**
Fees and Other Revenue			
Other Revenue	138,751	49,159	87,471
Total Fees and Other Revenue	**138,751**	**49,159**	**87,471**
Total External Services Revenue	**609,991**	**580,399**	**567,167**
Other Revenue			
Miscellaneous Revenue*	1,968,039	2,318,971	1,822,326
Sales & Rentals	380,826	307,274	410,891
Investments	300,000	213,740	379,801
Gain on Disposal of Capital Assets	-	-	57,711
Total Other Revenue	**2,648,865**	**2,839,985**	**2,670,729**
TOTAL REVENUE FOR THE YEAR	**126,033,260**	**136,969,193**	**127,163,555**

***Miscellaneous Revenue**	**2021 Budget**	**2021 Actual**	**2020 Actual**
Reimbursements (driver training, transportation, Metis Nation MICHIF)	1,171,641	1,489,171	1,069,956
GST Rebate	762,183	792,613	708,623
Other	34,215	37,187	43,747
	1,968,039	2,318,971	1,822,326

Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	$	$	$
Governance Expense			
Board Members Expense	262,340	236,499	205,524
Professional Development - Board Members	40,985	8,254	8,967
Grants to School Community Councils	61,445	60,160	49,417
Elections	152,520	170,920	12,678
Other Governance Expenses	229,625	243,943	226,115
Total Governance Expense	**746,915**	**719,776**	**502,701**
Administration Expense			
Salaries	3,189,995	3,500,107	3,307,703
Benefits	477,116	668,693	362,466
Supplies & Services	250,399	263,537	320,572
Non-Capital Furniture & Equipment	525	4,594	5,279
Communications	29,335	16,697	55,213
Travel	14,500	2,453	4,339
Professional Development	64,225	23,100	28,853
Amortization of Tangible Capital Assets	1,055	3,689	1,055
Total Administration Expense	**4,027,150**	**4,482,870**	**4,085,480**
Instruction Expense			
Instructional (Teacher Contract) Salaries	67,432,581	69,380,746	64,542,605
Instructional (Teacher Contract) Benefits	3,788,127	4,635,240	3,464,868
Program Support (Non-Teacher Contract) Salaries	10,517,847	10,307,407	9,948,822
Program Support (Non-Teacher Contract) Benefits	2,416,054	2,505,957	2,173,582
Instructional Aids	1,550,500	2,005,000	1,799,468
Supplies & Services	1,837,000	2,324,253	1,959,662
Non-Capital Furniture & Equipment	2,176,251	2,276,278	2,661,149
Communications	193,000	105,675	307,832
Travel	93,000	43,808	65,336
Professional Development	442,000	367,965	375,827
Student Related Expense	850,000	569,307	766,420
Amortization of Tangible Capital Assets	1,328,691	1,314,395	1,447,534
Total Instruction Expense	**92,625,051**	**95,836,031**	**89,513,105**

Regina Roman Catholic Separate School Division No. 81

Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	$	$	$
Plant Operation & Maintenance Expense			
Salaries	5,188,645	5,388,633	5,272,846
Benefits	1,058,663	1,219,338	1,159,368
Supplies & Services	94,835	257,934	63,336
Non-Capital Furniture & Equipment	215,000	104,297	65,570
Building Operating Expenses	8,681,681	9,364,452	9,406,988
Communications	16,530	6,408	27,607
Travel	82,680	65,420	58,727
Professional Development	20,000	5,828	1,282
Amortization of Tangible Capital Assets	3,559,519	3,608,068	4,122,045
Total Plant Operation & Maintenance Expense	**18,917,553**	**20,020,378**	**20,177,769**
Student Transportation Expense			
Salaries	134,089	154,342	132,689
Benefits	26,972	28,696	23,885
Contracted Transportation	6,738,138	6,172,664	5,407,331
Total Student Transportation Expense	**6,899,199**	**6,355,702**	**5,563,905**
Tuition and Related Fees Expense			
Tuition Fees	90,110	66,310	86,529
Transportation Fees	7,700	2,737	5,390
Total Tuition and Related Fees Expense	**97,810**	**69,047**	**91,919**
School Generated Funds Expense			
Academic Supplies & Services	459,610	161,630	265,124
Cost of Sales	54,985	67,752	54,132
School Fund Expenses	1,649,134	540,237	1,103,351
Amortization of Tangible Capital Assets	42,375	43,809	44,713
Total School Generated Funds Expense	**2,206,104**	**813,428**	**1,467,320**

Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	$	$	$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	1,015,898	1,050,204	1,002,290
Program Support (Non-Teacher Contract) Salaries & Benefits	280,647	189,680	281,982
Instructional Aids	23,140	11,648	3,533
Supplies & Services	-	208	214
Non-Capital Furniture & Equipment	-	18,532	16,921
Student Related Expenses	-	517	1,514
Contracted Transportation & Allowances	-	31,759	203
Amortization of Tangible Capital Assets	-	243	-
Total Complementary Services Expense	**1,319,685**	**1,302,791**	**1,306,657**
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	471,240	531,240	479,696
Program Support (Non-Teacher Contract) Salaries & Benefits	97,213	95,625	93,995
Supplies & Services	-	34,378	62,407
Non-Capital Furniture & Equipment	-	5,141	4,385
Student Related Expenses	95,380	-	-
Total External Services Expense	**663,833**	**666,384**	**640,483**
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	14,120	244	115
Total Interest and Bank Charges	**14,120**	**244**	**115**
Total Other Expense	**14,120**	**244**	**115**
TOTAL EXPENSES FOR THE YEAR	**127,517,420**	**130,266,651**	**123,349,454**

Regina Roman Catholic Separate School Division No. 81
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2021

	Land	Buildings	Buildings Short-Term	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2021	2020
	$	$	$	$	$	$	$	$	$	$
Tangible Capital Assets - at Cost										
Opening Balance as of September 1	7,152,381	147,109,574	22,974,873	517,468	13,083,268	1,235,462	163,995	376,054	192,613,075	192,610,489
Additions/Purchases	-	-	944,441	16,650	266,733	25,138	11,628	4,325,862	5,590,452	1,695,254
Disposals	-	-	-	-	(579,435)	(513,169)	(30,785)	-	(1,123,389)	(1,692,668)
Closing Balance as of August 31	**7,152,381**	**147,109,574**	**23,919,314**	**534,118**	**12,770,566**	**747,431**	**144,838**	**4,701,916**	**197,080,138**	**192,613,075**
Tangible Capital Assets - Amortization										
Opening Balance as of September 1	-	51,007,868	12,422,816	257,985	5,898,038	1,010,711	93,022	-	70,690,440	66,697,489
Amortization of the Period	-	2,688,643	759,743	66,308	1,277,055	149,487	28,968	-	4,970,204	5,615,347
Disposals	-	-	-	-	(579,435)	(513,169)	(30,785)	-	(1,123,389)	(1,622,396)
Closing Balance as of August 31	**N/A**	**53,696,511**	**13,182,559**	**324,293**	**6,595,658**	**647,029**	**91,205**	**N/A**	**74,537,255**	**70,690,440**
Net Book Value										
Opening Balance as of September 1	7,152,381	96,101,706	10,552,057	259,483	7,185,230	224,751	70,973	376,054	121,922,635	125,913,000
Closing Balance as of August 31	7,152,381	93,413,063	10,736,755	209,825	6,174,908	100,402	53,633	4,701,916	122,542,883	121,922,635
Change in Net Book Value	**-**	**(2,688,643)**	**184,698**	**(49,658)**	**(1,010,322)**	**(124,349)**	**(17,340)**	**4,325,862**	**620,248**	**(3,990,365)**
Disposals										
Historical Cost	-	-	-	-	579,435	513,169	30,785	-	1,123,389	1,692,668
Accumulated Amortization	-	-	-	-	579,435	513,169	30,785	-	1,123,389	1,622,396
Net Cost	-	-	-	-	-	-	-	-	-	70,272
Price of Sale	-	-	-	-	-	-	-	-	-	127,983
Gain on Disposal	-	-	-	-	-	-	-	-	-	57,711

Regina Roman Catholic Separate School Division No. 81

Schedule D: Non-Cash Items Included in Surplus / Deficit

for the year ended August 31, 2021

	2021	2020
	$	$
Non-Cash Items Included in Surplus / Deficit		
Amortization of Tangible Capital Assets (Schedule C)	4,970,204	5,615,347
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	-	(57,711)
Total Non-Cash Items Included in Surplus / Deficit	**4,970,204**	**5,557,636**

Regina Roman Catholic Separate School Division No. 81

Schedule E: Net Change in Non-Cash Operating Activities

for the year ended August 31, 2021

	2021	2020
	$	$
Net Change in Non-Cash Operating Activities		
Decrease (Increase) in Accounts Receivable	5,666,805	(9,853,140)
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(1,623,329)	701,395
Increase (Decrease) in Liability for Employee Future Benefits	1,326,800	(229,200)
Increase (Decrease) in Deferred Revenue	4,828,217	(4,495,365)
Decrease in Prepaid Expenses	5,198	24,436
Total Net Change in Non-Cash Operating Activities	**10,203,691**	**(13,851,874)**

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 $3,675,400 (2020 - $2,348,600) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of $45,401,281 (2020 - $46,092,008) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related accumulated amortization of $74,537,255 (2020 - $70,690,440) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

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

c) Financial Instruments

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

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

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

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

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

d) Financial Assets

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

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

Accounts Receivable includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances. Provincial grants receivable represents capital grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met.

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

e) Non-Financial Assets

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

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

Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The school division does not capitalize interest incurred while a tangible capital asset is under construction.

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

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

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

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

f) Liabilities

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

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

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

g) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP) or the Saskatchewan Teachers' Superannuation Plan (STSP). The school division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.

Defined Contribution Plans

The school division's non-teaching employees participate in a defined contribution pension plan. The school division's contributions to the plan are expensed when due.

h) Revenue Recognition

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

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

i) Government Transfers (Grants)

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

ii) Property Taxation

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

On January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan became the taxing authority for education property tax. The legislation provides authority to separate school divisions to set a bylaw to determine and apply their own mill rates for education property taxes. For both 2020 and 2021 taxation years, the school division does have a bylaw in place.

iii) Fees and Services

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

iv) Interest Income

Interest is recognized as revenue when it is earned.

v) Other (Non-Government Transfer) Contributions

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

vi) Goods and Services Tax

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

3. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2021 Actual	2020 Actual
Governance	$ 236,499	$ 483,277	$ -	$ -	**$ 719,776**	**$ 502,701**
Administration	4,168,800	310,381	-	3,689	**4,482,870**	**4,085,480**
Instruction	86,829,350	7,692,286	-	1,314,395	**95,836,031**	**89,513,105**
Plant	6,607,971	9,804,339	-	3,608,068	**20,020,378**	**20,177,769**
Transportation	183,038	6,172,664	-	-	**6,355,702**	**5,563,905**
Tuition and Related Fees	-	69,047	-	-	**69,047**	**91,919**
School Generated Funds	-	769,619	-	43,809	**813,428**	**1,467,320**
Complementary Services	1,239,884	62,664	-	243	**1,302,791**	**1,306,657**
External Services	626,865	39,519	-	-	**666,384**	**640,483**
Other	-	-	244	-	**244**	**115**
TOTAL	**$ 99,892,407**	**$ 25,403,796**	**$ 244**	**$ 4,970,204**	**$ 130,266,651**	**$ 123,349,454**

4. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, severance benefits and retirement gratuity. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2021 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2021.

During the course of completing the valuation, the school division confirmed changes to the post-employment benefits offered that resulted in an increase to the accrued benefit obligation.

Changes to plan provision pertained to retirement gratuity. While this benefit was removed for educators, employees under the CUPE and Education Support Professional groups are now promised a significantly richer benefit. As a result, the accrued benefit obligation arose and increased by $1,414,900 and this increase has been treated as a plan amendment.

Details of the employee future benefits are as follows:

	2021	2020
Long-term assumptions used:		
Discount rate at end of period (per annum)	1.97%	1.54%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	3.00%	3.00%
Expected average remaining service life (years)	16	15

Liability for Employee Future Benefits	2021	2020
Accrued Benefit Obligation - beginning of year	**$ 2,777,400**	**$ 2,623,800**
Current period service cost	205,900	189,200
Interest cost	44,600	52,400
Benefit payments	(373,500)	(479,600)
Actuarial (gains) losses	(384,600)	391,600
Plan amendments	1,414,900	-
Accrued Benefit Obligation - end of year	**3,684,700**	**2,777,400**
Unamortized net actuarial (losses)	(9,300)	(428,800)
Liability for Employee Future Benefits	**$ 3,675,400**	**$ 2,348,600**

Expense for Employee Future Benefits	2021	2020
Current period service cost	$ 205,900	$ 189,200
Amortization of net actuarial loss	34,900	8,800
Plan amendments	1,414,900	-
Benefit cost	**1,655,700**	**198,000**
Interest cost	44,600	52,400
Total Employee Future Benefits Expense	**$ 1,700,300**	**$ 250,400**

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, 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 2019 calendar year was $57,400, for the 2020 calendar year was $58,700, and for the 2021 calendar year is $61,600

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

	2021			2020
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	953	2	955	898
Member contribution rate (percentage of salary)	see above	see above	-	-
Member contributions for the year	$ 7,218,332	$ 8,309	$ 7,226,641	$ 6,772,796

Defined Contribution Plans

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

Details of the Canada Life Plan are as follows:

	2021	2020
Number of active School Division members	*370*	*372*
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	$ 1,241,658	$ 1,243,781
School Division contributions for the year	$ 1,214,234	$ 1,212,764

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:

	2021			2020		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	$ 98,181	$ -	$ 98,181	$ 10,123,254	$ -	$ 10,123,254
Provincial Grants Receivable	4,717,128	-	4,717,128	637,925	-	637,925
Other Receivables	1,063,193	-	1,063,193	784,128	-	784,128
Total Accounts Receivable	**$ 5,878,502**	**$ -**	**$ 5,878,502**	**$ 11,545,307**	**$ -**	**$ 11,545,307**

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2021	2020
Accrued Salaries and Benefits	$ 1,121,702	$ 1,438,233
Supplier Payments	1,980,952	3,341,812
Funds Held for Award and Deferred Salary	90,492	76,796
Negotiated Professional Development Carryover	83,932	42,205
Audit Fees	27,750	28,860
Payable to Associate School	3,391	3,642
Total Accounts Payable and Accrued Liabilities	**$ 3,308,219**	**$ 4,931,548**

8. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2020	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2021
Non-Capital Deferred revenue:				
City of Regina tax revenue	$ 955,489	$ 6,027,725	$ 955,489	$ 6,027,725
Tuition fees	-	500	-	500
Non-Government Grant	20,000	-	20,000	-
Climate Action Incentive Fund	224,519	-	224,519	-
Total Deferred Revenue	**$ 1,200,008**	**$ 6,028,225**	**$ 1,200,008**	**$ 6,028,225**

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:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2021	2020
Revenue:			
Operating Grant	$ 1,439,095	**$ 1,439,095**	**$ 1,431,555**
Total Revenue	**1,439,095**	**1,439,095**	**1,431,555**
Expenses:			
Salaries & Benefits	1,239,884	1,239,884	1,284,272
Instructional Aids	11,648	11,648	3,533
Supplies and Services	208	208	214
Non-Capital Furniture & Equipment	18,532	18,532	16,921
Student Related Expenses	517	517	1,514
Contracted Transportation & Allowances	31,759	31,759	203
Amortization of Tangible Capital Assets	243	243	-
Total Expenses	**1,302,791**	**1,302,791**	**1,306,657**
Excess of Revenue over Expenses	**$ 136,304**	**$ 136,304**	**$ 124,898**

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	2021	2020
Revenue:				
Operating Grant	$ -	$ 531,240	$ 531,240	$ 479,696
Sales and Rentals	49,159	-	49,159	87,471
Total Revenue	49,159	531,240	580,399	567,167
Expenses:				
Salaries & Benefits	95,625	531,240	626,865	573,691
Supplies and Services	34,378	-	34,378	62,407
Non-Capital Equipment	5,141	-	5,141	4,385
Total Expenses	135,144	531,240	666,384	640,483
(Deficiency) of Revenue over Expenses	$ (85,985)	$ -	$ (85,985)	$ (73,316)

11. ACCUMULATED SURPLUS

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

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

Details of accumulated surplus are as follows:

	August 31 2020	Additions during the year	Reductions during the year	August 31 2021
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	$ 121,922,635	$ 5,590,452	$ (4,970,204)	$ 122,542,883
	121,922,635	**5,590,452**	**(4,970,204)**	**122,542,883**
PMR maintenance project allocations (1)	**5,281,972**	**2,496,992**	**(1,900,909)**	**5,878,055**
Education Emergency Pandemic Support program allocation (2)	**-**	**4,590,394**	**(3,202,726)**	**1,387,668**
Designated Assets:				
Capital projects:				
Designated for tangible capital asset expenditures	1,078,208	1,770,775	-	2,848,983
	1,078,208	**1,770,775**	**-**	**2,848,983**
Other:				
School Generated Funds	1,491,555	794,769	(813,428)	1,472,896
Contingency Reserve	26,561,076	2,346,427	-	28,907,503
	28,052,631	**3,141,196**	**(813,428)**	**30,380,399**
Total Accumulated Surplus	**$ 156,335,446**	**$ 17,589,809**	**$ (10,887,267)**	**$ 163,037,988**

(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.

(2) **Education Emergency Pandemic Support Program Allocation** represent transfers received from the Ministry of Finance in 2020-21 to support costs related to the COVID-19 pandemic in the current and following school year. Unspent funds at the end of the 2021-22 school year must be repaid to the Government of Saskatchewan.

12. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 17, 2020 and the Minister of Education on August 14, 2020.

13. CONTINGENT LIABILITIES

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

14. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- construction contract between our school division and Regina School Division No. 4 for building a joint use school for St. Pius and Argyle Schools. The total construction contract is for $35,702,291 and our school division's portion is 47.97% or $17,126,389. To date expenses incurred for our school division are $3,995,090 leaving a commitment of $13,131,299 over two years.

Operating lease obligations of the school division are as follows:

	Operating Leases				
	Postage Meter	Busing	Copier Leases	Computer Leases	Total Operating
Future minimum lease payments:					
2022	$ 14,619	$ 5,444,173	$ 165,784	$ 931,568	**$ 6,556,144**
2023	10,184	5,634,866	165,784	718,688	**6,529,522**
2024	2,929	5,832,749	-	403,853	**6,239,531**
2025	-	6,036,430	-	287,397	**6,323,827**
2026	-	6,246,914	-	-	**6,246,914**
Thereafter	-	13,152,562	-	-	**13,152,562**
Total Lease Obligations	**$ 27,732**	**$ 42,347,694**	**$ 331,568**	**$ 2,341,506**	**$ 45,048,500**

15. 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 as at August 31, 2021, was:

	August 31, 2021				
	Total	**0-30 days**	**30-60 days**	**60-90 days**	**Over 90 days**
Grants Receivable	$ 4,717,128	$ 4,717,128	$ -	$ -	$ -
Other Receivables	644,156	420,878	123,103	175	100,000
Net Receivables	**$ 5,361,284**	**$ 5,138,006**	**$ 123,103**	**$ 175**	**$ 100,000**

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

ii) Liquidity Risk

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

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

	August 31, 2021				
	Total	**Within 6 months**	**6 months to 1 year**	**1 to 5 years**	**> 5 years**
Accounts payable and accrued liabilities	$ 3,308,219	$ 3,217,727	$ -	$ 90,492	$ -
Total	**$ 3,308,219**	**$ 3,217,727**	**$ -**	**$ 90,492**	**$ -**

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, 2021.

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.

16. COVID-19 PANDEMIC

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

In 2019-20, some municipalities deferred property tax collections due to the COVID-19 pandemic. This did not change the revenue recognition of education property tax, however, it resulted in decreased cash collections and an increase in accounts receivables in 2019-20. Consequently, the school operating grant from the Ministry of Education also increased in 2019-20 to offset this cash shortfall. In 2020-21, the cash was collected from the deferred education property tax, therefore decreasing accounts receivable and the school operating grant from the Ministry of Education.