



Regina Roman Catholic Separate School Division No. 81

2016-17 Annual Report



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School Division Contact Information



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Letter of Transmittal

Honourable Bronwyn Eyre
Minister of Education

Dear Minister Eyre:

The Board of Education of Regina Roman Catholic Separate School Division No. 81 is pleased to provide you and the residents of the school division with the 2016-17 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the September 1, 2016 to August 31, 2017 fiscal year.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Rob Bresciani".

Rob Bresciani,
Board Chair

Introduction

This annual report presents an overview of the Regina Catholic School Division's goals, activities and results for the September 1, 2016 to August 31, 2017 fiscal year.

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

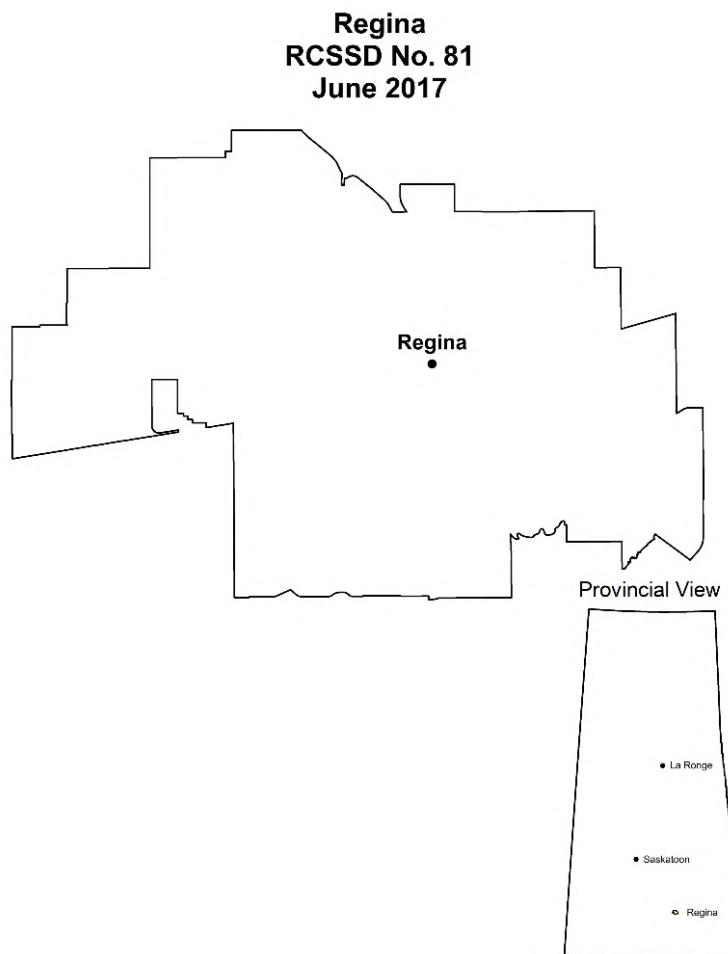
All financial statements included in this report have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

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 Regina Catholic School Division is an urban school division that serves nearly 11,500 students in Regina from Prekindergarten through to Grade 12. RCSD has 23 elementary schools, four high schools, two K-12 schools that offer alternative programming, and one associate school.

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



Division Philosophical Foundation

Division Vision Statement

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

Division Mission Statement

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

Division Values

The Regina Catholic School Division values are:

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

Program Overview

In order to provide the best education possible for all students, the division offers a wide range of programs in its 30 schools.

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

Schools in the division offer the following specialized programming:

English as an Additional Language (EAL)

The Regina Catholic School Division continues to welcome students from all over the world. As of May 2017, there were 3,123 English as an Additional Language learners registered in the Regina Catholic School Division. This number has continued to increase as government sponsorship programs have provided the opportunity for family members in foreign countries to join relatives who are already living here in Regina. Employment and education opportunities also continue to draw families and students to our province and city.

The Regina Catholic School Division continues to be involved in the partnership and operation of the Newcomer Welcome Centre. In collaboration with the Regina Open Door Society and Regina Public Schools, the Regina Catholic School Division helps welcome new families to Regina and assist with their settlement and education needs. RCSD's primary responsibility is to conduct initial language assessments with school-aged children in preparation for school registration.

A significant highlight in 2016-17 was the completion of the Kindergarten to Grade 8 English as an Additional Language (EAL) program review by the Office of the Provincial Auditor. With the release of the Auditor's Report, the school division was provided with four recommendations to improve the service delivery of the program.

The four recommendations are as follows:

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

Significant work has been completed in addressing the recommendations. Recommendations 1, 2 and 3 have been implemented. Work is continuing with recommendation 4.

Teacher professional development has continued in the EAL program. The EAL Consultant twice presented a two-day workshop to division classroom teachers on the *Sheltered Instruction Observation Protocol* (SIOP) program. As well, the EAL Consultant led training sessions at our annual teacher institute, on teacher professional development days throughout the school year and at the Regina Catholic School Division and Regina Public Schools joint annual convention.

Intensive French

Initiated in the 2012-13 school year, the Intensive French program has continued to be offered in St. Gabriel School and St. Theresa School.

At St. Gabriel School in 2016-17, there were 14 Grade 7 and 19 Grade 8 Post-Intensive French students. The Grade 6 program was not offered due to low enrolment numbers. At St. Theresa, there were 22 Grade 6 Intensive French students, as well as 23 Grade 7 and 28 Grade 8 Post-Intensive French students.

The high school Post-Intensive French was offered at Miller Comprehensive Catholic High School in Grades 9 and 10 and there were 19 students enrolled in the course.

Students in Grades 6, 8 and 10 Intensive and Post-Intensive French participated in an oral assessment (OPI New Brunswick Scale) to determine their language proficiency level. In total, 77 students participated in an oral interview with a trained OPI assessor; 22 students from Grade 6, 47 students from Grade 8, and 8 students from Grade 10. Comparative data collected at the end of the Intensive French and Post-Intensive periods demonstrated that performance is on target with the expected proficiency levels for Intensive and Post-Intensive Program students.

In 2017-18, students from St. Theresa School will have the opportunity to join the St. Gabriel School students in the high school Post-Intensive French course that will be offered to students in Grades 9 to 11.

Learning Online

The Regina Catholic School Division's Learning Online program reached new heights in terms of students served, credits attained, and courses offered. Just over 90% of our 690 students successfully attained credits in the winter, spring and summer semesters. In 2016-17, we offered 34 courses and our staff members were able to build an additional six courses as part of their assignments. We will offer 40 courses for Semester II of 2017-18, including all 24 compulsory credit requirements for graduation. Our program serves students with a wide variety of academic needs, including learning style, personal wellness adaptations, external commitments, and fast tracking, etc. Our student and parent surveys clearly indicate the Learning Online program is a very successful graduation support for many students.

Governance

The Board of Education

The Regina Catholic School Division is governed by a seven-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division.”

The current Board was elected on October 26, 2016 to serve a four-year term. Board of Education members as of August 31, 2017 are:

Donna Ziegler, Board Chair
Rob Bresciani, Deputy Chair
Vicky Bonnell Trustee
Deb Bresciani, Trustee
Richard Dittrick, Trustee
Frank Flegel, Trustee
Bob Kowalchuk, Trustee

A list of remuneration paid to all Board members in 2016-17 is provided in Appendix A.



Standing left to right: Richard Dittrick, Deb Bresciani, Frank Flegel, Bob Kowalchuk, Vicky Bonnell

Sitting: Donna Ziegler (left), Rob Bresciani (right)

Catholic School Community Councils

The Board of Trustees for the Regina Catholic School Division has established a Catholic School Community Council (CSCC) for each of its schools. For the 2016-17 school year, the CSCC membership was very consistent as in previous years and was comprised of 295 parent and community members and 45 staff members who participated in CSCC meetings. Although recruitment and retention continues to be a challenge, all the schools did have a CSCC in place. We also spent considerable time in 2016-17 establishing a CSCC for each of our three new schools. This required special attention as the school populations were being created from existing schools, so having the new school principals assist with the transition and creation of the new CSCCs was an important part of the new school start-up.

In 2016-17, CSCCs were provided with \$1,800 each for a total of \$50,400 in funding. This funding was used in a variety of ways including supporting meeting expenses, sponsoring school events, and supporting the school *Learning Improvement Plan*. CSCCs were required to submit an annual report detailing their utilization of this funding.

Following *The Education Regulations, 2015*, CSCCs work with their schools to support the *Learning Improvement Plan*. Each year in RCSD, the principal reviews the completed *Learning Improvement Plan* at a fall Council meeting. Following the review, the CSCC signs the *Learning Improvement Plan* indicating that the plan has been shared. Work then begins to determine how the CSCC will support the school in achieving the goals. This is an important part of the linkage in the school division between the parents and the school. Community involvement is an important part of the school and the CSCC plays a key role in promoting the school to community groups and businesses that in turn help the school with special projects and attainment of the learning goals.

The Education Regulations, 2015 request that school divisions undertake orientation training and networking opportunities for the CSCC members. In the Regina Catholic School Division, Board of Trustees/Catholic School Community Council's linkage meetings are held twice a year, once in the fall and once in the spring. The Board of Trustees gathers feedback from CSCC members at these meetings on items related to the operation of the school division.

In 2016-17, the Board of Trustees held a number of additional meetings as they consulted with the CSCCs on issues related to the preparation of the school division annual budget.

School Division in the Community

Community and Parent Involvement

The Regina Catholic School Division is an important part of the Archdiocese of Regina and City of Regina. Parent, parish, and local community involvement is encouraged in all our schools to improve the learning opportunities for our students.

Research has consistently demonstrated that student achievement in school is best supported when parents, guardians, and other community members are involved in student learning. Where parents are involved in a significant way, children attend better, learn better and have a better attitude towards school.

An important part of Community and Parent involvement in RCSD is the Catholic School Community Councils. A significant role that the CSCCs have is the annual review of the school *Learning Improvement Plan (LIP)*. From this review, the members of the CSCC work to provide resources and funds to support the school in the attainment of the goals. Another important role is that they promote on-going communication between the home, school and parish about the special events and fundraisers that are planned for the school year.

Community Partnerships

The Regina Catholic School Division and individual schools within the division have established a wide range of formal and informal partnerships in order to promote student learning and ensure that their school experiences are both positive and successful. The Education Sector Strategic Plan has a focus on improved First Nations, Métis and Inuit (FNMI) graduation rates. This, along with the Regina Catholic School Division's focus on improved connections to a wide variety of post-secondary organizations, has been an integral part of the Regina Catholic School Division's strategic planning in the past and continues to be an integral part going forward. Most of our schools in the division have partnered with local businesses with the intent of enriching the students' educational experience and helping them connect what they learn at school to the outside world.

A highlight of the 2016-17 school year was the RCSD Career Day held on June 1, 2017 at Miller Comprehensive Catholic High School. Over 100 career displays were set up so that our Grade 10 and 11 students from all five high schools could talk about their futures with a wide variety of organizations. Displays ranged from Accounting to the Duke of Edinburgh Awards to Saskatchewan Polytechnic, to the Universities of Regina and Saskatchewan, and from the Armed Forces to South Country John Deere Equipment and almost everything in between. The number of displayers again this year made this RCSD Career Day the largest of its type, by far, in the province.

One of the Regina Catholic School Division's most noteworthy partnerships is with the Regina District Industry Education Council (RDIEC). This cohesive partnership of the three Regina-area school divisions continues its mandate to develop career connections between senior students and local businesses. In the 2016-17 school year, almost 100 Grade 11 and 12 students from the division visited or worked with almost 30 local businesses. During these visits, the students participated in career exploration activities ranging from baking to welding.

A second noteworthy partner is Saskatchewan Polytechnic. In 2016-17, the Regina Catholic School Division continued to take advantage of the dual credit opportunities offered by Saskatchewan Polytechnic. The opportunity to receive both a Saskatchewan Polytechnic credit and a high school credit is a new educational pathway in our province - over 200 students province-wide have taken advantage of this new program, which was spearheaded by the Regina Catholic School Division. Thanks to our guidance counsellors, Saskatchewan Polytechnic was able to talk one-on-one with over 150 of our students, another unique opportunity for the school division.

Another highlight is our partnership with the Service and Hospitality Safety Association (SHSA), which not only discussed safety at home, at school and at play to almost 800 of our Grade 6 students, but also staged its provincial Youth Safety Education Day announcement at Miller Comprehensive Catholic High School in 2016-17. The SHSA is trying to make this day a national event, and the Regina Catholic School Division is again at the forefront of this initiative.

The Regina Catholic School Division believes partnerships are a necessary component in the on-going success of our students. To this end, in 2017-18 the consultant responsible for practical and applied arts and partnerships will continue efforts to provide exciting career exploration choices for our students to consider.

Strategic Direction and Reporting

The Education Sector Strategic Plan

Members of the education sector have worked together to develop an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP describes the strategic direction of the education sector and its priorities and outcomes align the work of school divisions and the Ministry of Education.

The ESSP is expected to shape a new direction in education for the benefit of all Saskatchewan students. 2016-17 was the third year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

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



Reading, Writing, Math at Grade Level and Unified Student Information System Business Case

OUTCOME:

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

PRIORITY:

Develop a business case to explore the feasibility of a provincial Unified Student Information System.

<p>School division goals aligned with Reading, Writing and Math at Grade Level outcome and the Saskatchewan Reads priority</p>	<p>Regina Catholic School Division 2016-2017 SMART Goals</p> <p>Reading/Writing</p> <p>1. By June 2017, the percentage of students in the English program who meet or exceed reading expectations will be:</p> <p style="text-align: center;">Grade 1 – 75% Grade 2 – 80% Grade 3 – 85%</p> <ul style="list-style-type: none">• This SMART goal targeted English reading in Grades 1-3. While the sector goal was 80% of students in Grade 3 would be at or above grade level in reading by 2020, the division determined that 80% of students in Grade 2 would also meet this goal in English reading, with Grade 3's in the English program set at 85%.• The division has had these SMART goals in place for the past six years. <p>2. By June 2017, 65% of students in Grade 6 and 70% of students in Grades 7 and 9 in the English program will meet or exceed expectations in overall reading strategy standards in the Reading Assessment District (RAD).</p> <ul style="list-style-type: none">• The SMART goal connected to this reading assessment required a year-over-year increase of student skill year-over-year within the five reading strategies of summarizing, connecting, predicting, inferring, and self-monitoring.• This reading instrument has been used for the past six years with system data gathered for Grades 6, 7, and 9. <p>3. By June 2017, 65% of the students in Grades 1-4, Grades 6 and 8 in the English program will meet or exceed expectations in the On-Demand Writing Assessment.</p> <ul style="list-style-type: none">• An initial assessment on an analytical 4-point rubric was used as a formative assessment to guide targeted writing instruction. A summative writing assessment at the end of the year gathers data to inform student achievement around grade level, form specific, writing. <p>4. By June 2017, 80% of French Immersion students in each of Grades 2-6 will read and comprehend at or above grade level in French.</p> <p>5. By June 2017, students in each of Grades 7, 9 and 10 in the French Immersion program will improve their French language arts reading comprehension by 5%</p>
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	<p>when compared to their performance on the École de Langue Française et d'Informatique (ELFI) in the previous year.</p> <p>Mathematics</p> <ol style="list-style-type: none"> 1. By June 2017, the percentage of students in Grades 1–3 who meet or demonstrate enriched understanding of grade level expectations on the number strand on the division's end of the year summative math assessment will be 80%. 2. By June 2017, the percentage of students in Grades 4, 5 and 8 who meet or demonstrate an enriched understanding of grade level expectations on the division's end of the year summative math assessment will be 70%. <ul style="list-style-type: none"> • Our school division continues to gather grade-level math data at Grades 1-5 and 8 via system common assessments for all outcomes within the math strands. 3. By June 2017, 90% of our high school mathematics students will successfully pass each of their mathematics courses. <ul style="list-style-type: none"> • High school mathematics courses utilize system generated common finals.
<p>School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Reading, Writing, Math at Grade Level outcome and the Unified Student Information System Business Case priority</p>	<p>Results and Actions for Reading, Writing and Math at Grade Level</p> <p>Reading</p> <p>By catching struggling readers quickly and implementing highly effective interventions, 81% of our Grades 1-3 children in our English-language program were reading at grade level by June 2017. Reading targets set at each grade level focus all primary teachers in the division's English program toward the same goal - students who can read at or above grade level.</p> <p>Actions implemented to support the achievement of reading SMART goals for Grades 1-3 were as follows:</p> <ul style="list-style-type: none"> • Literacy personnel (consultant, literacy coaches) developed and implemented support plans for reading, including best practices in modelling, sharing, guided reading, and benchmarking. • RCSD implemented year one of a three-year targeted Literacy Professional Development Plan (adhering to <i>Saskatchewan Reads' Best Practices</i>) for Grades 1-3 classroom teachers, teacher-librarians and learning resource teachers. Emphasis was on the learning environment (physical space, print rich environments), literacy readiness (behaviours, routines and procedures, oral language), and best practices (Daily 5, early interventions, running logs, independent study, word study), as well as interventions to use when students are not reading at grade level (including Levelled Literacy Intervention facilitated by student support services teachers). • School-based administrators continued to incorporate literacy plans in their <i>Learning Improvement Plans</i> in alignment with promising practice models and <i>Saskatchewan Reads for Administrators</i>.

- Additional technology support was provided (tablets, home and school utilized apps such as RAZ Kids, webpage support), as well as our technology consultant and coach.

After Grade 3, the school division assesses students utilizing the RAD. The division has seen steady growth in student's abilities in every area with the SMART goal achieved in the key areas of predicting and summarizing for Grades 6 and 7, and overall at the Grade 7 and Grade 9 level. The RAD assesses before, during, and after reading skills of complex non-fiction passages.

- The steady increase has been the result of concentrated work in the explicit teaching of reading skills and the use of formative assessment. In this regard, the consultant and the literacy coaches have been invaluable in providing targeted instructional and assessment support.

The SMART goal targeting reading in the French Immersion program was met with over 80% of French Immersion students in Grades 2–6 reading and comprehending at or above grade level in French. The following actions supported French Immersion reading goals:

- A concentrated focus on literacy instruction.
- Personnel support (French Immersion (FI) Coach), professional development opportunities for classroom teachers building on the recommendations of *La Saskatchewan lit* that included oral language development, word rich environments, modelling, and guided reading instruction. In addition, increased resource support was provided, both print and electronic, by the teacher-librarians, technology consultant and coaches.
- As part of the Response to Intervention model (RTI), the French Immersion schools actively engaged the learning resource teachers (student support services teachers) in supporting struggling readers.
- In addition, classroom teachers received professional development support around the integration of best practice literacy strategies throughout all the curricula. This included content area vocabulary development in a second language context.

After Grade 6, reading comprehension is determined for Grades 7, 9 and 10 via the ELFI. The percentage of French immersion students who were scoring 3 or 4 (meeting grade level expectations) is evidenced by the global score on the ELFI as follows:

Grade 7 – 69%

Grade 9 – 96%

Grade 10 – 94%

Writing

This was the third year of our *On-Demand Writing Assessment* and RCSD showed improved results from 2016 with 72% of our Grade 8 students performing at grade level in persuasive writing. Data gathered for Grades 1-4 and Grades 6 and 8 were based on both Saskatchewan curricula and best practice as evidenced in the literature. Writing was a continued focus as part of our literacy goals and to support grade level writing achievement RCSD implemented the following:

- Our consultant and coaches worked intensively with teachers and teacher-librarians to support the teaching of writing. This will continue to be a target for 2017-18.
- Data from the 4-point analytic rubric will target key growth areas within the writing traits, as we prepare to report ESSP writing data on the 4-point holistic rubric in 2018.

The written version of the ELFI provides a comprehensive analysis of reading strategies used by French Immersion students. Although Grade 7 reading comprehension scores did not experience a 5% gain over the previous year results, it is noteworthy that this is the first year that the ELFI was administered to French immersion students. Actions that contributed to the success of the ELFI include:

- Continued revisions of the reading assessment tool
- Students' familiarity with the process
- Targeted in-service which has focused specifically on reading strategies.

Mathematics

In 2016-17, 76% of all Grades 1-5 and Grade 8 students were performing at grade level. There has been a 2.5% increase in overall math achievement from 2015-16 results. Actions implemented to support this SMART goal are as follows:

- Alignment of outcomes based reporting and the sector plan targets allows us to unpack the essential skills at grade level creating clear learning targets and opportunities for differentiated instruction – scaffolding and enrichment. The goal is to gather more detailed and in-depth data around student learning and specific data around EAL and FNMI achievement.
- Implementation of best practice strategies. These include guided math instruction (small differentiated group instruction), targeted support for EAL and all students performing below grade level with the use of JUMP math resources, professional development specific to instruction and assessment of numeracy skills including number talks, straight grade level grouping and flipped classrooms. The technology coordinator and consultants supported Power of 10 Mimio resources, Mathletics, IExcel and web-based software. In addition, we continue to explore RTI for mathematics and best practice for intervention support from learning resource teachers.
- School based administrators worked with the data and the numeracy team (consultant, numeracy coach) to implement effective pedagogy to create numeracy rich classrooms and to create numeracy goals and targets as part of the schools' Learning Improvement Plan.

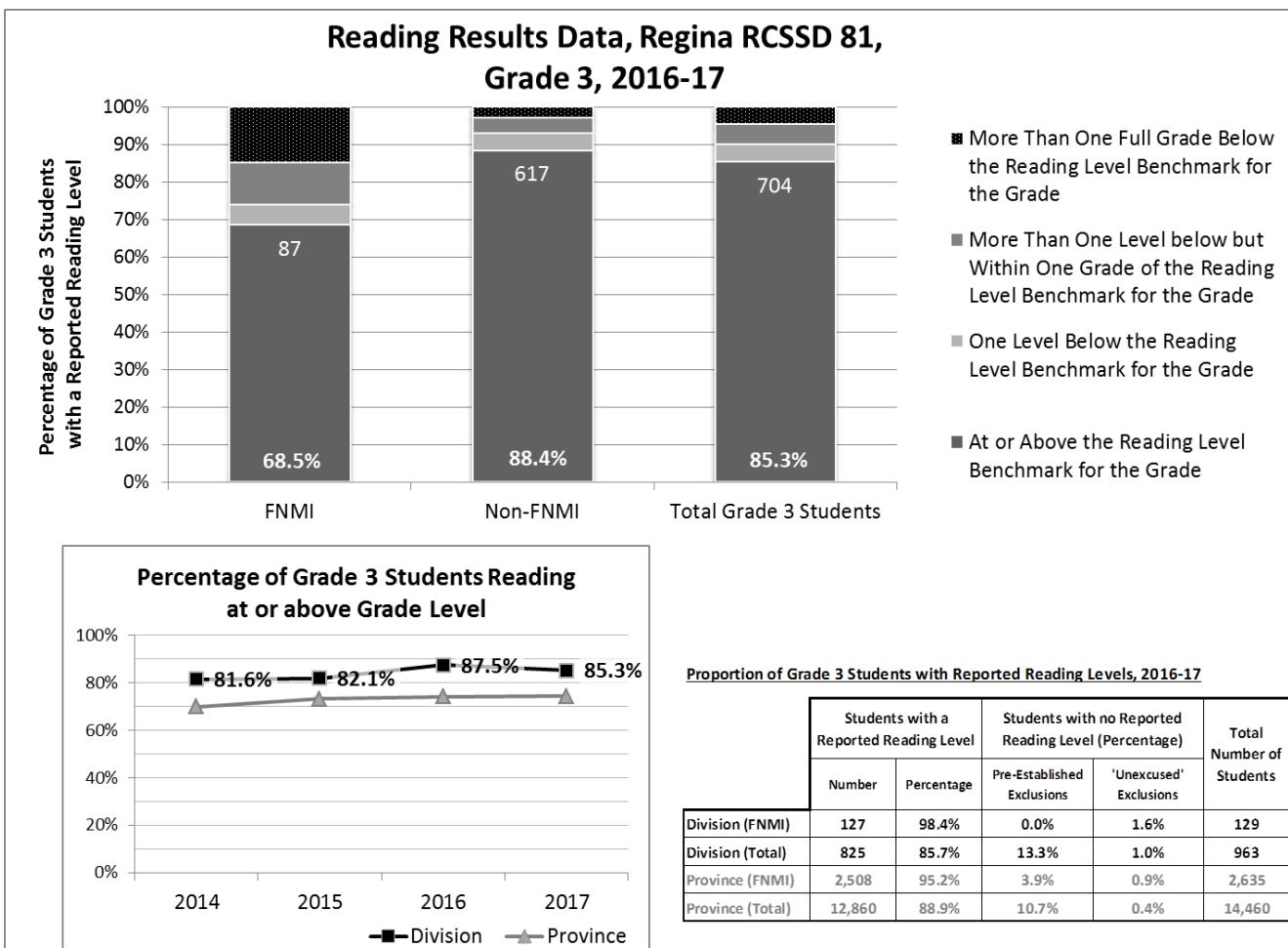
Utilizing best practice instruction and assessment including recovery opportunities, our division was able to achieve the SMART goal of 90% of our students earning their course credit.

Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level grouping. The charts below the graph indicate the percentage of Grade 3 students in the province reading at or above-grade level, as well as the proportion of Grade 3 students with reported reading levels.



Notes: Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were determined using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for 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 FNMI or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2017

Analysis of results

Reading

In 2016-17, 85.3% of division students in Grade 3 were reading at or above grade level, with 88.4% of the non-FNMI students and 68.5% of FNMI students reading at or above grade level. RCSD continues to work intensively with our FNMI students to promote reading in the home, engaging reading interventions, and stronger reading practices. We work to engage all of our parents in reading to improve results. RCSD's results exceeded the provincial reading results of 74.4% in 2016-17 (a consistent four-year trend). Although our overall reading results for Grade 3 was slightly down with 85.3% of Grade 3 students reading at or above grade level (compared to 87.5% the previous year), we exceeded the 80% 2020 ESSP goal by 5.3%, and our FNMI Grade 3 reading results were up 4.1% from the previous year.

Writing

Data collection in our *On-Demand Writing Assessment* (results not displayed) revealed that our students were able to pass the writing assessment at all grade levels, but continue to need more explicit instruction around the complex writing process.

Mathematics

The ESSP 2020 outcome target is 80% of students performing at grade level or above in mathematics. RCSD has instituted a common mathematics assessment that targets all curricular outcomes. 84% of our students from Grade 1-3 are performing at or above grade level math, exceeding the provincial target. Our assessments indicate RCSD needs to continue to work on the number strand outcomes, particularly in our upper grades.

FNMI Commentary

- A trained Levelled Literacy Intervention (LLI) teacher was hired to deliver the LLI program for FNMI students in Grades 1-3 at Sacred Heart Community School (approximately 70% of Sacred Heart students are self-declared FNMI).
- The LLI teacher was trained on the *Promoting Awareness of Speech Sounds (PASS)* program, which monitors progress and made it possible for para-professionals to effectively implement this response-to-intervention program.
- Weekly small group direct instruction delivery occurred through the school year which involved the FNMI students.
- The small group direct instruction scheduled support was five 30 minute sessions/week.
- Early Years Evaluation (EYE) and intervention planning were used as needed, to prepare for future instruction.
- Fall 2016 EYE results were used as additional data to better understand the Kindergarten students' language and communication levels in preparation for Grade 1.

System Benchmarking was completed during the months of November 2016, March 2017 and June 2017.

The FNMI self-declared results were disaggregated for November 2016 and June 2017.

The June 2017 goal for adequate progress was:

Grade 1 - 75%
Grade 2 – 80%
Grade 3 – 85%

This goal was not met, despite our interventions. We have chosen to keep the Regina Catholic School Divisions' SMART Goals for the school division and the self-declared population the same, with the intent of narrowing the achievement gap. Data indicates that the additional support personnel provided at Sacred Heart has contributed to improved achievement. We consider the practice of identifying all FNMI Grades 1-3 students who are below grade level, then placing them in LLI to be a success, which is bearing results. In addition, we track the number of students who are one level below grade expectations, most of whom have demonstrated considerable growth, and automatically enroll them in LLI support groups in September 2017. With the inclusion of these students to the June data above, the percentages rose to:

Grade 1 – 65%
 Grade 2 – 77%
 Grade 3 – 76%

Transiency continues to be a barrier; 25 students from the November 2016 Grades 1-3 cohort moved sometime during the remaining months of the school year. These students often lose considerable days at school during their moves. Overall attendance is closely related. Year to date attendance data for the division shows that there is a significant difference in the attendance rates for FNMI students compared to the overall student population. In response, the school division has engaged in a multi-sector attendance strategy with the United Way to raise community awareness and increase our applicable resources for those students attending less than 90%. The tables below show the disparity in student attendance rates for 2016-17 between FNMI K-3 students (upper table) and K-3 students in the division overall (lower table). They display both the average attendance per grade and the percentage of students attending by attendance rate. The tables show that in 2016-17, approximately 82% of Grade 3 students attended 90% or more of the time, as compared to the subpopulation of FNMI Grade 3 students with approximately 67% attending at that rate (15% difference).

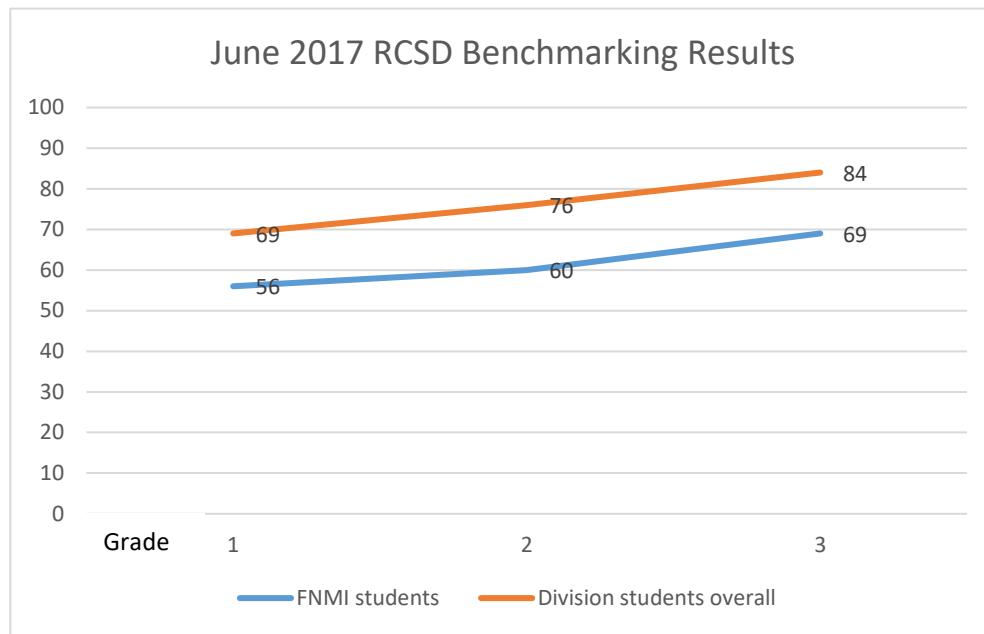
FNMI Student Attendance
Regina RCSD, 2016-17

		Percentage of FNMI Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...		nr	nr	nr	nr	nr	nr
PreK	nr	nr	nr	nr	nr	nr	nr
K	92.5%	0.0%	0.9%	1.9%	5.4%	17.2%	74.7%
1	89.4%	2.2%	2.3%	3.7%	8.1%	19.3%	64.4%
2	89.3%	2.6%	1.5%	3.7%	8.0%	18.3%	65.9%
3	90.1%	2.3%	1.5%	3.0%	7.6%	18.5%	67.1%

Overall Student Attendance
Regina RCSSD 81, 2016-17

		Percentage of Overall Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...		nr	nr	nr	nr	nr	nr
PreK	94.6%	0.0%	0.9%	0.3%	2.9%	11.8%	84.1%
K	96.7%	0.0%	0.4%	0.4%	1.3%	6.5%	91.3%
1	94.0%	1.0%	0.7%	1.6%	3.8%	12.3%	80.6%
2	94.3%	0.9%	0.7%	1.6%	3.6%	11.4%	81.7%
3	94.2%	0.8%	0.7%	1.7%	3.6%	11.6%	81.7%

RCSD has explored the connection between attendance rates and reading results. We have observed that the 15% gap in 90%+ attendance is reflected in the reading results achievement gap of approximately 13% to 16% between FNMI students (Grades 1-3) and the overall Grades 1-3 student population (see graphic below). This serves to confirm the important relationship between attendance and educational outcomes.



Improving First Nations and Métis Student Engagement and Graduation Rates and Following Their Voices

OUTCOME:

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

PRIORITY:

In partnership with First Nations and Métis stakeholders, implement the Following Their Voices Initiative

School division goals aligned with the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority	<p>In 2016-17 two First Nations, Métis & Inuit (FNMI) High School Student Advisors were hired and placed at Miller Comprehensive Catholic High School and Archbishop M.C. O'Neill Catholic High School, as those two schools have the highest percentage of self-declared students. These school-based staff members' job descriptions are directly tied to local RCSD SMART goals:</p> <ol style="list-style-type: none">1. From September 2016 to June 2017, 80% of self-declared FNMI students in each of Grades 10, 11, and 12 will attain a minimum of eight academic credits.2. By June 2017, the percentage of FNMI Grade 10 students completing Grade 10 and remaining in school for Grade 11 will be 90%.3. By June 2017, the on-time graduation rate for FNMI students in Grade 12 will be 70% or greater. <p>The Advisors provided support for FNMI students in the following five areas:</p> <p>Relationships and Mentoring</p> <ol style="list-style-type: none">1. Provided support through the development of healthy supportive relationships with students, teachers and staff.2. In September 2016, all FNMI students from Grades 9-12 completed the locally developed FNMI student survey. This survey allowed the Advisor to meet, connect with and introduce students to the supports available to them at their school.3. Individual student meetings occurred to plan for their year i.e. <i>reviewing class/course selections and the students' needs to succeed and stay on track to graduate.</i>4. Daily check-ins throughout the year to support students in the areas of attendance, class performance, behaviour and referrals for additional support during the school year.
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5. All Grade 9 students attended a fall retreat, which allowed the students to develop positive, healthy relationships with other students and staff through *icebreakers, games, social activities*.

Transitions

1. Transitioning presentations for Grades 8 and 9 were completed at feeder schools to make FNMI students aware of the supports available to them at the high school they plan to attend for smooth transition and success.
2. Students requiring additional support upon entering the new school or high school environment were provided such support at the beginning of each semester. The FNMI Student Advisor became the main contact/resource for FNMI students at the school.
3. Extra support was provided to the Grade 10 FNMI students who struggled to stay engaged in school and to prevent dropout situations.
4. Post-secondary opportunities were offered to FNMI students during the year to better prepare them when attending a post-secondary institute i.e. *spend a day, local institute tours and post-secondary presentations*.

Culture

1. Provided opportunities for FNMI students to connect spiritually, emotionally, physically and socially through cultural connections in the school and local community.
2. Students were provided opportunities throughout the school year to support their cultural identity by connecting them to community cultural events such as attending *powwows, FNMI speaker presentations, local video screenings, attending Treaty 4 Days, National Aboriginal Day events, and the Friendship Centre Powwow Group*.
3. Both schools have a First Nations Drum group led by local cultural instructors that provided FNMI students with a sense of belonging and access to positive role models. The Drum groups shared their talent by performing at local events e.g. *Graduations ceremonies, Treaty 4 Flag raising ceremony*.
4. Elder visits provided students with opportunities to connect with their culture through prayer and smudging in the multi-cultural room.

Career Planning

1. Post-secondary pathway presentations and visits were made available to FNMI students throughout the year.
2. Trade pathway opportunities were available at local schools through try-a-trade and Trades Spotlight and the RCSD Career Day and Stepping Stones Career Day.

3. Supported students to explore alternative credit acquisitions through trades learning opportunities in the *Trades and Skills Construction Apprenticeship Program (TASCAP)*.
4. Assisted FNMI students with career counselling through the *Career Cruising* program.
5. Provided post-secondary print material on-site and/or located electronically available information.
6. Assisted students with on-line applications for career opportunities i.e. *resume building, references, and documentation such as; personal identification, SIN Card*)
7. Provided assistance for FNMI students to apply for local bursaries and awards available to them in the community.

Academics

1. In September 2016, all FNMI students completed the locally developed FNMI student survey. This survey was used to identify potential roadblocks that would effect student success and learning during the school year. These barriers were identified, addressed and reviewed with the school intervention teams.
2. Advocated on behalf of the FNMI students for academic success through on-going communication tracking, using OneNote documentation and communication at the school, allowing staff to be updated and knowledgeable of current student interventions, supports and struggles.
3. Identified interventions to assist FNMI students to acquire credits needed to graduate i.e. *tutorial support, on-line credit acquisition and special projects as needed*.
4. Encouraged students to participate in monthly assignment recovery 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.
5. Scheduled time for FNMI students to attend after school tutoring for those requiring additional support in class, completing assignments and/or projects to keep them on track to succeed.

Parental/Caregiver Engagement

1. Open and on-going communication with students and caregivers to ensure their child is on a successful academic track and personal pathway for transitioning.
2. Provided opportunities to invite parents to school events i.e. *meet the teacher night, parent nights, awards ceremonies, and speaker's series presentations*.

3. Personal contact with parental/caregiver through phone conversations and home visits to keep their parent informed of their child's academic progress.

Additional Supports

High School Resident FNMI Elders (both Female and Male) provide weekly guidance and support for FNMI students.

1. In the Fall of 2016, Elders connected with the FNMI students to develop positive relationships and support as needed, as well as identifying barriers.
2. Elders attended the first school staff meeting so staff had a better understanding of what supports can be offered to the FNMI students, school and classroom teachers.
3. Regular meetings allowed the Elders to encourage and recommend FNMI students considering post-secondary and trades options of interest.
4. Provided one-on-one guidance and support for FNMI students through weekly meetings as requested by school administration, the FNMI Student Advisor and teachers.

Elders attended the school's student support team meetings to offer input and awareness of FNMI students who require additional supports or struggling to succeed.

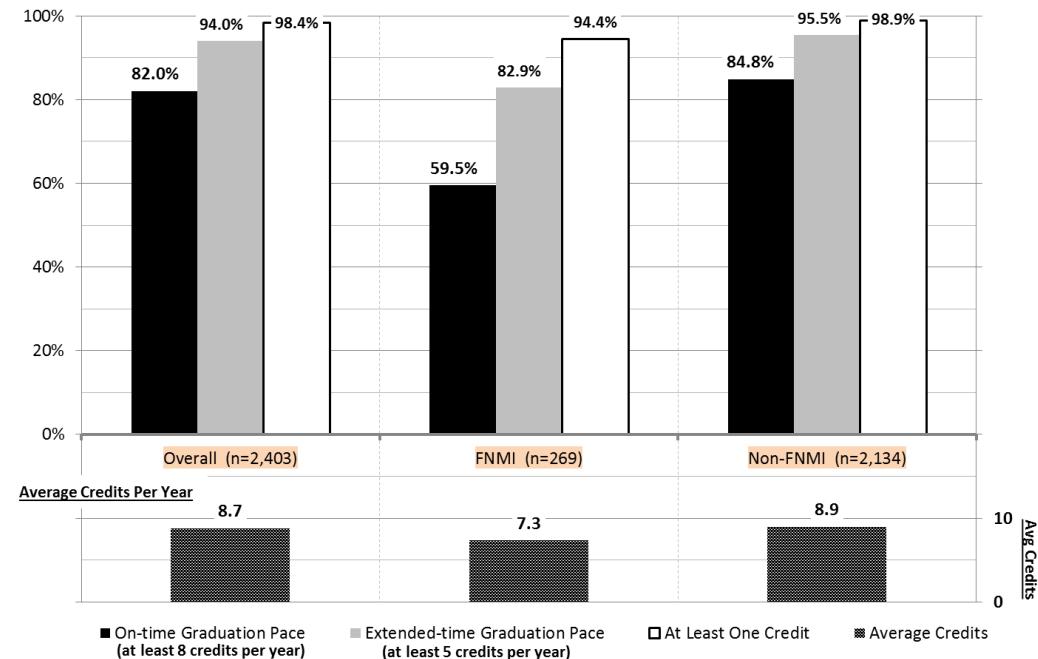
Results

Just over 98% of Grade 10 self-declared students (as reported in the RCSD Student Information System as of September 30, 2016) enrolled in their same high school for Grade 11 in September 2017. This retention of students at this age is critical, as local data suggests that transition is an important factor in the attainment of credits for successful graduation.

The chart below demonstrates the effectiveness of the local strategies. Refining our early intervention processes through attendance improvement strategies via strong relationships, and Outstanding Assignment Recovery (OAR) days, will both be goals to improve the average of 7.3 credits attained by FNMI students to eight credits in the 2017-18 school year. However, 59.5% of RCSD FNMI students achieved eight or more credits in 2016-17 which was nearly double the provincial FNMI results of 31%, so celebration is warranted (see p. 26 for details).

Credit Attainment - Selected Measures, Grade 10-12 Students, 2016-17
Regina RCSSD 81

Percentage of Students Achieving Indicated Graduation Pace



Students requiring extra support in Semester II have interventions in place to assist in acquiring the eight credits needed by end of the year. Interventions include tutorials (informal, or formally scheduled into timetables), credit recovery options, partnering with external support agencies and Elder involvement.

Successes

1. Teachers providing academic support and on-going communication were very positive.
2. School intervention teams met regularly to identify students that required extra support so that the outcome was successful for the FNMI student.
3. As the data reflects, students were provided extensive individualized support in their academic careers. Eight or more credits/year is not necessarily reflective of on-time graduation based upon the students' academic schedule over all three years in Division IV.

Challenges

1. Time played a factor to meet all students' demands, taking away from FNMI students' cultural connections time as interventions took precedence.
2. Parental engagement was a struggle throughout the year, hindering some relationships.

Measures for Improving First Nations and Métis Student Engagement and Graduation Rates and Following Their Voices

Average Final Marks

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

The following 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, 2016-17

Subject	All Students		Non-FNMI		FNMI	
	Province	Regina Catholic	Province	Regina Catholic	Province	Regina Catholic
English Language Arts A 10 (Eng & Fr equiv)	73.3	75.7	76.4	76.9	61.0	65.2
English Language Arts B 10 (Eng & Fr equiv)	73.0	73.8	76.0	75.0	61.0	62.4
Science 10 (Eng & Fr equiv)	72.3	77.0	75.6	78.5	59.5	60.4
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	72.8	67.6	76.2	68.0	61.5	66.2
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	72.9	77.0	74.9	77.7	61.9	66.7
English Language Arts 20 (Eng & Fr equiv)	74.7	74.9	76.7	75.7	64.9	67.9
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.4	64.5	70.2	64.7	61.4	64.0
Math: Foundations 20 (Eng & Fr equiv)	73.8	76.2	75.6	76.5	63.7	70.9

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

Source: Ministry of Education, 2017

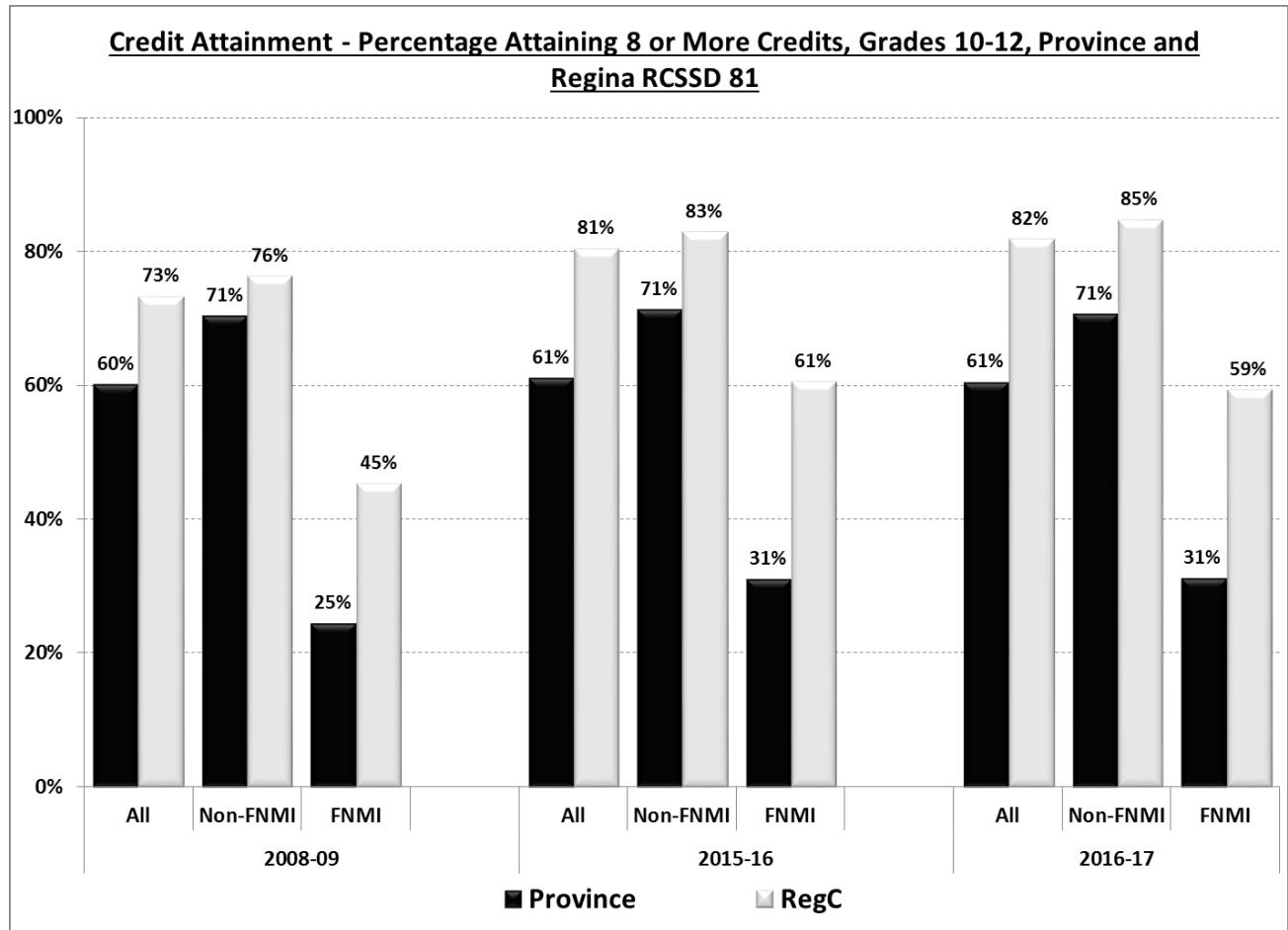
Analysis of results

Annual final marks are one measure of success. Our FNMI students' results were significantly higher than the provincial results for the FNMI student subpopulation. Although the average final marks for FNMI students in RCSD are above the provincial FNMI average in all of the courses displayed, these results are below those for non-FNMI students in the division. As such, targeted interventions were put in place. FNMI peer tutoring, coordinated by Aboriginal Advisors, has been a successful intervention. OAR days, now fully implemented at all high schools, are held several times each semester as part of the new assessment strategy. These teacher-led days are particularly beneficial for students who struggle with consistent attendance. While the Regina Catholic School Divisions' FNMI students' attendance rates (attendance data not reported above) were significantly higher than the provincial average, they are still below the non-FNMI attendance. Therefore, OAR days will provide another targeted intervention to narrow the gap identified in the chart.

Credit Attainment

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

The following 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: Proportions 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 FNMI or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2017

Analysis of results

RCSD continues to see a strong performance in its overall credit attainment with an increase of 1% over last year's results, increasing from 81% to 82%. Results for RCSD's non-FNMI student subpopulation exceeds the provincial results at 85% compared to 71% provincially. In 2016-17, 59% of RCSD's FNMI students achieved eight or more credits which was nearly double the provincial FNMI results of 31%. RCSD high schools continue to monitor students with respect to assignment completion and have instituted a number of tracking measures in order to ensure intervention practices are in place, such as OAR days. This past year, school teams refined some of the procedures including better communication, intervening earlier when students failed to turn in assignments and the scheduling of OAR days at regular intervals. These improved practices enabled more students to be successful. As well, the school division's credit recovery practice through on-line learning has also been a beneficial intervention, which allows students an opportunity for credit recovery. Although credit recovery is one action that has increased credit attainment, our 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 successful. This information has been identified in "Our School" data.

Data was collected for each semester. Adequate progress will show that FNMI students are attaining or exceeding the eight academic credits per year. Semester I data guides interventions to assist in keeping FNMI students on track to achieve a minimum of eight credits for the year.

Supports were put into place to ensure students maintain and meet the goal by Semester II. Students requiring extra support in Semester II have interventions in place to assist them with acquiring the eight credits needed by end of the year.

Successes

1. Teachers providing academic support and on-going communication was very positive.
2. School intervention teams met regularly to identify students that required extra support so that the outcome was successful for the FNMI student.
3. As the data reflects, students were provided with extensive individualized support in their academic careers. Eight or more credits per year is not necessarily reflective of on-time graduation based upon the students' academic schedule over all three years in Division IV.

Challenges

1. Limited student contact time played a factor to meet all students' demand, taking away from FNMI students cultural connections time as interventions took precedence.
2. Parental engagement was a struggle throughout the year, hindering some relationships.

Graduation Rates

OUTCOME:

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

PRIORITY:

Identify and implement high impact strategies for supporting student engagement, retention, and graduation.

School Division goals aligned with the Graduation Rates outcome and priority	Graduation Rates Outcome and Priority The following school division SMART goals are aligned with the ESSP Outcome area: High School Completion <ol style="list-style-type: none">1. From September 2016 to June 2017, 80% of self-declared FNMI students in each of Grades 10, 11, and 12 will attain a minimum of eight academic credits.2. By June 2017, the percentage of FNMI Grade 10 students completing Grade 10 and remaining in school for Grade 11 will be 90%.3. By June 2017, the percentage of students who were eligible in September to graduate from Grade 12 and who actually graduate will be 90% or greater.4. By June 2017, the on-time graduation rate for FNMI students in Grade 12 will be 70% or greater.
School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Graduation Rates outcome	<p>The Regina Catholic School Division continues to see the benefit in the following best practices that we have established in the past few years:</p> Student Support Teams (SST) High School Student Support Teams gathered weekly at their respective sites. At the division level, this was followed-up twice a semester, whereby these teams report on SMART goals successful intervention strategies. Homework/Assignment Recovery All high schools offer homework/assignment recovery opportunities at lunch hours, non-student-contact days and after school. Counsellors, classrooms teachers, learning resource teachers, student support services teachers, teacher librarians and other division staff provided support to students. Credit Recovery The school division has created an administrative application with respect to credit recovery. This on-line course delivery model has offered students another viable opportunity for credit recovery. Community Coordinators/Family Support Coordinators Our Student Support Team members worked in collaboration in order to provide individual support and interventions for students based on their needs. The Community

School Coordinator plays an integral role in providing support to students and connecting to outside agencies and resources. As well, the Family Support Coordinators work with the families to provide additional support to parents, helping them navigate challenging situations.

Aboriginal Advocates

These positions continue to be very valuable. Two of our high schools, Miller Comprehensive Catholic High School and Archbishop M.C. O'Neill Catholic High School have the greatest number of self-declared students. Their mandate of providing support for the ESSP outcomes for FNMI and graduation have contributed to the success of our FNMI students. Working with students and their families to provide guidance and support, along with offering cultural activities, has also helped to better engage students and build relationships.

Partnership Development

The Community Partnership Consultant was involved with initiatives that focused on the ESSP graduation rates outcomes. RCSD continued to be involved with the Regina and District Industry and Education Council and career spotlight opportunities for students. As well, the RCSD Career Day was held at Miller Comprehensive Catholic High School where 75 companies and 35 education institutions had displays and representatives, and involved all the Grade 10 and 11 students from our five high schools. The on-going focus was aimed at assisting students to gain a better understanding of possible careers and help students transition from high school to post-secondary education or the workforce.

My Blueprint

The School Guidance Teams have worked with the Grade 10-12 students and their teachers using *My Blueprint* in order to assist students with career exploration, course-planning options and developing a career-planning portfolio.

Learning Online

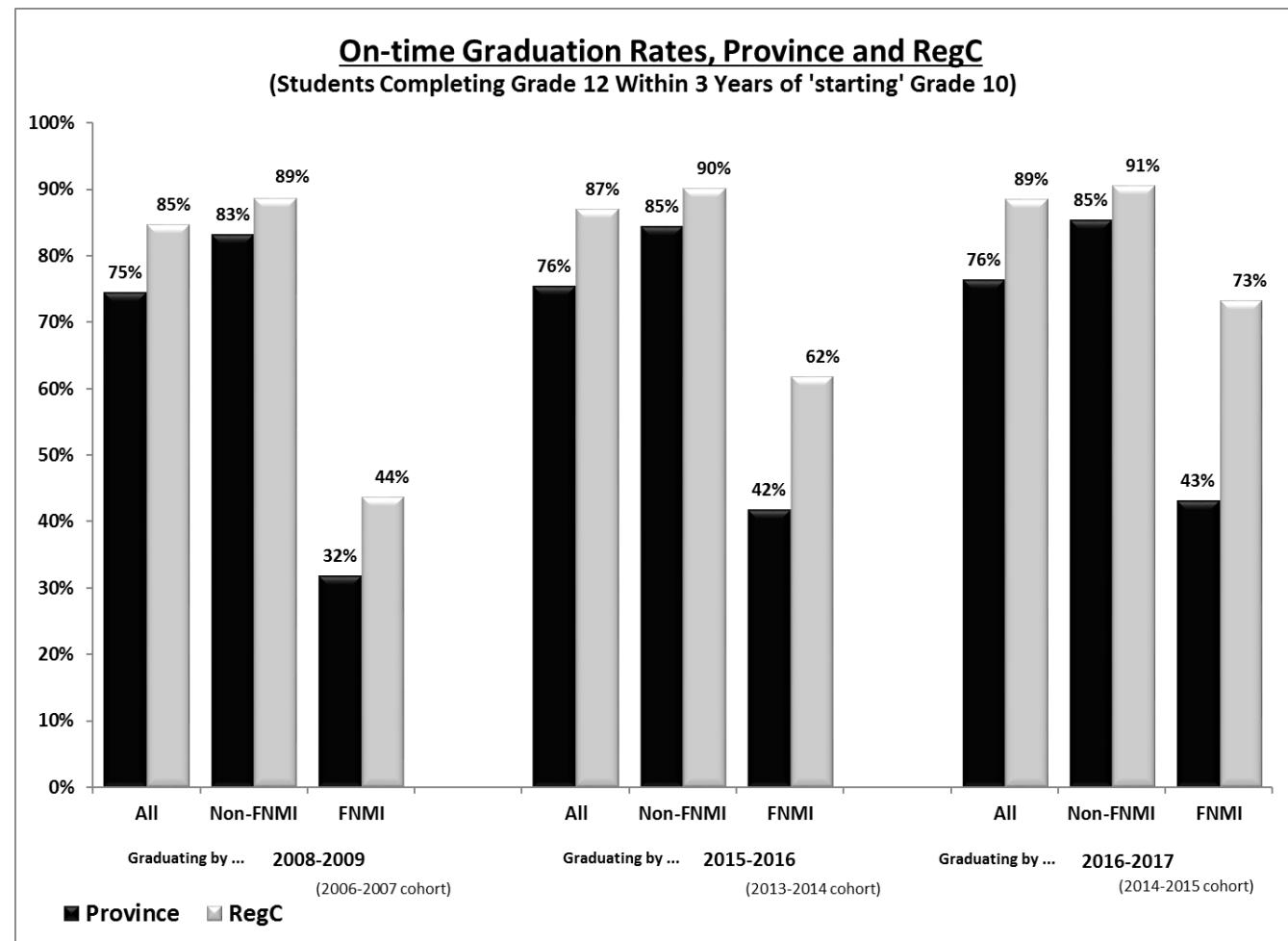
The Learning Online program has now expanded to over 34 full and recovery courses. Nearly 640 students took classes in the first, second and summer semesters. The expansion of our summer offerings has enabled over 50 students to stay on track with their on-time graduation goals. Our partnership with the United Way also supported five students with tuition fees for summer programming offerings. We continue to meet the needs of a variety of students as we focus on the ESSP graduation outcomes, serving students with work commitments, high performance arts or athletic interests, and physical or mental health obstacles.

Measures for Graduation Rates

Grade 12 Graduation Rate: On-Time

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

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



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

Source: Ministry of Education, 2017

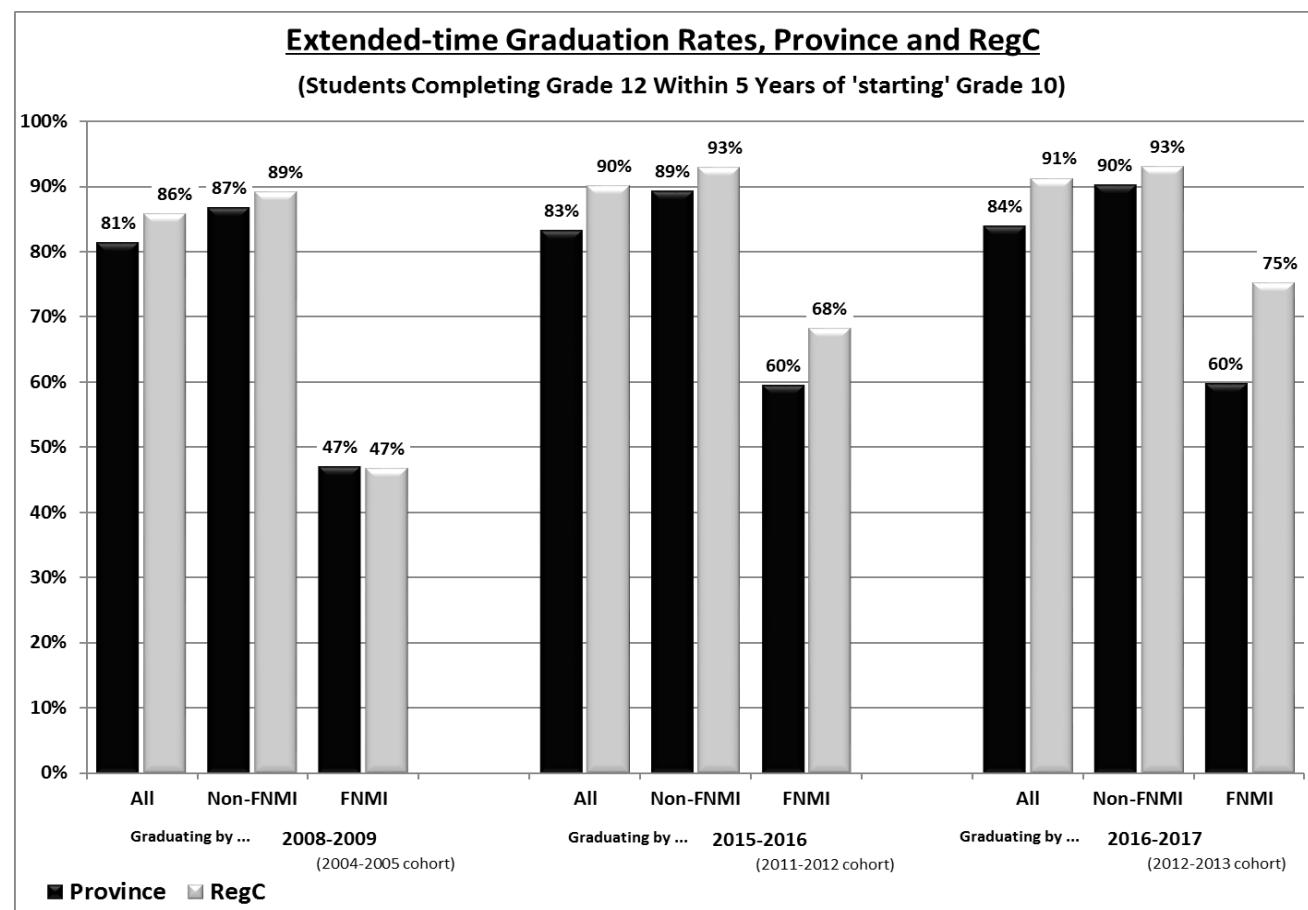
Analysis of results

Overall division results, at 89%, continue to be well above the provincial average of 76%. This is a difference of 13% and an increase of 2% from 2015-16. While the division performs above the provincial average for non-FNMI students, the most notable success is in the rate of FNMI students graduating on time. In 2016-17, 73% of these students graduated within three years compared to 43% provincially. This is the highest recorded graduation rate for FNMI students in RCSD. This was a significant increase compared to last year's result of 62%, an increase of 11% for FNMI students, which translated to about 10 more FNMI students achieving on-time graduation in 2016-17. We will continue to refine our interventions so that we can continue this upward trend with respect to our FNMI students.

Grade 12 Graduation Rate: Extended-Time

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 division.

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



Notes: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNMI or I, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2017

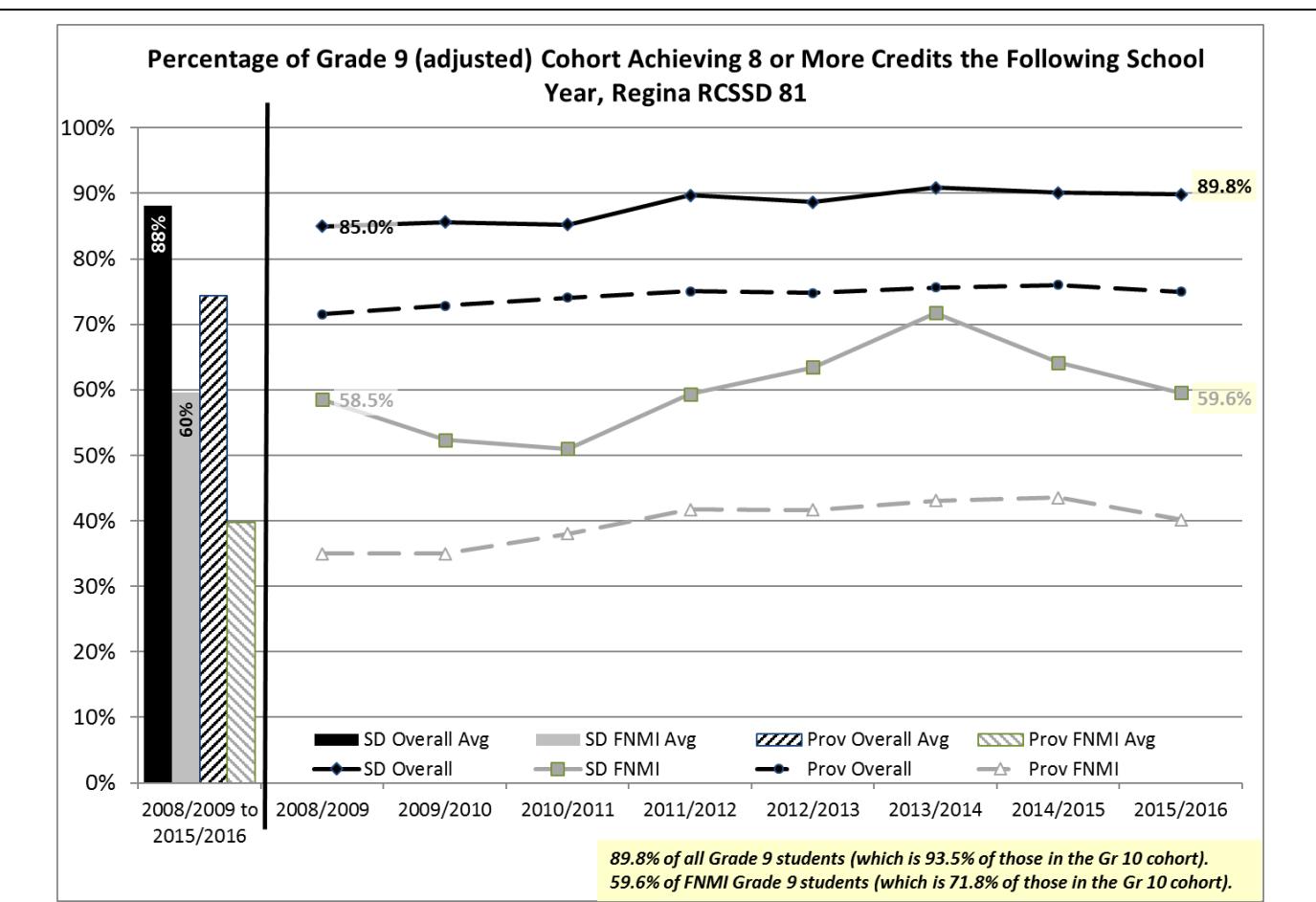
Analysis of results

In 2016-17, overall division results continue to be above the provincial results by 7% with a notable 91% success rate. While the division (at 93%) performs above the provincial average for non-FNMI students, the most notable success is in the rate of FNMI students graduating within the extended time period, of which 67% had graduated within three years (on-time). 75% of FNMI students had graduated within 5 years compared to 60% provincially. This is also a 7% increase over last year's division results for our FNMI students and a 15-year high for this measure. It is our goal to continue with the intensive interventions and supports so that we can continue this upward trend and have our FNMI students achieve success.

Grade 9 to 10 Transition

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

The following displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the 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: Percentages 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 FNMI or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2017

Analysis of results

The overall rate of Grade 9 students who attain eight or more credits the following school year continues to hover around 90% (actual 89.8%) for the past five years (of the eight years displayed). This is approximately 13% above the provincial results. RCSD's FNMI results continue to be approximately 20% over the provincial average. There was a slight decline in our results from last year at 64.1% resulting in a slight decrease of 4%. Over the past eight years, on average, 60% of RCSD's FNMI students have achieved eight or more credits in their first year in Grade 10 compared to 40% provincially. In 2016-17, 71.8% of the FNMI Grade 10 cohort for graduation tracking achieved eight or more credits. We are revisiting our record keeping practices in 2017-18 by working with the high school guidance teams. We will also continue to meet with our administrators to revisit and modify our detailed implementation plan to address student success toward high school completion.

Sector-Wide Efficiencies

OUTCOME:

By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value add in order for the sector to be responsive to the challenges of student needs.

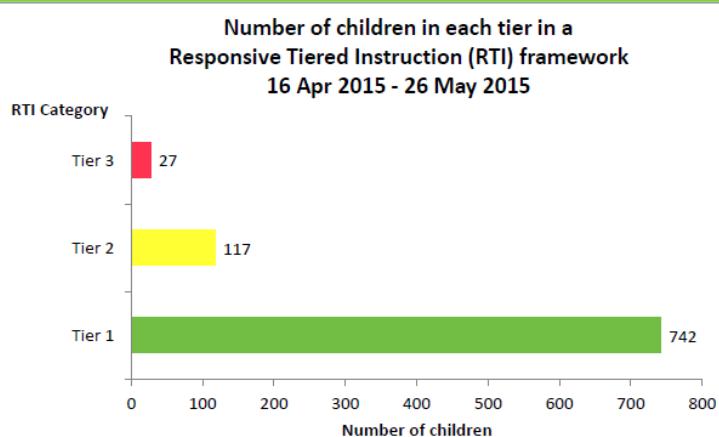
School division goals aligned with the Sector-Wide Efficiencies outcome	ESSP Three to Five Year Priority Area: By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value add in order for the sector to be responsive to the challenges of student needs.
School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Sector-Wide Efficiencies outcome	<p>In the 2016-17 fiscal year, the Regina Catholic School Division either continued or began several initiatives in alignment with the Sector-Wide Efficiencies outcome.</p> <p>The utilization of bus route planning software combined with leveraging differentiated start and end times of our elementary schools, allowed for the implementation of “piggyback” bus routes. Cost avoidance of approximately \$838,375 was realized based on 2016-17 contracted transportation rates.</p> <p>The school division sourced its natural gas requirements resulting in cost savings of approximately \$488,655 in the 2016-17 fiscal year.</p> <p>The continuation of the school division’s purchasing card program, now in its eighteenth year, generated a rebate of \$40,617 based on an annualized expenditure of \$3,831,816.</p> <p>In cooperation with several urban school divisions, a joint purchasing program for office supplies generated approximately \$25,000 in savings during the 2016-17 fiscal year.</p> <p>The school division was represented on the Ministry of Education’s Education Sector Purchasing and Service Project, which was one of the four teams established under the Education Governance Renewal Project.</p>

Early Years

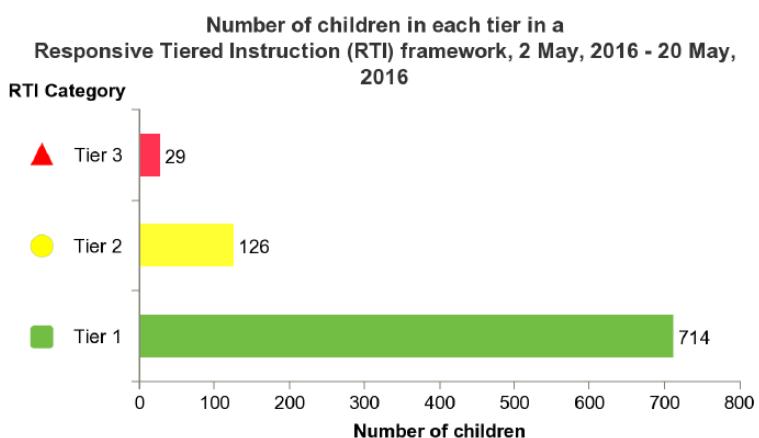
OUTCOME:

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

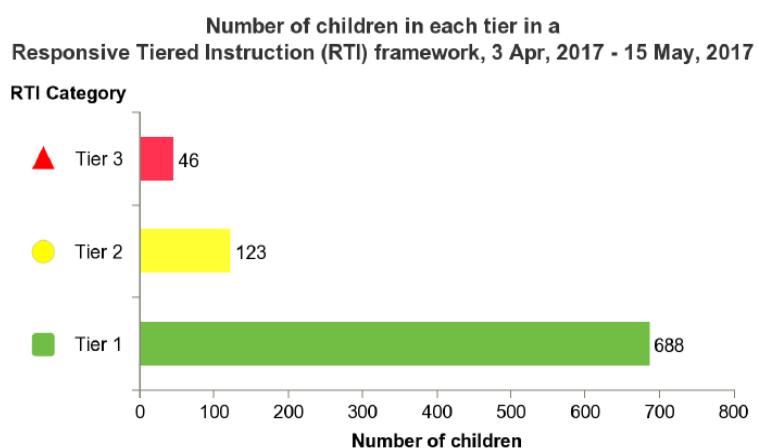
<p>School division goals aligned with the Early Years outcome</p> <p>School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Early Years outcome</p>	<p>Prekindergarten and Kindergarten</p> <ol style="list-style-type: none">1. 100% of the Prekindergarten students scoring Red/Yellow in two or more of the EYE-DA domains in November were discussed at the Student Support Team meeting at the end of January 2017.2. 100% of the Kindergarten students who were identified as having Tier 2 or Tier 3 learning needs on the EYE-TA in November were discussed at the Student Services Team meeting at the end of January 2017.3. By June 2017, 90% of students exiting Kindergarten will be ready for learning in Grade 1 (scoring Tier 1 on the EYE-TA assessment). <p>Performance Indicators/Data collection</p> <ol style="list-style-type: none">1. Prekindergarten and Kindergarten goals and expectations were shared with school-based administrators at a year opening meeting.2. Early Years Evaluation Direct Assessment (EYE-DA) administered to the Prekindergarten students and the Early Years Evaluation (EYE-TA) administered to all Kindergarten students in October and November 2016.3. Reports for each student assessed were analysed for students scoring Yellow (Tier 2 interventions requiring small group instruction and support) or Red (Tier 3 interventions requiring individualized instruction and support) in two or more of the domains.4. Student scoring in the yellow or red domains were referred to the school Student Support Team where intervention planning begins.5. Included in the development and delivery of the interventions and support are the classroom teachers, Family Support Coordinators, Community School Coordinators, School Counsellors, Speech and Language Pathologists and English as an Additional Language teachers. <p>The following charts indicate a baseline for Kindergarten EYE-TA Assessment. RCSD works toward the ESSP 2020 goal of 90% of students exiting Kindergarten will be ready for learning in Grade 1 (scoring Green – Tier 1 on the EYE-TA Assessment).</p>
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May 2015 – 84% of Kindergarten students scored Tier 1 (Green) on the EYE-TA Assessment



May 2016 – 83% of Kindergarten students scored Tier 1 (Green) on the EYE-TA Assessment



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

Measures for Early Years

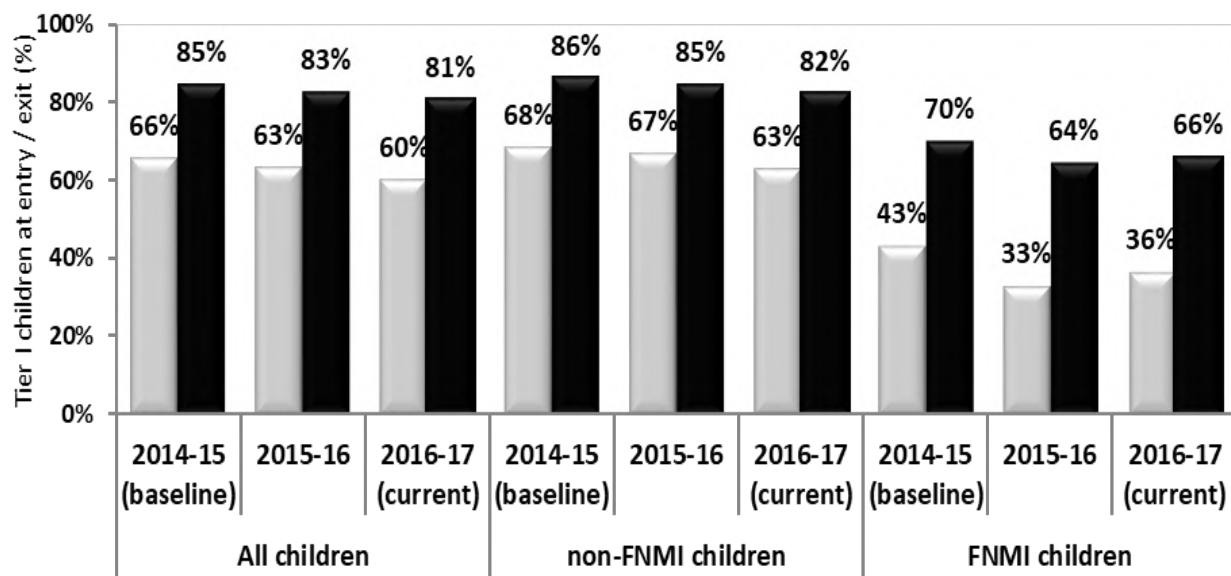
Early Years Evaluation

RCSD has provided specific professional development opportunities for our early learning teachers to assist them in the daily work with the Prekindergarten and Kindergarten students in our schools. This training has included the Saskatchewan Professional Development Unit (SPDU) Responding to Children's Interests and the Literacy Practices in Kindergarten. Through experience with the annual EYE Assessments, the early learning teachers are familiar with the follow-up process designed to assist students in the preparation for Grade 1. This process includes the fall assessment, followed by the student services team meetings and planned interventions. The spring assessments provide the data used for the development of the follow-up plans for next year. We have adapted our Instructional Assistant staffing model whereby in November of each year Instructional Assistants are moved to the Kindergarten classrooms reflecting the greatest needs.

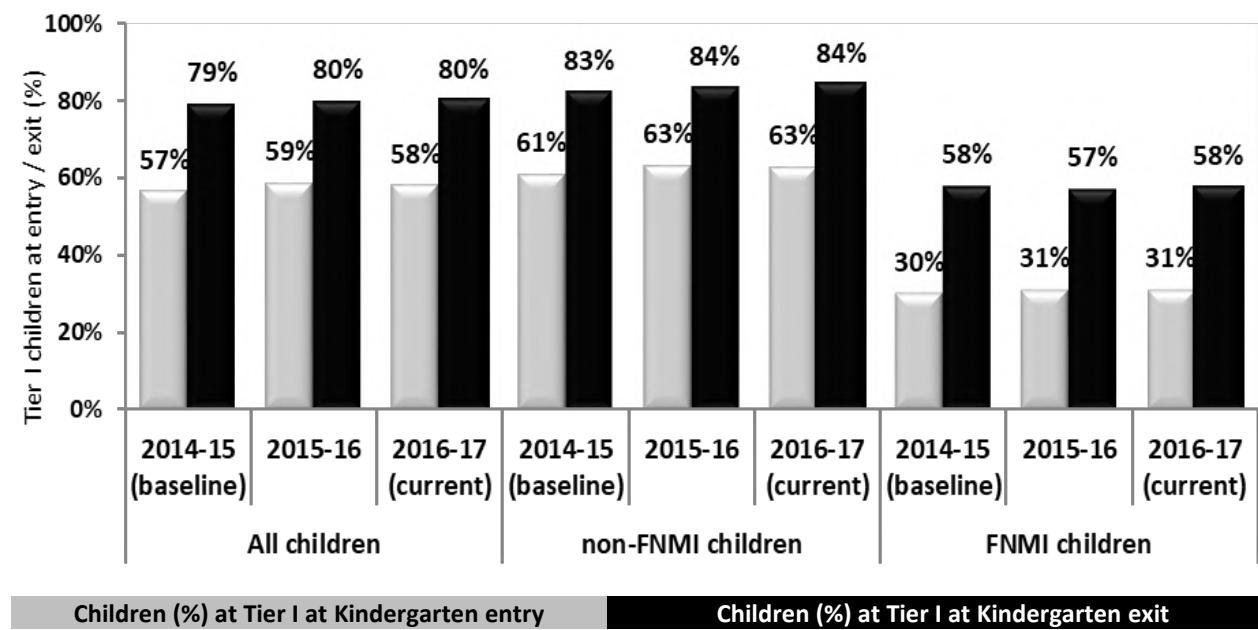
The following graph displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the following two years, as well as the provincial results for each category.

Ready to Learn: Children screened at Tier I (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry and exit, 2014-15 (baseline), 2015-16, and 2016-17 (current)

Regina RCSSD



Saskatchewan (all divisions)



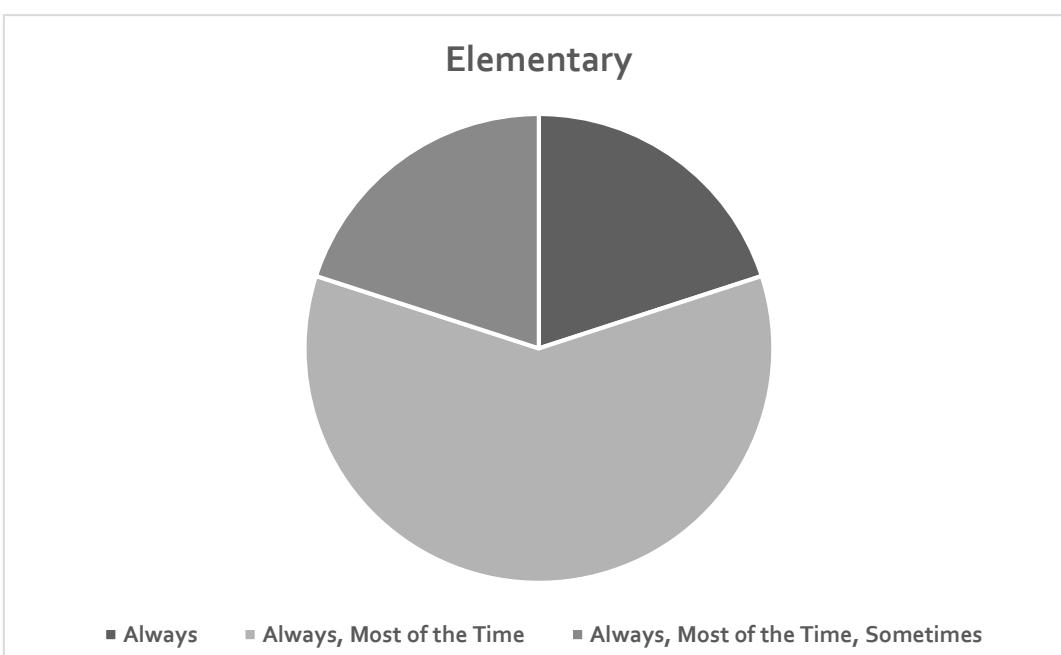
Notes: Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by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

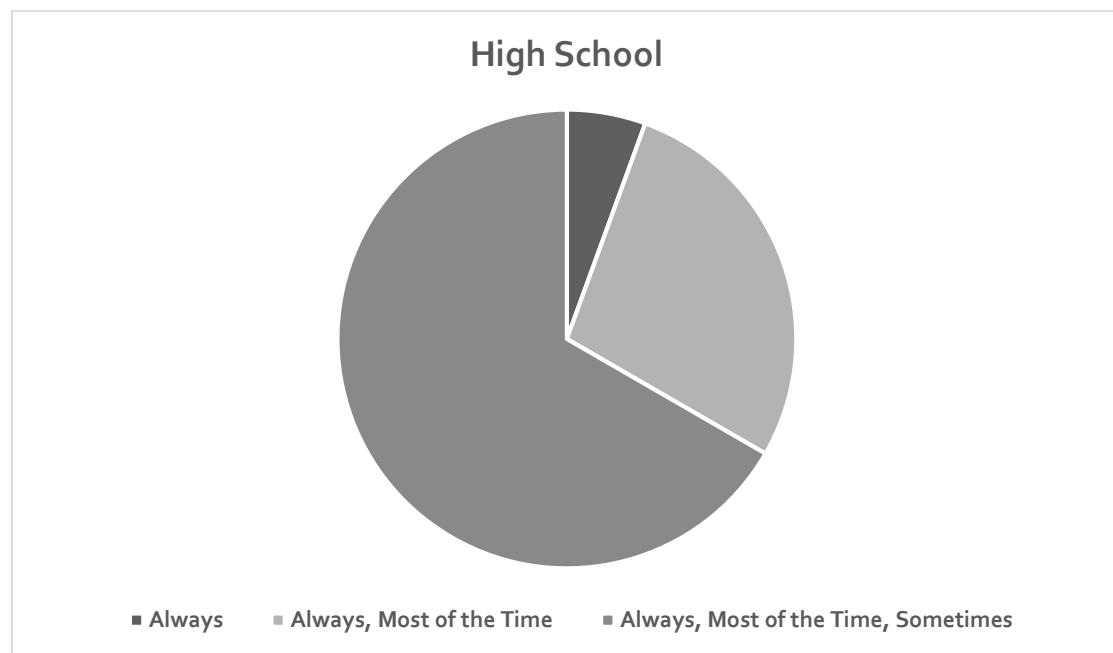
The format of EYE-TA results reported previously in school division annual reports varies from the format used here. Prior to 2016-17, displays showed percentage results for all RTI Tiers at Kindergarten entry and exit of the assessment year. The amended displays now show only the percentage of children assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit. In addition, school division EYE-TA displays also now 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.

Source: Ministry of Education, Early Years Branch, 2017

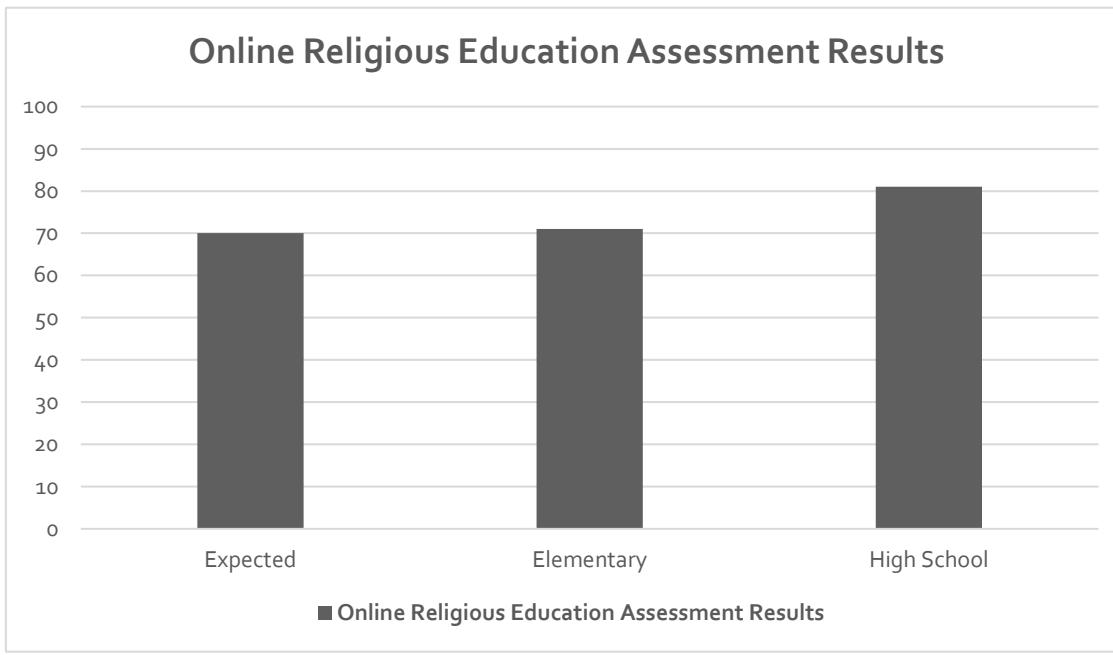
Analysis of results

RCSD initiated SMART goals based upon EYE results prior to the introduction of the ESSP long-term outcomes, confirming our alignment with provincial expectations. Overall, spring EYE results have shown a consistent 20% increase from the fall results over the last three years. For 2016-17, an overall increase was achieved from 60% to 81% at Tier 1, which is slightly above provincial exit results of 80%. RCSD continues to address the challenges for Prekindergarten and Kindergarten students with increasingly complex needs. This was reflected in a smaller percentage of students entering Kindergarten at Tier 1 in 2016-17 (60% as compared to 66% two years earlier). The short amount of time given in Kindergarten to complete the gains targeted in the ESSP continues to be a challenge for our school division. Our division data bears this out. In the charts above, we see that over the previous three years we have seen fewer Tier 1 students entering Kindergarten and fewer students exiting Kindergarten at Tier 1, both overall and by subpopulation. Our intentional focus on these students does contribute to their growth and readiness for Grade 1 but we are short of the ESSP Goal of 90% of students being at Tier 1 and ready for Grade 1 learning. RCSD has explored many strategies to assist with the preparation of our Kindergarten students including linkages that have been established between our Prekindergarten and Kindergarten programs, English as an Additional Language teachers, English Language Arts Consultant, Speech and Language Pathologists and Instructional Assistants.

School Division Local Priority Area									
Catholic Distinctiveness									
School division goals aligned with local priority area	Students demonstrate a commitment to the teaching of Jesus Christ.								
School division actions taken during the 2016-17 school year to support local priority area	<p>Students filled out an online reflective tool called, "Am I Showing Christ Like Behaviour."</p> <p>An online religious education assessment tool was used to test students' ability to articulate the faith.</p>								
Local Measures for Catholic Faith Permeation Priority									
<p>"Am I Showing Christ Like Behaviour"</p>  <table border="1"> <caption>Elementary Results for "Am I Showing Christ Like Behaviour"</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Always</td> <td>~45%</td> </tr> <tr> <td>Always, Most of the Time</td> <td>~35%</td> </tr> <tr> <td>Always, Most of the Time, Sometimes</td> <td>~20%</td> </tr> </tbody> </table>		Response	Percentage	Always	~45%	Always, Most of the Time	~35%	Always, Most of the Time, Sometimes	~20%
Response	Percentage								
Always	~45%								
Always, Most of the Time	~35%								
Always, Most of the Time, Sometimes	~20%								
<p>Elementary results: For 3 of the 15 questions, the majority of students who used the online reflective tool indicated they always demonstrate this Christ-Like Behaviour. For 9 of the 15 questions, the majority of students indicated that they either always or most of the time demonstrate this Christ-Like Behaviour.</p>									



High School results: For 1 of the 18 questions, the majority of students indicated they always demonstrate this Christ-Like Behaviour. For 5 of the 18 questions, the majority of students indicated that they either most of the time or always demonstrate this Christ-Like Behaviour.



Elementary results: The overall average for the students who took the online assessment was 71%.
High School results: The overall average of the students who took the online assessment was 81%.

Analysis of results

While measuring the level of a students' faith is difficult, as faith is always a personal journey, our data from the 2016-17 school year suggests more work needs to be done to guide students to exhibit Christ-Like Behaviour either most of the time or always. Our assessment of religious education shared better results, particularly at the high school level. We anticipated students would score an average of 70% on the online assessment. Elementary students scored above that, with an average of 71%. High school students showed an even stronger understanding with an average of 81%. The positive scores at the elementary and high school levels are encouraging and we will continue to find ways to assist all students in witnessing the Catholic faith.

Demographics

Students

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

Grade			
	2014-15	2015-16	2016-17
Kindergarten	888	873	841
1	886	909	917
2	870	913	932
3	848	882	953
4	834	862	905
5	823	842	868
6	742	846	854
7	793	753	846
8	774	796	765
9	763	808	797
10	781	787	825
11	767	773	795
12	793	795	820
Total	10,562	10,839	11,118

PreK	366	352	355
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Note: Enrolment numbers are based on the actual number of students enrolled in each grade as of September 30 of each year (not FTEs).

Source: Ministry of Education, 2016

Subpopulation Enrolments	Grades			
		2014-15	2015-16	2016-17
Self-Identified FNMI	K to 3	446	436	423
	4 to 6	348	362	368
	7 to 9	336	338	311
	10 to 12	262	263	268
	Total	1,392	1,399	1,370
French Immersion	K to 3	963	1,001	1,046
	4 to 6	508	569	596
	7 to 9	364	392	389
	10 to 12	310	301	294
	Total	2,145	2,263	2,325
English as an Additional Language	1 to 3	352	404	548
	4 to 6	387	412	478
	7 to 9	337	335	433
	10 to 12	341	424	462
	Total	1,417	1,575	1,921

Note: The table above identifies the actual number of students enrolled in grade-level groupings as of September 30 of each year.

Source: Ministry of Education, 2016

Staff

The Regina Catholic School Division employs over 1,100 staff members. These employees are included in three employee groups: teachers, education support professionals and facilities. Approximately seventy percent are teachers, twenty percent are education support professional staff, and ten percent are facilities staff.

Job Category	FTEs
Classroom teachers	642.52
Principals, vice-principals	42.60
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	230.37
Administrative and financial staff – e.g., Chief Financial Officers, accountants, Information Technology people, supervisors, managers, administrative assistants, clerks	28.60
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers	81.63
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors, managers	-
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education, superintendents	7.00
Total Full-Time Equivalent (FTE) Staff	1,032.72

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some staff work part-time or seasonally.
- Some individuals are counted in more than one category. For example, a teaching principal might be counted as 0.40 as a classroom teacher and 0.60 as a principal.

Senior Management Team

RCSD's structure includes the Director of Education, Mr. Domenic Scuglia and a team of superintendents who oversee the areas of Business & Finance/Technology Services, Facilities, Human Resources Services, and Education Services. Mr. Curt Van Parys is the Superintendent of Business & Finance/Technology Services, Ms. Sandra Baragar is the Superintendent of Human Resources Services, Mr. Rodd Hoffart is the Superintendent of Facilities, and Ms. Michele Braun, Mr. Sean Chase, Mr. Brian Lach, Ms. Cheryl Exner and Ms. Kelley Ehman are Superintendents of Education Services.

School Division Infrastructure and Transportation

School List 2016-17

There are 30 schools in the Regina Catholic School Division. There are 23 elementary schools, four high schools, two K-12 schools that offer alternative programming and one associate school.

School	Grades	Location
Deshaye Catholic School	Pre K-8	37 Cameron Crescent
Holy Rosary Community School	Pre K-8	3118-14 Avenue
Sacred Heart Community School	Pre K-8	1325 Argyle Street *
St. Andrew School	K-8	621 Douglas Avenue
St. Angela Merici School	K-8	6823 Gillmore Drive
St. Augustine Community School	Pre K-8	2343 Edgar Street
St. Bernadette School	K-8	727 N. McIntosh Street
St. Catherine Community School	Pre K-8	150 Brotherton Avenue
St. Dominic Savio School	K-8	195 Windfield Road
St. Francis Community School	Pre K-8	45 Mikkelsen 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. Marguerite Bourgeoys School	K-8	2910 E. Shooter Drive
St. Mary School	Pre K-8	140 N. McIntosh Street
St. Matthew School	Pre K-8	4710 Castle Road
St. Michael Community School	Pre K-8	431 Hamilton Street
St. Peter School	Pre K-8	150 Argyle Street
St. Pius X School	K-8	3301 Garnet Street
St. Theresa School	Pre K-8	2707 – 7 Avenue E.
St. Timothy School	Pre K-8	280 Sangster Boulevard
Archbishop M.C. O'Neill Catholic High School	9-12	134 Argyle Street
Dr. Martin LeBoldus Catholic High School	9-12	2330 – 25 Avenue
Michael A. Riffel Catholic High School	9-12	5757 Rochdale Boulevard
Miller Comprehensive Catholic High School	9-12	1027 College Avenue
Jean Vanier School	K-12	425-15 Avenue
St. Luke School	K-12	625 Elphinstone Street
Mother Teresa Middle School**	6-8	1975 2nd Avenue N.

* April 2017 - Address change with rebuild of Sacred Heart Community School

** Associate School

Infrastructure Projects

The Regina Catholic School Division facilities include:

- Thirty schools located in the City of Regina. See the preceding page for a list of schools. The average age of our schools is 50 years. The oldest school is 103 years old (built in 1914); the newest is 16 years old (built in 2001).
- The current average utilization for the division is 104% with 19 schools above 110% and the highest at 180% utilization.
- The school division's head office, the Catholic Education Centre, is in Regina. The original 8,300 square foot building is 55 years old and an addition of 7,000 square foot is 45 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 division. There are currently 8 schools between 80% and 110% utilization and 19 schools between 110% and 180% utilization.
- The school division currently has three major departments located at schools in order to relieve crowding at the Catholic Education Centre. The Speech and Language department is located at St. Peter School, and both Information and Library Services and Technology Services are located at Miller Comprehensive Catholic High School.
- The school division has a Maintenance Shop located in the city. The shop is used for storage of materials and supplies, and the fabrication and finish of cabinetry and other school fitments. It is located within a large fenced compound where maintenance vehicles and equipment are stored.
- A number of upgrades and renovations were completed during the 2016-17 Budget year. These include 11 new portable classrooms. Construction on the Sacred Heart Community School rebuild continued, as well as three new elementary schools using a P3 model.

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

Infrastructure Projects			
School	Project	Details	2016-17 Cost
Sacred Heart	School rebuild	Started in 2015, completion in April 2017	\$13,000,000
St. Elizabeth St. Nicholas St. Kateri Tekakwitha	New P3 Schools	Started in 2015, completion in September 2017	66,000,000
Miller Comprehensive	Electrical Switchgear	Replace transformer & switchgear	520,000
Miller Comprehensive Dr. Martin LeBoldus St. Catherine Holy Rosary Catholic Education Centre	Fire Alarm Replacement	Replace existing fire alarm systems	75,000
Miscellaneous Schools	Asbestos	All category 2 & 3 locations remediate	110,000
Total			\$79,705,000

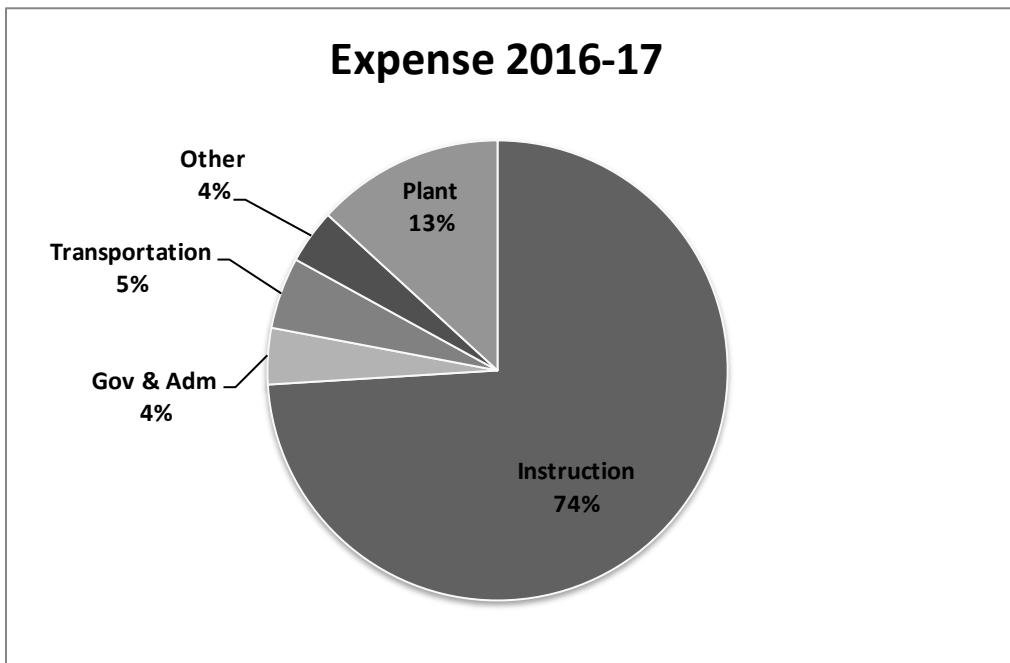
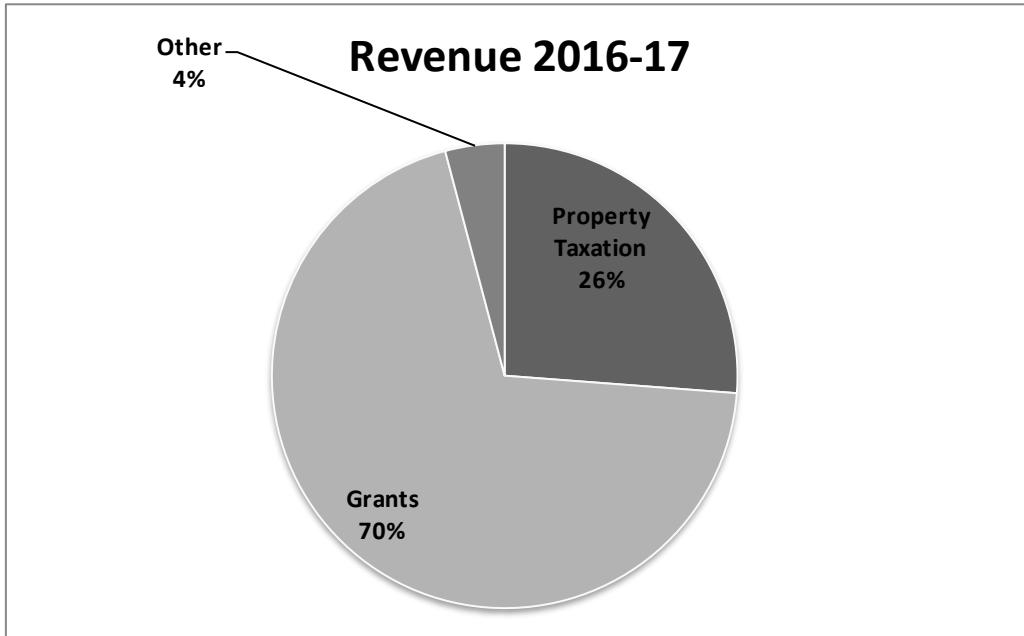
Transportation

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

Transportation Statistics for 2016-17	
Students transported	5,148
Transportation routes	178
Average one-way ride time (minutes)	27
Longest one-way ride time (minutes)	58
Number of school trips per year	2,705

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2017	2017	2016	Budget to		Budget to Actual %
				Variance		
	Budget	Actual	Actual	Over / (Under)	Variance	Note
REVENUES						
Property Taxation	39,117,230	41,936,864	38,559,136	2,819,634	7%	1
Grants	104,535,975	111,541,014	116,480,577	7,005,039	7%	2
Tuition and Related Fees	185,295	210,525	137,779	25,230	14%	3
School Generated Funds	2,458,525	2,101,461	2,123,508	(357,064)	-15%	4
Complementary Services	1,434,050	1,434,048	1,433,100	(2)	0%	
External Services	612,850	626,378	623,250	13,528	2%	
Other	1,636,430	2,214,871	2,722,411	578,441	35%	5
Total Revenues	149,980,355	160,065,161	162,079,761	10,084,806	7%	
EXPENSES						
Governance	799,430	804,538	683,799	5,108	1%	
Administration	4,072,510	3,608,999	4,061,710	(463,511)	-11%	6
Instruction	87,693,005	82,642,436	82,925,075	(5,050,569)	-6%	7
Plant	14,211,220	14,725,446	16,266,049	514,226	4%	
Transportation	5,819,640	5,611,285	5,414,579	(208,355)	-4%	
Tuition and Related Fees	53,250	87,450	68,260	34,200	64%	8
School Generated Funds	2,328,485	1,878,916	1,979,906	(449,569)	-19%	9
Complementary Services	1,274,850	1,616,828	1,295,575	341,978	27%	10
External Services	658,985	670,700	669,774	11,715	2%	
Other Expenses	47,545	3,725	9,185	(43,820)	-92%	11
Total Expenses	116,958,920	111,650,323	113,373,912	(5,308,597)	-5%	
Surplus (Deficit) for the Year	33,021,435	48,414,838	48,705,849			

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

Note	Explanation
1	Education Property Tax (EPT) revenue budget originally based on 2016 calendar year. Actuals are based on four months from 2016 and eight months from 2017, which had a large increase in the amount of EPT levied
2	Capital grant revenue from P3 schools more than anticipated due to a higher ownership percentage than estimated.
3	More than anticipated tuition fees received from foreign/international students.
4	Less than anticipated school generated funds received at schools.
5	Increased GST Rebate, Reimbursements Revenue, and Interest Revenue.
6	Plan curtailment in the employee future benefits liability significantly reduced employee future benefit expense
7	Plan curtailment in the employee future benefits liability significantly reduced employee future benefit expense
8	Increased reliance on external agencies to provide educational services.
9	Less than anticipated school generated funds expenditures at schools.
10	Budgeted expenditures were understated; offset by reduced Instruction expenditures.
11	Budgeted expenditures for interest expenditures were not incurred; mid-year change in banking arrangements resulted in reduction in bank fees.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Professional Development		Total
		In Province	Out of Province	
Bonnell, E. Victoria	26,580	4,662	1,143	32,385
Bresciani, Deborah	20,318	2,947	2,786	26,051
Bresciani, Robert**	26,357	1,603	3,908	31,868
Dittrick, Richard	21,997	3,794	-	25,791
Flegel, Frank	26,114	3,657	-	29,771
Kleisinger, Gerald (1)	4,950	-	-	4,950
Kowalchuk, Robert	20,798	2,103	-	22,901
Polk, Lisa (2)	5,080	-	-	5,080
Ziegler, Donna*	30,553	4,294	5,310	40,157

* Board Chair

** Deputy Chair

(1) September - October 2016

(2) September - October 2016

Personal Services

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

Name	Amount	Name	Amount
ADAM, JANALEE	87,223	ASTROPE, KYLENE	84,255
ADAMS, CHELSEA	67,757	BACHELU, BLAIR	90,153
ADAMS, SHARON	64,523	BACHIU, MARIA	61,486
ADEDEJI, OLUSHOLA	69,209	BAHT, FRANCINE	64,523
AGAR, JASON	67,301	BAITON, LEAH	77,437
ALLAN, STACY	79,135	BAITON, LINDSAY	76,684
ALLEN, ALLISON	50,304	BALL, MARCHELLE	85,527
AMICHAND, MANDY	70,272	BALON, MARK	90,417
ANDERSON, ALISON	90,737	BARAGAR, JODI	95,845
ANDERSON, LISA	87,223	BARAGAR, SANDRA	179,227
ANDERSON, LUCIE	63,130	BARILLA, MARLYSE R	87,223
ANONAS, NENITA	90,153	BARNES WILCOX, BARBARA	95,663
APPELL, TAMMY	105,719	BARNES, LEANNE	73,380
APPLEBY, PAMELA	74,096	BARNES-PITKA, RHONDA	96,352

Name	Amount
BARON, KEVIN	89,939
BARTHEL, SHELLEY	73,262
BARTLETT, WADE	90,381
BARYLUK, LORA	86,990
BARYLUK, VINCENT	87,666
BAST, NICOLE	87,223
BAUDU, CHAUNTEL	89,419
BAUDU, KAELA	64,147
BAUER, CHRISTINE	52,113
BAUMGARTNER, ALANA	95,285
BAUMGARTNER, AMY	58,962
BAUMGARTNER, KATIE	59,938
BAUMGARTNER, LYNSEY	96,182
BEACH, JOANNE	93,752
BEAUDIN ANAQOD, DENISE	85,974
BEISEL, MAUREEN	85,974
BEITEL, HOLLY	89,431
BELAIR, LINDSAY	55,372
BELISLE, PAULETTE	109,238
BELOF, JILL ELLEN	93,434
BELVEDERE, DEREK	69,767
BENARD, MICHELINE	91,753
BENHAM, CATHERINE	85,974
BENKO, DEAN	103,464
BENKO, KIRSTEN	83,328
BENSON, GERTRUD	50,889
BERIAULT, DAVID	95,348
BERNARD, TERRI	90,983
BERNAUER, CYMONE	81,549
BERNER, ANDREA	69,715
BERNHARDT, REBECCA	86,519
BERRY, KYRIE	86,138
BERUBE, JESSICA	64,168
BESKOWINEY, STEPHAN	80,521
BIEGLER, LAWRENCE	128,474
BIRAM, ANDREE	85,973
BIRRELL, LYN	72,873
BIRRELL, NATHAN	88,384
BLACKLOCK, ROMONA	95,329
BODNARCHUK, PETER	56,158

Name	Amount
BOEHM, LEEANNE	90,153
BOGDAN, TYLER	84,792
BOLEN MANZ, CAROL ANN	90,153
BOLEN, CHARLENE	85,996
BOLLMAN, MARGARET	95,537
BONDY, CARI ANN	71,543
BONNOR, BETTY ANNE	72,822
BORSA, LOUELLA	51,613
BORTHWICK, DWIGHT	97,407
BOUCHER, CHELSEY	69,283
BRACKEN, JENNA	59,286
BRASS, COLIN	86,476
BRASS, JAYLENE	108,155
BRASSARD, WENDY	90,001
BRAUN, MICHELE	186,449
BRAY, JODIE LYNN	103,170
BRICIC, MARLEY	70,417
BREDIN, ROBERT	93,937
BRENNAN, PATRICK	85,123
BRESCIANI, ANGELINA	86,327
BRESCIANI, MATTHEW	68,110
BRESCIANI, MITCHELL	63,862
BRIDGEMAN, JANNA	75,208
BRISCHUK, D'ARCY	107,116
BRITTNER, PETER	74,964
BRODNER, LANDON	69,026
BROWN, CORRINE	87,582
BROWN, DANIEL	89,918
BROWN, MATTHEW	113,041
BROWN, NICOLE	85,974
BRUNDIGE, JANE	64,741
BUCSIS, COURTNEY	50,771
BULLER, DEANA	50,417
BURANT-MAHER, ROLANDE	104,571
BURCHI-LITTLE, BRENDA	85,974
BURNS, CHRISTINA	56,218
BURNS, MORGAN	62,455
BUSBY, CHRISTOPHER	81,583
BZDELL, CORINNE	87,942
CAMPBELL, HAILEY	70,152

Name	Amount
CAMPBELL, JOSHUA	86,818
CARIGNAN, TODD	87,966
CARR, JORDAN	58,817
CARR, SHIRLANNE	90,153
CARSON, MALIA D	68,185
CASPER, STEPHANIE	104,806
CHABOT, LAURA	65,673
CHAGNON, KIMBERLEY	86,821
CHAPMAN, BRIAN	91,926
CHAPPLE, SARAH	60,983
CHASE, ELENA	89,472
CHASE, MICHAEL	104,597
CHASE, NICOLE	90,000
CHASE, SEAN	164,941
CHASE, SHERRY LYNN	105,656
CHAY, LES	64,859
CHEVRIER, NATALIE	82,960
CHICILLO, CANDACE	118,812
CHOBOT, ALEAH	67,146
CHOMOS, CHELSEA	90,784
CHOMOS, PATRICE	87,273
CHOMYN, CINDY L	69,142
CHRISTOPH, JESSICA	61,663
CHRISTOPHERSON, JACQUELINE	87,732
COLUMPSI, EMILY	57,782
COMTE, MELISSA	61,112
CONGER, MELODY	84,649
CONSTANTIN, CRISTINA	55,201
COOK, KELLI	88,263
COOK, MICHELLE	87,947
COOLICAN, SARAH	69,946
COOPER, LISA	50,630
CORNISH, DAVID	90,153
COTE, BARTLEY	104,435
COTE, TERRI	111,074
COTTRILL, NAT	62,028
COURCHENE, RACHEL	59,147
COZINE, DANIEL	114,038
COZINE, KELLY	98,607
CRAIG, ALINA	53,152

Name	Amount
CROMARTY-ZECH, TOBI	86,473
CROMPTON, HOLLY	87,171
CRONIN, SARA	89,693
CROOK, SHARON	93,046
CRUICKSHANK, MEAGAN	91,403
CSADA, ROBERT	91,403
CZARNECKI, JOSEPH	52,179
DALES, HEATHER	71,927
DALY, MARIAN	138,265
DANAHER, JOHN	59,249
DANYLCHUK, D'ARCY	64,205
DAUPHINAIS, CATHERINE	87,243
DAUPHINAIS, GILLES	102,002
DAVIES-ELTOM, COLETTE	87,763
DE LUCAS, KAREN	85,987
DECOSSE, RYAN	71,221
DELOREY, PATRICIA	94,844
DELORME, CHASITY	57,824
DEMETER, MELINDA	63,955
DESAUTELS, KIMBERLY	69,938
DESJARLAIS, ROBBIE	53,559
DEVINE, DAWN	90,064
DIACON, MIKAELA	50,774
DIETRICH, DANIELLE	71,968
DIORIO, SUZANNE	86,823
DIZY, MICHELLE	85,974
DOMBOWSKY, SHAUNA	87,102
DONNELLY, LIZA	130,248
DONNELLY, RICHARD	90,667
DORN, CATHERINE	68,738
DORNSTAUDER, ROSE-MARIE	91,626
DOUVILLE, ANNETTE	80,604
DROTRAR, JEREMY	94,973
DUBORD, SUSAN	77,389
DUCZEK, JASON	90,987
DUCZEK, NANCY	80,403
DUFOUR JERRETT, STEPHANIE	89,398
DUFRESNE, JEAN	100,703
DUGUAY, MARTIN	74,732
DUREAULT, RENEE	86,229

Name	Amount
DZIADUCK, CAREY	87,223
EBERL, MAUREEN	84,211
EBERLE-MYDYNISKI, JACQUELINE	54,372
EDMANDS, JASON	90,337
EDMANDS, TARA	86,890
EDQUILANE, TRISTAN	56,053
EHMAN, KELLEY	164,941
EHRMANTRAUT, JACQUELYN	53,156
ELL, ANITA	65,940
ELL, BRENDA	87,147
ELL, CHRISTINA	66,484
ELL, DWAYNE	86,367
ELL, LESLIE	86,039
ELLERY, KARI-ANNE	86,495
EMERY, SHANNON	87,326
ENDICOTT, DENISE	95,285
ENGELE, SHELBY	60,589
ENNIS, MARY	64,700
ERICHSEN, VALERIE	86,258
ERLENDSON, TRICIA	103,388
ETHIER, CHANTEL	62,459
EVANS, STEPHANIE	87,846
EXNER, CHERYL	368,931
FABER, ELIZABETH-ANN	87,401
FAHLMAN, BRIAN	87,223
FAIRBAIRN, JESSICA	75,703
FALKENSTEIN, MICHELLE	99,865
FARIS, ROBERT	63,509
FELLNER, FRANCESCA	86,807
FENNELL, THOMAS	93,937
FERRARA HORNE, CHERYL	90,699
FETSCH, KEVIN	93,937
FIISSEL, JADA	50,329
FIRNESZ, JACQUELINE	51,170
FIRNESZ, MATTHEW	90,653
FIRNESZ, NOLAN B	97,057
FIRNESZ, SIMON	86,187
FISCHER, GREGORY	86,083
FISCHER, TARA LEE	86,954
FISCHER, TARA-LYNN	88,985

Name	Amount
FISHER, TARA LYNN	91,804
FISKE, MICHELLE	72,445
FLOREK, MATTHEW	85,021
FLUTER, CAROLYN	59,284
FOLK, JACQUELINE	91,087
FOLK, RYAN	82,301
FONTAINE, DANIELLE	64,142
FOORD, JOHN	97,774
FORAIE, AMANDA	61,409
FORD, CLAYTON	74,136
FORREST, LEANNE	102,399
FORREST, RYAN	87,219
FOSSENIER, SCOTT	122,992
FRANCIS, JANELLE	85,973
FREY, NADINE	68,206
FROH, RACHEL	61,812
FUCHS, LARRY	109,302
FUCHS, TRACY	124,229
GABOURY, LAURA	63,233
GALLAGHER, NICOLE	67,508
GALLAGHER, RYAN	90,150
GAREAU, ROBERT	64,012
GARINGER, LEE	97,682
GARTNER, TAMARA	78,816
GAVIN, BERNADETTE	90,580
GEIGER, KELLY	66,460
GEIGER, KERRI	66,153
GELINAS, DEANA	86,677
GELINAS, FRANCOIS	94,555
GELOWITZ, JOANNE	95,285
GENEST, DENIS	94,922
GERRARD, VALERIE	69,708
GHERASIM, SCOTT	87,922
GHERASIM, STACEY	114,936
GHIGLIONE, NADINE	85,974
GIBBONS, BLAINE	54,025
GIBBS, KORY	90,153
GIBSON, JENNIFER	74,006
GIESBRECHT, RYAN	55,556
GIESBRECHT, SHAYNA	64,953

Name	Amount
GILBERT, GEOFFREY	113,054
GLUCK, COURTNEY	59,895
GONZALES, RONALD	100,390
GOODMAN, DEBORAH	51,217
GOODON, KAREN	86,201
GOODWILL, MELINDA	85,705
GOULET-BROWN, MELANIE	90,805
GRAD, JACQUELINE	86,615
GRAD-HORDICHUK, MICHELLE	90,653
GRAY, SHELDON	85,973
GREENOUGH, ALLISON	89,907
GROSKOPF, MARGUERITA	66,154
GUAY, JENNIFER	64,985
GYOERICK, KRISTIN	74,880
HACKL, WADE	106,758
HALL, MAY PUI-YEE	75,296
HALLETT, KARYN ANNE	87,369
HALVORSEN, JUANITA	91,653
HAMBLETON, DAVID	89,215
HAMELUCK, CHERI	73,443
HAMILTON, ANGUS	69,817
HAMILTON, CHRISTOPHER	85,975
HAMMOND, GAETAN	95,285
HANNANT, TRACY	86,399
HANUS, SHAUNA	85,974
HARBUS, MINDY	90,153
HARDING, ANGELA	91,053
HARRISON, SHERYL	95,152
HART, ANDREA	91,283
HARTNEY, DESMOND	89,343
HARVEY, CHERYL	88,528
HAUTCOEUR, LISA	88,160
HAYES, GRAHAM	101,230
HAYNES, HEATHER	90,153
HAYWARD, ASHLEY	78,475
HEGI, MICHALA	86,214
HEIDT, ALBERT	90,903
HEISLER, AMANDA	78,740
HERMAN, KATHLEEN	77,931
HERSCHMILLER, BRADLEY	85,974

Name	Amount
HERZOG, ALYSSA	63,422
HESZHEIMER, KIM	58,679
HICKS, RYAN	90,863
HILDEBRAND, HEIDI	108,928
HILLMAN, RHIANNON	80,580
HINDLE, ERIN	85,974
HINDMARCH, TRINA	85,122
HISCHEBETT, LEAH	67,661
HISCUTT, DOUGLAS	52,885
HJELSSING, TRINA LYNN	71,543
HODGES, EDWARD	79,280
HOFFART, CURTIS	87,083
HOFFART, RODD	179,677
HOGNERUD, KATRINA	78,930
HOLLE-MEYERS, DIANA	85,046
HOLLIDAY, SHARLENE	119,372
HOLLINGER, JANNA	95,326
HOLLINGER, NICOLE	76,689
HOLOWATY, TYSON	52,372
HOLT, NICOLE	87,223
HOM, SHINA	55,243
HORNUNG, SHERI	85,526
HORSMAN, COURTNEY	56,569
HORVATH, RHONDA	95,963
HOUK, RODNEY	93,452
HOVDEBO, MARCIA	64,384
HUBIC, BRANT	86,989
HUEL, CHAD	85,974
HUNTER, KELLY	67,153
HYLTON, LIN	67,408
HYND, SARA	84,506
ISTACE, KAREN	109,899
JACEK-FLAMAN, AMANDA	77,471
JACKSON, ALANNAH	62,092
JACKSON, ERIC	75,558
JAMES, RYAN	60,290
JARIKRE, EJIROGHENE	67,461
JEANNOT, BRIAN	107,324
JENSEN, MICHELLE	85,213
JOHNSON, CHANTEL	89,165

Name	Amount
JOHNSON, JENNIFER	96,261
JONES, DAWN	86,747
JOSIE, JOELLE	87,456
JOST, JANET	84,493
JOST, THOMAS	100,311
KACZMARSKI, LORETTA	87,236
KALENCHUK, HEATHER	101,435
KALYNCHUK, MONICA	87,684
KAMINSKI, MEGAN	68,346
KAMPMAN, CHRISTOPHER	72,552
KASSY, MAUREEN	57,540
KAUF, ARKIN	70,917
KEEN, DARLA	86,906
KEITH, MELANIE	104,836
KENDEL, KRISTA	80,827
KERR, TREVOR	57,341
KEZAMA, BROOKE	56,476
KILKENNY, JACLYN	65,607
KIRKPATRICK, MEAGHAN	81,449
KLEIN, KRISTOPHER	59,942
KLEIN, MAXINE	85,975
KLEISINGER, CURTIS	164,977
KLEISINGER, JAMES	54,465
KLIPPENSTEIN, ALISA	67,630
KNIGHT, CHARMAINE	72,693
KNIGHT, MICHAEL	80,714
KOBELSKY, CAROLYNNE	86,422
KOHUCH, SUSAN	120,440
KONDZIELEWSKI, MARIE	87,437
KOROLUK, KAREN	97,003
KOT, GARRETT	87,534
KOWALSKI, MARCELLINA	78,843
KOZAK, COLLEEN	87,662
KRAFT, MICHAELA	63,630
KRAMMER, ADAM	65,222
KRISTOFF, COLIN	91,720
KRUEGER, PATRICE	95,572
KUNTZ, KEVIN	85,697
KUNTZ, LISA	61,039
KUNTZ, SCOTT	86,318

Name	Amount
KUNTZ, STEWART	58,581
KUPPER, SHERI LYN	83,044
KUSTER, JODY	89,372
KUSTER, SHAWN	59,345
KUZ, DEAN	93,686
KYBA, YVONNE	90,153
KYLE, JOEL	59,514
LA, ANGELA	62,772
LABATT, AMANDA	87,973
LABELLE, KRISTA	60,562
LACASSE, DIANE	104,435
LACH, BRIAN	164,941
LACH, KAREN	85,974
LAKNESS, NATASHA	73,482
LAMB, NANCY	86,684
LANDRY, JOANNA	104,435
LANDRY, JULIUS	61,715
LANG, CARTER	64,376
LANG, JOHN JOSEPH	104,533
LANG, LYDELL	85,526
LANG, MARK	90,268
LANGEN, ALEXIS	71,936
LANGEN, AMY	86,297
LANGLOIS, ALYCIA	58,234
LAROCQUE, JEFFREY	88,473
LARSON, ERIN	101,467
LAURSEN, JILLIAN	90,673
LAUZON, JENNIFER	64,559
LEBLANC, NATALIE	91,432
LEBLOND, RYAN	87,440
LEBOLDUS, SARA	86,404
LECOUFFE, SHANNON	87,274
LEGGOTT, KELLY	51,217
LEITNER, SARAH	56,057
LEKIVETZ, ELIZABETH	89,000
LENIC, AMBER	87,885
LEPAGE, TYSON	69,884
LERAT, SHERI	70,933
LEWIS, ALISON	58,025
LICHENWALD, JOAN	87,681

Name	Amount
LIEBEL, LAURA	56,278
LING, RACHEL	89,736
LIPP, KELSEY	57,413
LISSEL, CHELSEY	61,633
LIZEE, DANIEL	121,129
LIZEE, HONNI	93,259
LONG, SOPHIE	61,443
LORENCZ, CHERI	66,431
LORENCZ, LAURA	84,216
LOUTTIT, SUZANNE	85,493
LUCE, MAVIS	86,973
LUCERO, ANNA	87,457
LUCYK, DEAN	116,538
LUCYK, LEONORA	85,974
LUKOWSKI, BREANA	56,164
LULIK, EMIL	86,288
LUMBARD, JENNIFER	85,078
LUTZ, ANNE RITA	114,255
MACLEOD, LINDSEY	82,075
MADDIGAN, MICHAEL	64,361
MAGNUSSON, DAVID	119,550
MAGNUSSON, KELLY	85,974
MAH, WILLIAM	56,575
MAHAJAN, RENEE	95,702
MAHNIC, JOSEPH	85,973
MAIER, LEAH	95,657
MAKAR, SHELLEY	88,532
MALOWANY, ANGELA	85,126
MANN, BRADIE	66,493
MANN, SANDRA	90,153
MANNION, EDWARD	90,153
MANTYAK MCDONALD, JENNIFER	86,922
MARCHAND, APRIL	85,609
MARCHE, JOSEPH	82,680
MARCOTTE, LISA	95,037
MARIN, BRIAN	88,045
MARION, BRIAN	85,974
MARKOWICZ-TROY, ELENA	70,450
MARSHALL, KIMBERLY	90,208
MARSHALL, MICHELLE	90,153

Name	Amount
MARTIN, STEFAN	65,002
MARTINEZ, DAISY	58,707
MASAOAY, CRISANTO	62,077
MASUR, MELONY	97,394
MATLOCK, BRETT	74,925
MATT, CHELSEE	73,177
MATTHEWSON, LORIE	91,580
MAYER, MELANIE	62,335
MCARTHUR, SHARON	91,644
MCBETH, TRISHA	94,294
MCCALL, ROSANNE	86,059
MCCALMON, ERIC	75,884
MCCALMON, LAURA	56,279
MCCLARE, SABRINA	85,526
MCCULLOCH, JESSI SKY	91,994
MCCULLOCH, MICHAEL	96,932
MCCUSKER, GEORGIA	58,589
MCGEOUGH, JACOB	55,804
MCGILL, MARY	85,973
MCKECHNIE, SHARON	86,859
MCLEAN, WADE	91,220
MCMANUS, AMY	85,975
MCMILLAN, HARMONY	93,153
MEAGHER, JAMES	78,991
MEDHIN, KEBREAB	52,174
MELOCHE, LAURIE	84,689
MENHART, MILOS	90,153
MENSAH, ROBERT	58,759
MERK, JANET	87,323
METZ, THOMAS	92,336
MEYER, VINCENT	86,890
MEYERS, MILES	109,567
MILLER, KRISTEN	58,603
MILLETTE, THERESA	61,116
MILLS, DOUGLAS	126,514
MITCHELL, NATALIE	92,679
MOLLEKEN, STACEY	86,734
MONTAGUE, RYAN	87,362
MONTENEGRO,	85,527
MONTERO DE MOORE, NORA	94,833

Name	Amount
MORAN, GLEN	52,494
MORGAN, TERRY	72,339
MORHART, CARRIE	91,070
MORLEY, LYLE	98,015
MOSER, LAURA	59,455
MOSKOWY, GREG	86,390
MRAZEK, JAMIE	63,084
MURRAY, CLAYTON	100,861
MUSHUMANSKI, AMANDA	91,425
MYERS, JAMIE	57,573
NAGEL ZELLER, KIMBERLY	90,153
NAKUTNYY, KATERINA	86,012
NALUZ-ALIMBUYAO, SARAH	54,479
NEAL LANGDON, MARY	87,313
NEIGUM, JAMIE	110,540
NEILES, SUSAN	86,573
NELSON, CINDY	110,602
NELSON, DAVID	76,653
NELSON, JO-ANNE	85,599
NELSON, KENNA	79,094
NELSON, ROBERT	81,597
NEUMANN, JASON	91,626
NEUMANN, TRICIA	86,473
NICOLSON, CARMEL	88,209
NICURITY, RENEE	86,727
NIELSEN, RUSSELL	65,646
NISHNIK, JASMINE	56,057
NISHNIK, LYNETTE	91,383
NISTOR, GERALDINE	86,790
NORMINTON, JENNIFER	87,450
NORRIS, MONICA	115,963
NORTON, AMANDA	71,309
NOVAK, LISA	68,086
NOWOSAD, MICHAEL	59,789
OLMOS, CAROL	81,330
OLSEN, BRIGITTE	63,704
ONRAIT, MORGAN	67,072
ORTHNER, JOLENE	95,914
ORTMAN, PAMELA	90,895
OSZUST, JOANNE	97,972

Name	Amount
OTTENBREIT, BRANDI	64,115
OTTENBREIT, KYLE	82,299
OTTENBREIT, TYLER	103,436
OWENS, JENNIFER	88,801
OWENS, PAUL	90,315
OYKA, COURTNEY	67,743
PAEZ, ADALUZ	101,176
PALMARIN, ANTHONY	90,520
PALMARIN, DANIEL	67,286
PALUCK, HOLLY	116,832
PAPANDREOU, BARBARA	63,465
PARISIEN, CLAYTON	87,638
PARISIEN, KIMBERLY	87,278
PARISIEN, VICTORIA	58,237
PARROTT, TRACY	69,917
PASCAL, LYNETTE	60,892
PATTERSON, HANNAH	91,194
PAUL, IRENE	67,472
PAUL, MARLA	85,973
PEARCE, SHAWN	126,031
PEAT, JACQUELINE	121,689
PELLERIN, KYLE	63,797
PELLETIER, GREGORY	91,152
PELLETIER, JOSEPH	85,974
PELTIER, DIANE	63,603
PENNA, HALI	84,890
PERRAS, LORETTA	125,311
PERRAULT, CONNIE	89,794
PERRAULT, LESLEY	86,158
PERREY, AMY	81,572
PERRON, CINDY	86,645
PERRON, LINDA	85,976
PETERS, JENNA	71,651
PETRACEK, ROBERTA	94,704
PETTIGREW STEADMAN, TAMMIE	95,285
PHAIR, MICHELLE	86,602
PHANEUF, DANIEL	90,741
PIERCY, AFTON	62,062
PIERCY, KRISTEN	65,568
PILON, DEREK	64,455

Name	Amount
PINNOW-WEBER, JOCELYN	84,598
PIQUETTE, JINNY	87,223
PIROT, CORINNE	91,383
PITZEL, KAREN	114,636
PITZEL-MARKEWICH, MANDY	85,975
POIRIER, LISA	90,294
PONTIUS, HEATHER	86,914
POOL, MICHELLE	90,809
PORTER, DIANA	91,459
POSTMA, CORALIE	72,738
POULIN, STUART	53,951
PRAVDA HAAS, ALI	59,585
PRICE, NOELLE	58,679
PRYSLIAK, JONAS	100,506
PUSCH, AMY	91,199
QUIGLEY, MELISSA	56,471
QUIROZ-NORMAN, KAREN	59,114
RADONS, GLENN	52,885
RAMBOW, JEFFREY	85,526
RAMDEZ, PAULA	89,390
RANGER, SAMANTHA	63,955
RATCLIFFE, MELISSA	87,530
REDING, YVONNE	86,753
REDLER, CARLA	85,697
REDLER, TREVOR	88,012
REDLER, TYLER	75,404
REED, DENISE	92,575
REED, PATRICK	65,039
RESCH, JENNIFER	82,262
RICHTER, ADAM	78,763
RICHTER, MICHELLE	86,473
RIEDER, GREGORY	88,008
RIEGER, KORRIN	86,873
RIEGER, SHELDON	92,528
RIFFEL, OLIVIA	56,472
RIFFEL, PETRA	76,681
RING, GABRIELLE	56,235
RIPPLINGER, DAVID	119,735
RIPPLINGER, MICHEAL	69,813
ROBERTSON, DAPHNIE	90,153

Name	Amount
ROCKTHUNDER, AUDREY	87,223
RODRIGUEZ, GENNA	80,729
ROMANCHUK, ASHLEY	61,498
ROSE, TAMMY	52,729
ROSS, DAWN	85,973
ROSS, SARAH	57,753
ROTH, PATRICK	94,974
RUBRECHT, MARKUS	110,774
RUDDERHAM, CHARLENE	94,846
RUSCHIENSKY, AMANDA	78,773
RYALL, REBECCA	52,412
RYHORCHUK, DANIELLE	76,015
SACKVILLE, CAROLINE	65,560
SALI, CYRIL	52,023
SANDERCOCK, JEANNIE	57,083
SANVILLE, AMY	96,596
SARVARI, ALEX	59,744
SAWORSKI, ALICIA	50,216
SAX, ALLYSON	62,036
SAX, NICOLE	54,739
SAYER, THERISA	87,194
SAYER, WHITNEY	69,993
SAZYNSKI, ANGELA	85,528
SCHAAN, BERNADETTE	84,182
SCHAAN, ROBERT	100,868
SCHAFFER, PAMELA	72,814
SCHAFTARI, JOHN	58,581
SCHEIBEL, SHELLEY	91,273
SCHEUER, JESSICA	67,220
SCHIEMAN, KAREN	72,766
SCHISSLER, DARINKA	84,649
SCHIRR, GWEN	96,986
SCHLECHTER, MEGAN	69,125
SCHMIDT, BRENDA	90,205
SCHMIDT, JULIA	68,684
SCHMIDT, KENT	93,937
SCHMIDTHIESLER, JOSEPH	58,439
SCHMITZ, RYAN	91,797
SCHNEIDER, LINDA	87,223
SCHNELL, SHELAN	87,501

Name	Amount
SCHOFF, LEE AN	87,223
SCHOFIELD, SIMON	89,217
SCHULTZ, DORINDA	78,415
SCHWEBIUS, DEAN	109,644
SCIOG, CHRISTOPHER	60,258
SCOLLAN, AMBER	67,501
SCUGLIA, DOMENIC	190,080
SEIDLER, JASON	57,292
SEIFERLING, DIANE	58,197
SEITZ, HEATHER	64,523
SELINGER, SANDRA	99,004
SEMENIUK, CHRISTINE	64,523
SENGER, STACI	87,601
SENGER, STEPHANIE	56,944
SENTES, CYNTHIA	52,171
SENTES, DANIEL	85,973
SHAW, LINDSAY	92,753
SHERAR, MITCHEL	74,684
SHYIAN, OLENA	65,089
SHYNKARUK, TRICIA	102,554
SIFERT, ERIN	86,661
SINCLAIR, CHELSIE	56,307
SIRDAR, YVONNE	103,479
SIROIS, NATALIE	55,390
SITTER, SHALYN D	82,040
SKOTNITSKY, PAULA	90,267
SLONSKI, AMBER	74,632
SMADU, JOACHIM	89,110
SOBERING, KAREN	79,173
SOLANO, LAURA	85,112
SOROKA, GREGORY	87,323
SPELLISCY, VANESSA	70,651
SPITZER, LOIS ANN	94,485
ST AMAND, MAURICE	116,559
ST AMAND, TIMOTHY	91,403
STEPHEN, JACQUELYN	51,755
STEPHENSON, ELIZABETH	90,324
STEVENS, MELISSA	68,486
STEWART-MITCHELL, JENNIFER	99,674
STOCKBRUGGER, CARIE	94,782

Name	Amount
STOM-ANTHONY, SAMANTHA	95,285
STRUEBY, KRISTA	95,285
STRUEBY, NADINE	78,568
STRUEBY-DENKERT, JOLENE	103,791
SULLIVAN, FAWN	71,189
SUTHERLAND, WENDY	84,564
SUTTER, ALEXANDRA	86,873
SUWALA, BERNADINE	90,274
SYNK, ROSALIE	90,722
SYRNYK, KATHY	86,923
SZACHURY, CALLISTA	52,723
SZUMACK, R. LYNN	84,683
THAUBERGER, LEONARD	116,281
THELLEND, ERIC	56,198
THIBEAULT, SARA	65,529
THICK, KURTIS	100,506
THIELE, LAURIE	86,973
THOMPSON, KENDRA	91,086
THURMAN, KERRI	58,466
THURMEIER, ERIN	86,208
TOCKER, RUSSELL	60,314
TOKARZ, ALLISON	85,769
TONIELLO, PAUL	69,812
TONITA, JEFFREY	97,819
TOURIGNY, PAUL	117,317
TRESO, MARIA	90,153
TROY, TREVOR	87,763
TRUDELLE, ALFRED	90,153
TRUDELLE, KATHY	88,364
TURCOTTE, MARTIN	70,514
TURLOCK, KIRSTEN	65,398
TURMEL, CELINE	67,472
UNTEREINER, DAWN	68,795
UNTEREINER, JENNIFER	91,403
URSAN, JODI RAYNELLE	87,223
URSZULAN, DARREL	57,749
VALIQUETTE, GENEVIEVE	72,091
VAN BENDEGEM, JOYCE	70,834
VAN BETUW, PAUL	116,992
VAN JARIKRE, AN	85,093

Name	Amount
VAN PARYS, CRAIG	92,153
VAN PARYS, CURT	192,696
VANY, CARRIE NICOLE	109,145
VAUGHN, WENDY	61,934
VENDRAMIN, DEAN	101,323
VOGELSANG, ANNETTE	85,974
VOLLET, TINA	103,505
VON STADEN, ANNA	90,022
WAGNER, BRITNEY	75,095
WAHL, JAMES	114,644
WAHL, MONIQUE	99,155
WALBY, KELLY	90,205
WALCOTT, JESSICA	60,413
WALL, AMANDA	82,295
WARD, ADAM	102,289
WARD, ANDREA	108,863
WARD, ROXANNE	70,322
WARD, S. DEBORAH	90,734
WARK, MELODIE	87,061
WARNECKE, BRIAN	118,845
WARNECKE, KYLA P	86,868
WARONEK, LOUISE	65,150
WEAVER, DELLA	86,710
WEBB, CARLA	87,396
WEBB, KYLE	68,277
WEBER, ANNELIESE	68,077
WEBER, KELLY	85,453
WEBER, MARY	91,319
WEINS, ANDREA	72,193
WEIR, JANELLE	54,038
WEIR, WILLIAM	111,210
WELBURN, CYNTHIA	87,570
WERNIKOWSKI, JILLIAN	56,748
WERNIKOWSKI, MARK	106,443
WEST, TERESA	88,167
WEST, TWYLLA	78,172
WHITE, SANDRA	85,750
WHITE, SHAWN	77,538

Name	Amount
WHITE, STEPHANY	91,654
WHITEHOUSE, JEANNINE	90,408
WHITNEY, JENNIFER	63,690
WICKENHEISER, DAVID	90,328
WICKENHEISER, TAMMIE	92,467
WIEBE, DARRYL	54,352
WILEY, ERIN	70,038
WILLIAMS, KATHERINE	85,326
WILLSON, KIMBERLY	86,005
WILTON, JODI	95,754
WILYMAN, KELLY	87,537
WINGERT, KIMBERLEY	61,620
WINTER, ALLYSA	61,146
WINTER, MARK	85,974
WISEMAN, VANESSA	65,346
WOLENSKY, LEANNE	86,869
WOLF, MICHAEL	72,101
WOOD, TRICIA	86,073
WOOLLEY, BRENDA	95,285
WOYTOWICH, LOGAN	62,669
WRIGHT, MURRAY	78,341
WRIGHT, TYLER	103,840
YAKICHUK, MARC	80,410
YANNITSOS, SOPHIA	103,170
YAREMKO, BRENNAN	83,024
YEO, GAIL	88,265
YOUNG, JOHN	74,880
YOUNG, LESLIE	109,567
YUNG, SANDRA	85,503
ZAKRESKI, GWENDOLYN	86,631
ZAMPESE, DEENA LYNN	87,598
ZAMPESE-YANDON, LEANNE	91,415
ZATYLNY, DANIELLE	73,110
ZATYLNY, KEN	60,542
ZAWACKI, CARLA	86,211
ZENUK, BRANELLE	78,930
ZERR, SHARON B	57,088
ZORN, JENNIFER	64,822

Supplier Payments

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

Name	Amount	Name	Amount
ABSTRACT CONSTRUCTION	66,493	LJ WOODLEY PAINTING & DECORATING	68,147
ACCELERATED DRIVING ACADEMY LTD	59,586	LOBLAWS INC	99,819
ACRODEX INC	55,355	LONG & MCQUADE (SASK) LIMITED	77,720
ACTION ROOFING LTD	204,883	LP3 TRANSPORTATION SOLUTIONS LTD	4,892,751
ACTION SEWER & DRAIN	65,649	LS SECURITY SYSTEMS	66,361
AL ANDERSON'S SOURCE FOR SPORT	62,379	MARSH CANADA LIMITED	245,372
ALLIANCE ENERGY LTD	68,164	MENGEL FLOOR AND WINDOW FASHIONS	126,554
AMAZON.CA	93,369	MR. B'S DRIVING SCHOOL	78,845
ARCH TRANSCO LTD	634,430	NELSON EDUCATION LTD	83,049
BELL MOBILITY INC	111,853	PALMERS ELECTRIC LTD	240,962
BLS ASPHALT INC	308,838	PARADIGM CONSULTING GROUP INC	143,210
BOOK & BRIER PATCH WHOLESALE	80,381	PEARSON EDUCATION CANADA	512,044
CITY OF REGINA	461,926	POWERLAND COMPUTERS	150,328
CONCENTRA FINANCIAL	170,866	RAMSTEAD, KEVIN	62,111
CONCEPT3 BUSINESS INTERIORS LTD	423,738	RANCH EHRLO SOCIETY	75,681
CONEXUS ARTS CENTRE	64,975	RAND TEED CONSULTING	80,316
CROFT ELECTRIC	66,877	REAL CANADIAN SUPERSTORE	88,700
CSI LEASING CANADA LTD	308,934	REGINA ELEVATOR CO LTD	123,034
DEMAND JANITORIAL EQUIP & REPAIR	111,534	REGINA HIGH SCHOOLS ATHLETIC ASSOCIATION	118,759
EDCO PLUMBING & HEATING	478,605	REGINA SCHOOL DIVISION NO. 4	120,847
FOLLETT LIBRARY RESOURCES	150,491	ROYALE DRIVING ACADEMY	194,115
GALLUP, INC	63,035	SAFEWAY CANADA	56,896
GEANEL RESTAURANT SUPPLIES LTD	59,340	SASK ENERGY INCORPORATED	527,293
GORDON FOOD SERVICE CANADA LTD	61,818	SASK TEL	236,591
HBI OFFICE PLUS INC	1,536,967	SASKATCHEWAN CATHOLIC SCHOOL BOARDS ASSOCIATION	165,544
HILLMAN AUDIO VIDEO	149,192	SASKATCHEWAN WCB	227,486
INDEPENDENT'S CHOICE DISTRIBUTION	54,821	SASKPOWER	1,246,774
INLAND AUDIO VISUAL	142,786	SCHOLANTIS LEARNING SYSTEMS INC	127,684
JOHNSON CONTROLS INC.	64,421	SCHOLASTIC BOOK FAIRS	64,693
JOSTENS CANADA LTD	79,953	SCHOLASTIC CANADA LTD	51,708
KRESS ELECTRIC LTD	291,703		

Name	Amount
SCHOOL SPECIALTY CANADA	53,635
SHANAHAN'S BUILDING PRODUCTS	237,036
SILVER SCREEN INC	161,526
SOMERSET EQUIPMENT FINANCE LTD	791,809
SPORTFACTOR INC.	59,468
SPORTS EXCHANGE	67,020
ST. JOHN'S MUSIC LTD	76,782
ST. MARY'S PRESS	211,183
STANTEC	171,110
STASESON-KLEIN APPLICATORS	56,457
SUPREME BASICS	354,323
TOSHIBA BUSINESS SOLUTIONS	196,980
TRADE WEST EQUIPMENT LTD	378,078
US BANK NATIONAL ASSOCIATION*	3,947,225
VERITIV CANADA INC	221,297
W.K.S. PROFESSIONAL DRIVING	72,606
WAL-MART CANADA CORP. #01-3076	57,730
WESTRIDGE CONSTRUCTION LTD	10,594,506

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

Other Expenditures

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

Name	Amount
CUPE LOCAL UNION 1125	80,322
LONDON LIFE	2,437,677
REGINA CATHOLIC SCHOOLS TEACHERS ASSOCIATION	147,724
RECEIVER GENERAL FOR CANADA	23,413,961
SASKATCHEWAN TEACHERS' FEDERATION	9,141,635
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,158,298
TEACHERS SUPERANNUATION COMMISSION	119,768
TEACHERS SUPERANNUATION FUND	54,655

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, 2017

Curt Van Parys

Chief Financial Officer

Dudley & Company LLP

Auditor

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

Management's Responsibility for the Financial Statements

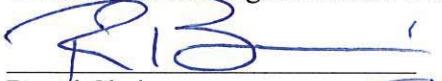
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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

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

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

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

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



Board Chair



CEO/Director of Education



Chief Financial Officer

November 29, 2017

INDEPENDENT AUDITORS' REPORT

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

We have audited the accompanying financial statements of **Regina Roman Catholic Separate School Division No. 81**, which comprise the statement of financial position as at August 31, 2017 and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these 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.

Auditors' Responsibility

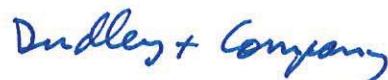
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of **Regina Roman Catholic Separate School Division No. 81** as at August 31, 2017 and the results of its operations, changes in net financial assets and cash flows for the year then ended in accordance with Canadian public sector accounting standards.



Dudley & Company LLP
Chartered Professional Accountants

Regina, Saskatchewan
November 29, 2017

Regina Roman Catholic Separate School Division No. 81
Statement of Financial Position
as at August 31, 2017

... page 1

	2017	2016
	\$	\$
Financial Assets		
Cash and Cash Equivalents	27,258,921	28,167,195
Accounts Receivable (Note 7)	5,197,130	4,034,413
Total Financial Assets	32,456,051	32,201,608
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	4,360,128	5,846,529
Liability for Employee Future Benefits (Note 5)	2,365,600	4,844,000
Deferred Revenue (Note 9)	2,206,484	4,425,655
Total Liabilities	8,932,212	15,116,184
Net Financial Assets	23,523,839	17,085,424
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	129,400,644	87,221,515
Prepaid Expenses	822,427	1,025,133
Total Non-Financial Assets	130,223,071	88,246,648
Accumulated Surplus (Note 12)	153,746,910	105,332,072

Contingent Liabilities (Note 15)

Contractual Obligations and Commitments (Note 16)

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

Approved by the Board:

R.B.

Chairperson

Curt Van Parys

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, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
REVENUES			
Property Taxation	39,117,230	41,936,864	38,559,136
Grants	104,535,975	111,541,014	116,480,577
Tuition and Related Fees	185,295	210,525	137,779
School Generated Funds	2,458,525	2,101,461	2,123,508
Complementary Services (Note 10)	1,434,050	1,434,048	1,433,100
External Services (Note 11)	612,850	626,378	623,250
Other	1,636,430	2,214,871	2,722,411
Total Revenues (Schedule A)	149,980,355	160,065,161	162,079,761
EXPENSES			
Governance	799,430	804,538	683,799
Administration	4,072,510	3,608,999	4,061,710
Instruction	87,693,005	82,642,436	82,925,075
Plant	14,211,220	14,725,446	16,266,049
Transportation	5,819,640	5,611,285	5,414,579
Tuition and Related Fees	53,250	87,450	68,260
School Generated Funds	2,328,485	1,878,916	1,979,906
Complementary Services (Note 10)	1,274,850	1,616,828	1,295,575
External Services (Note 11)	658,985	670,700	669,774
Other Expenses	47,545	3,725	9,185
Total Expenses (Schedule B)	116,958,920	111,650,323	113,373,912
Operating Surplus for the Year	33,021,435	48,414,838	48,705,849
Accumulated Surplus from Operations, Beginning of Year	105,332,072	105,332,072	56,626,223
Accumulated Surplus from Operations, End of Year	138,353,507	153,746,910	105,332,072

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, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
	(Note 13)		
Net Financial Assets, Beginning of Year			
	17,085,424	17,085,424	16,833,636
Changes During the Year			
Operating Surplus for the Year	33,021,435	48,414,838	48,705,849
Acquisition of Tangible Capital Assets (Schedule C)	(37,388,195)	(46,808,488)	(54,178,982)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	18,000	23,000
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(18,000)	(12,770)
Amortization of Tangible Capital Assets (Schedule C)	3,653,565	4,629,359	6,036,285
Net Change in Other Non-Financial Assets	-	202,706	(321,594)
Change in Net Financial Assets	(713,195)	6,438,415	251,788
Net Financial Assets, End of Year	16,372,229	23,523,839	17,085,424

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, 2017

	2017	2016
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus for the Year	48,414,838	48,705,849
(Deduct) Non-Cash Items Included in Surplus (Schedule D)	(27,306,052)	(28,070,782)
Net Change in Non-Cash Operating Activities (Schedule E)	(7,143,983)	753,938
Cash Provided by Operating Activities	13,964,803	21,389,005
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(14,891,077)	(20,084,685)
Proceeds on Disposal of Tangible Capital Assets	18,000	23,000
Cash (Used) by Capital Activities	(14,873,077)	(20,061,685)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(908,274)	1,327,320
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	28,167,195	26,839,875
CASH AND CASH EQUIVALENTS, END OF YEAR	27,258,921	28,167,195

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, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Property Taxation Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	36,558,965	39,702,294	36,558,795
Total Property Tax Revenue	36,558,965	39,702,294	36,558,795
Grants in Lieu of Taxes			
Federal Government	790,170	869,294	739,318
Provincial Government	2,014,535	1,803,811	1,695,854
Total Grants in Lieu of Taxes	2,804,705	2,673,105	2,435,172
Other Tax Revenues			
Treaty Land Entitlement - Urban	11,420	-	-
Total Other Tax Revenues	11,420	-	-
Additions to Levy			
Other	403,225	276,106	223,227
Total Additions to Levy	403,225	276,106	223,227
Deletions from Levy			
Other Deletions	(661,085)	(714,641)	(658,058)
Total Deletions from Levy	(661,085)	(714,641)	(658,058)
Total Property Taxation Revenue	39,117,230	41,936,864	38,559,136
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	67,310,015	64,331,302	66,473,299
Other Ministry Grants	398,120	421,473	576,054
Total Operating Grants	67,708,135	64,752,775	67,049,353
Capital Grants			
Ministry of Education Capital Grants	36,827,840	46,788,239	49,431,224
Total Capital Grants	36,827,840	46,788,239	49,431,224
Total Grants	104,535,975	111,541,014	116,480,577

Regina Roman Catholic Separate School Division No. 81

Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	17,510	8,000	14,061
Individuals and Other	167,785	202,525	123,718
Total Tuition Fees	185,295	210,525	137,779
Total Operating Tuition and Related Fees	185,295	210,525	137,779
Total Tuition and Related Fees Revenue	185,295	210,525	137,779
School Generated Funds Revenue			
Curricular			
Student Fees	1,733,065	480,989	461,233
Total Curricular Fees	1,733,065	480,989	461,233
Non-Curricular Fees			
Commercial Sales - Non-GST	37,615	57,156	32,136
Fundraising	583,365	642,888	642,413
Grants and Partnerships	13,765	21,878	18,535
Students Fees	-	832,099	909,131
Other	90,715	66,451	60,060
Total Non-Curricular Fees	725,460	1,620,472	1,662,275
Total School Generated Funds Revenue	2,458,525	2,101,461	2,123,508
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,434,050	1,434,048	1,433,100
Total Operating Grants	1,434,050	1,434,048	1,433,100
Total Complementary Services Revenue	1,434,050	1,434,048	1,433,100

Regina Roman Catholic Separate School Division No. 81

Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
External Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	476,450	483,564	480,864
Total Operating Grants	476,450	483,564	480,864
Fees and Other Revenue			
Other Revenue			
Total Fees and Other Revenue	136,400	142,814	142,386
Total External Services Revenue	612,850	626,378	623,250
 Other Revenue			
Miscellaneous Revenue	1,360,735	1,866,858	2,398,362
Sales & Rentals	167,705	168,135	171,704
Investments	107,990	161,878	139,575
Gain on Disposal of Capital Assets	-	18,000	12,770
Total Other Revenue	1,636,430	2,214,871	2,722,411
TOTAL REVENUE FOR THE YEAR	149,980,355	160,065,161	162,079,761

Regina Roman Catholic Separate School Division No. 81

Schedule B: Supplementary Details of Expenses

for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	179,620	163,097	162,134
Professional Development - Board Members	64,610	55,857	47,783
Elections	152,840	138,478	27,906
Other Governance Expenses	402,360	447,106	445,976
Total Governance Expense	799,430	804,538	683,799
 Administration Expense			
Salaries	3,305,880	3,044,287	3,165,830
Benefits	484,355	328,739	438,357
Supplies & Services	154,750	150,636	352,764
Non-Capital Furniture & Equipment	945	-	-
Communications	35,485	35,743	35,497
Travel	15,200	8,748	8,575
Professional Development	72,725	39,552	57,238
Amortization of Tangible Capital Assets	3,170	1,294	3,449
Total Administration Expense	4,072,510	3,608,999	4,061,710
 Instruction Expense			
Instructional (Teacher Contract) Salaries	62,444,665	61,642,361	60,101,059
Instructional (Teacher Contract) Benefits	3,614,805	1,315,824	3,392,021
Program Support (Non-Teacher Contract) Salaries	9,783,325	9,541,233	9,405,326
Program Support (Non-Teacher Contract) Benefits	1,985,025	1,670,548	1,936,539
Instructional Aids	2,329,460	1,892,844	1,726,719
Supplies & Services	1,658,095	1,886,480	1,685,796
Non-Capital Furniture & Equipment	2,356,115	1,522,678	1,369,805
Communications	400,385	304,148	307,076
Travel	179,565	108,573	101,989
Professional Development	596,175	376,098	384,175
Student Related Expense	856,355	899,999	972,684
Amortization of Tangible Capital Assets	1,489,035	1,481,650	1,541,886
Total Instruction Expense	87,693,005	82,642,436	82,925,075

Regina Roman Catholic Separate School Division No. 81

Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	5,445,925	5,149,342	5,164,044
Benefits	1,047,285	848,032	1,011,143
Supplies & Services	119,960	27,589	72,079
Non-Capital Furniture & Equipment	286,060	40,060	110,989
Building Operating Expenses	4,985,540	5,432,828	5,329,861
Communications	17,625	18,077	18,429
Travel	145,000	75,447	82,145
Professional Development	20,000	11,728	7,063
Amortization of Tangible Capital Assets	2,143,825	3,122,343	4,470,296
Total Plant Operation & Maintenance Expense	14,211,220	14,725,446	16,266,049
Student Transportation Expense			
Contracted Transportation	5,819,640	5,611,285	5,414,579
Total Student Transportation Expense	5,819,640	5,611,285	5,414,579
Tuition and Related Fees Expense			
Tuition Fees	50,000	80,530	61,610
Transportation Fees	3,250	6,920	6,650
Total Tuition and Related Fees Expense	53,250	87,450	68,260
School Generated Funds Expense			
Academic Supplies & Services	605,005	415,781	437,421
Cost of Sales	53,845	53,601	36,349
School Fund Expenses	1,652,100	1,389,247	1,486,907
Amortization of Tangible Capital Assets	17,535	20,287	19,229
Total School Generated Funds Expense	2,328,485	1,878,916	1,979,906

Regina Roman Catholic Separate School Division No. 81

Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	880,130	1,238,553	917,483
Program Support (Non-Teacher Contract) Salaries & Benefits	366,330	362,304	362,908
Instructional Aids	28,390	6,531	8,201
Supplies & Services	-	789	1,512
Student Related Expenses	-	4,284	3,936
Contracted Transportation & Allowances	-	582	110
Amortization of Tangible Capital Assets	-	3,785	1,425
Total Complementary Services Expense	1,274,850	1,616,828	1,295,575
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	476,450	483,564	480,864
Program Support (Non-Teacher Contract) Salaries & Benefits	91,475	87,368	89,820
Supplies & Services	-	96,260	98,321
Non-Capital Furniture & Equipment	-	3,508	769
Student Related Expenses	91,060	-	-
Total External Services Expense	658,985	670,700	669,774
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	47,545	3,725	9,185
Total Interest and Bank Charges	47,545	3,725	9,185
Total Other Expense	47,545	3,725	9,185
TOTAL EXPENSES FOR THE YEAR	116,958,920	111,650,323	113,373,912

Regina Roman Catholic Separate School Division No. 81

Schedule C - Supplementary Details of Tangible Capital Assets

for the year ended August 31, 2017

	Tangible Capital Assets - at Cost									
	Buildings					Furniture and Equipment		Computer Hardware and Computer Assets		
	Land	Buildings	Short-Term	Vehicles	Equipment	Audio Visual Equipment	Software	Under Construction	2017	2016
Tangible Capital Assets - at Cost										
Opening Balance as of September 1	7,152,381	54,078,538	18,475,967	432,487	7,372,752	4,346,972	324,375	50,924,630	143,108,102	89,915,393
Additions/Purchases	-	39,686,062	2,421,168	52,490	4,083,411	520,578	44,779	-	46,808,488	54,178,982
Disposals	-	-	-	(15,950)	-	-	-	-	(15,950)	(51,148)
Write-Downs	-	(347,812)	(55,916)	-	(558,153)	(1,233,971)	(68,765)	-	(2,264,617)	(935,125)
Transfers to (from)	-	50,924,630	-	-	-	-	-	(50,924,630)	-	-
Closing Balance as of August 31	7,152,381	144,341,418	20,841,219	469,027	10,898,010	3,633,579	300,389	-	187,636,023	143,108,102
Tangible Capital Assets - Amortization										
Opening Balance as of September 1	-	38,894,626	9,950,252	201,393	3,644,998	2,974,650	220,668	-	55,886,587	50,826,345
Amortization of the Period	-	2,441,784	515,799	63,633	849,972	705,349	52,822	-	4,629,359	6,036,285
Disposals	-	-	-	(15,950)	-	-	-	-	(15,950)	(40,918)
Write-Downs	-	(347,812)	(55,916)	-	(558,153)	(1,233,971)	(68,765)	-	(2,264,617)	(935,125)
Closing Balance as of August 31	N/A	40,988,598	10,410,135	249,076	3,936,817	2,446,028	204,725	N/A	58,235,379	55,886,587
Net Book Value										
Opening Balance as of September 1	7,152,381	15,183,912	8,525,715	231,094	3,727,754	1,372,322	103,707	50,924,630	87,221,515	39,089,048
Closing Balance as of August 31	7,152,381	103,352,820	10,431,084	219,951	6,961,193	1,187,551	95,664	-	129,400,644	87,221,515
Change in Net Book Value	-	88,168,908	1,905,369	(11,143)	3,233,439	(184,771)	(8,043)	(50,924,630)	42,179,129	48,132,467
Disposals										
Historical Cost	-	-	-	15,950	-	-	-	-	15,950	51,148
Accumulated Amortization	-	-	-	15,950	-	-	-	-	15,950	40,918
Net Cost	-	-	-	-	-	-	-	-	-	10,230
Price of Sale	-	-	-	18,000	-	-	-	-	18,000	23,000
Gain on Disposal	-	-	-	18,000	-	-	-	-	18,000	12,770

Regina Roman Catholic Separate School Division No. 81
Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2017

	2017	2016
	\$	\$
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	4,629,359	6,036,285
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus (Note 18)	(31,917,411)	(34,094,297)
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(18,000)	(12,770)
Total Non-Cash Items Included in Surplus	(27,306,052)	(28,070,782)

Regina Roman Catholic Separate School Division No. 81
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2017

	2017	2016
	\$	\$
Net Change in Non-Cash Operating Activities		
(Increase) in Accounts Receivable	(1,162,717)	(810,311)
Increase (Decrease) in Accounts Payable and Accrued Liabilities	(1,486,401)	2,196,811
Increase (Decrease) in Liability for Employee Future Benefits	(2,478,400)	420,897
(Decrease) in Deferred Revenue	(2,219,171)	(731,865)
Decrease (Increase) in Prepaid Expenses	202,706	(321,594)
Total Net Change in Non-Cash Operating Activities	(7,143,983)	753,938

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81

NOTES TO THE FINANCIAL STATEMENTS

As at August 31, 2017

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 funded mainly by grants from the Government of Saskatchewan and a levy on the property assessment included in the school division's boundaries at mill rates determined by the provincial government and agreed to by the board of education, although separate school divisions continue to have a legislative right to set their own mill rates. 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) Reporting Entity

The financial statements include all of the assets, liabilities, revenues and expenses of the school division reporting entity.

c) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$2,365,600 (2016 - \$4,844,000) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$41,936,864 (2016 - \$38,559,136) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related amortization of \$4,629,359 (2016 - \$6,036,285) because the actual useful lives of the capital assets may differ from their estimated economic lives.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

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.

d) Financial Instruments

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

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

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

Foreign currency transactions are translated at the exchange rate prevailing at the date of the transactions. Monetary 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.

e) 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.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81

NOTES TO THE FINANCIAL STATEMENTS

As at August 31, 2017

Accounts Receivable include 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. Provincial grants receivable represent operating, capital and other 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.

f) 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 of the school division include land, buildings, buildings – short-term, other vehicles, furniture and equipment, computer hardware and software, audio visual equipment and assets under construction. 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.

Tangible capital asset costs that are directly paid for by the Government of Saskatchewan on behalf of the school division, under the joint-use schools project (JUSP) agreement, are valued at the total progress payments made during construction and the present value of the future capital payments discounted to the date the asset is available for use using the Government of Saskatchewan's borrowing rate for long-term debt in effect at the time of signing the JUSP agreement. During construction, the costs of the assets are recognized using the percentage of completion method based on construction progress and are classified as assets 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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81

NOTES TO THE FINANCIAL STATEMENTS

As at August 31, 2017

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.

g) 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.

Deferred Revenue from Non-government Sources represents fees or payments for services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Revenue from tuition and related fees is recognized as the course is delivered, revenue from contractual services is recognized as the services are delivered, and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified by the contributor.

h) 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.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

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.

i) 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. In accordance with PS3410 standard, government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. For transfers with stipulations, revenue is recognized in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

ii) Property Taxation

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

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 on an accrual basis when it is earned.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81

NOTES TO THE FINANCIAL STATEMENTS

As at August 31, 2017

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 that are to be held in perpetuity are recognized as revenue in the year in which they are received or committed if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions that are not held in perpetuity 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.

j) Statement of Remeasurement Gains and Losses

The school division has not presented a statement of remeasurement gains and losses because it does not have financial instruments that give rise to material remeasurement gains or losses.

k) Adoption of Public Sector Accounting Standards

On September 1, 2016, the school division adopted Public Sector Accounting standards PS 2200 Related Party Disclosures, PS 3210 Assets, PS 3320 Contingent Assets, and PS 3380 Contractual Rights.

Adoption of these standards has not resulted in any disclosure changes.

3. SHORT-TERM BORROWINGS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$10,000,000 that bears interest at a rate of prime less 1.00% per annum with TD Canada Trust. This line of credit is authorized by a borrowing resolution by the board of education and is secured by borrowing resolution in the amount of CAN \$10,000,000. This line of credit was approved by the Minister of Education on January 31, 2013. There was no balance drawn on the line of credit at August 31, 2017 or August 31, 2016.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2017 Actual	2016 Actual
Governance	\$ 163,097	\$ 641,441	\$ -	\$ -	\$ 804,538	\$ 683,799
Administration	3,373,026	234,679	-	1,294	3,608,999	4,061,710
Instruction	74,169,966	6,990,820	-	1,481,650	82,642,436	82,925,075
Plant	5,997,374	5,605,729	-	3,122,343	14,725,446	16,266,049
Transportation	-	5,611,285	-	-	5,611,285	5,414,579
Tuition and Related Fees	-	87,450	-	-	87,450	68,260
School Generated Funds	-	1,858,629	-	20,287	1,878,916	1,979,906
Complementary Services	1,600,857	12,186	-	3,785	1,616,828	1,295,575
External Services	570,932	99,768	-	-	670,700	669,774
Other	-	-	3,725	-	3,725	9,185
TOTAL	\$ 85,875,252	\$ 21,141,987	\$ 3,725	\$ 4,629,359	\$ 111,650,323	\$ 113,373,912

5. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, severance benefits and retirement gratuity. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. Morneau Shepell Ltd., a firm of consulting actuaries, performed an actuarial valuation as at February 28, 2015 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2017.

Details of the employee future benefits are as follows:

	2017	2016
Actuarial extrapolation date	<u>Aug. 31, 2017</u>	<u>Aug. 31, 2016</u>
Long-term assumptions used:		
Discount rate at end of period	2.69%	2.10%
Inflation and productivity rate for teachers (excluding merit and promotion)	2.50%	3.20%
Inflation and productivity rate for non teachers (excluding merit and promotion)	3.00%	3.20%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2017	2016
Accrued Benefit Obligation - beginning of year	\$ 5,118,900	\$ 5,232,200
Current period service cost	390,500	397,600
Interest cost	113,600	137,200
Benefit payments	(450,200)	(172,800)
Actuarial (gains)	(64,000)	(475,300)
Plan amendments	(2,680,900)	-
Accrued Benefit Obligation - end of year	2,427,900	5,118,900
Unamortized Net Actuarial (Losses)	(62,300)	(274,900)
Liability for Employee Future Benefits	\$ 2,365,600	\$ 4,844,000

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

Expense for Employee Future Benefits	2017	2016
Current period service cost	\$ 390,500	\$ 397,600
Amortization of net actuarial loss	27,200	58,900
Plan amendment	(2,559,500)	-
Benefit cost	(2,141,800)	456,500
Interest cost	113,600	137,200
Total Employee Future Benefits Expense	\$ (2,028,200)	\$ 593,700

6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

i) Saskatchewan Teachers' Retirement Plan (STRP) or 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, 2015 member contributions are 10.20% of salary up to the year's maximum pensionable earnings (YMPE) and 12.40% of salary over the YMPE. Effective July, 2016 member contributions were 11.30% of salary up to the year's maximum pensionable earnings (YMPE) and 13.50% of salary over the YMPE.

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

YMPE for the 2015 calendar year was \$53,600, for the 2016 calendar year was \$54,900, and for the 2017 calendar year is \$55,300.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

	2017			2016	
	STRP	STSP	TOTAL		TOTAL
Number of active School Division members	896	11	907	907	900
Member contribution rate (percentage of salary)	see above	see above	-	-	-
Member contributions for the year	\$ 7,569,871	\$ 54,655	\$ 7,624,526	\$ 7,624,526	\$ 6,685,628

Defined Contribution Plans

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

Details of the Great West Life Plan are as follows:

	2017	2016
Number of active School Division members	358	356
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	\$ 1,228,282	\$ 1,169,282
School Division contributions for the year	\$ 1,207,036	\$ 1,150,736

7. ACCOUNTS RECEIVABLE

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

	2017		2016	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Taxes Receivable	\$ 199,545	\$ 199,545	\$ 151,550	\$ 151,550
Provincial Grants Receivable	4,288,719	4,288,719	3,003,354	3,003,354
Other Receivables	708,866	708,866	879,509	879,509
Total Accounts Receivable	\$ 5,197,130	\$ 5,197,130	\$ 4,034,413	\$ 4,034,413

As at January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan will now be the taxing authority for education property tax. After that date, the school division will no longer earn taxation revenue.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2017	2016
Accrued Salaries and Benefits	\$ 1,632,387	\$ 1,968,671
Supplier Payments	2,589,015	3,732,030
Funds Held for Award	37,818	41,724
Payable to Other Boards	5,208	-
Negotiated Professional Development Carryover	69,088	63,086
Other Payables	26,612	41,018
Total Accounts Payable and Accrued Liabilities	\$ 4,360,128	\$ 5,846,529

9. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2016	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2017
Other deferred revenue:				
City of Regina tax revenue	\$ 4,363,605	\$ 40,105,729	\$ 42,375,400	\$ 2,093,934
Tuition fees	62,050	112,550	62,050	112,550
Total Deferred Revenue	\$ 4,425,655	\$ 40,218,279	\$ 42,437,450	\$ 2,206,484

10. COMPLEMENTARY SERVICES

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

Following is a summary of the revenue and expenses of the Complementary Services programs operated by the school division in 2017 and 2016:

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2017	2016
Revenue:			
Operating Grant	\$ 1,434,048	\$ 1,434,048	\$ 1,433,100
Total Revenue	1,434,048	1,434,048	1,433,100
Expenses:			
Salaries & Benefits	1,600,857	1,600,857	1,280,391
Instructional Aids	6,531	6,531	8,201
Supplies and Services	789	789	1,512
Student Related Expenses	4,284	4,284	3,936
Contracted Transportation & Allowances	582	582	110
Amortization of Tangible Capital Assets	3,785	3,785	1,425
Total Expenses	1,616,828	1,616,828	1,295,575
Excess (Deficiency) of Revenue over Expenses	\$ (182,780)	\$ (182,780)	\$ 137,525

The purpose and nature of each Complementary Services program is as follows:

Pre-kindergarten is a targeted early intervention program offered to vulnerable children in the community. Each classroom has a maximum of 16 students with a professional teacher and an educational assistant assigned to the classroom. The school division has 24 pre-kindergarten programs in 15 schools.

11. 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 in 2017 and 2016:

Summary of External Services Revenues and Expenses, by Program	Cafeteria	Associate School	2017	2016
Revenue:				
Operating Grant	\$ -	\$ 483,564	\$ 483,564	\$ 480,864
Sales and Rentals	142,814	-	142,814	142,386
Total Revenue	142,814	483,564	626,378	623,250
Expenses:				
Salaries & Benefits	87,368	483,564	570,932	570,684
Supplies and Services	96,260	-	96,260	98,321
Non-Capital Equipment	3,508	-	3,508	769
Total Expenses	187,136	483,564	670,700	669,774
(Deficiency) of Revenue over Expenses	\$ (44,322)	\$ -	\$ (44,322)	\$ (46,524)

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

The purpose and nature of each External Services program is as follows:

The school division runs a cafeteria in one high school. All revenue and expenses related to the operation of the cafeteria are recorded in external services.

The school division has one associate school, Mother Teresa Middle School (MTMS). The school division received grant revenue of \$483,564 and expended it on teacher salaries. The school division also has entered into a brokerage arrangement with MTMS for additional funds expended by the school. The school division pays the invoices to vendors and salary to staff on behalf of MTMS and then invoices MTMS on a monthly basis for the reimbursement between what was received in grant money and what was actually expended. For the 2016/2017 school year the amount over and above the grant received was \$1,342,300.

12. 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 such as school generated funds reserve and contingency reserve. These internally restricted amounts are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

	August 31 2016	Additions during the year	Reductions during the year	August 31 2017
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 87,221,515	\$ 46,808,488	\$ (4,629,359)	\$ 129,400,644
	<hr/> 87,221,515	<hr/> 46,808,488	<hr/> (4,629,359)	<hr/> 129,400,644
PMR maintenance project allocations (1)	2,816,143	1,860,124	(466,431)	4,209,836
Internally Restricted Surplus:				
Capital projects:				
Designated for tangible capital asset expenditures	2,944,920	1,869,700	(1,792,890)	3,021,730
	<hr/> 2,944,920	<hr/> 1,869,700	<hr/> (1,792,890)	<hr/> 3,021,730
Other:				
School generated funds	893,212	2,101,461	(1,878,916)	1,115,757
Contingency Reserve	11,456,282	4,544,139	(1,478)	15,998,943
	<hr/> 12,349,494	<hr/> 6,645,600	<hr/> (1,880,394)	<hr/> 17,114,700
Total Accumulated Surplus	\$ 105,332,072	\$ 57,183,912	\$ (8,769,074)	\$ 153,746,910

(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.

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The purpose and nature of each Internally Restricted Surplus amount is as follows:

The Capital Projects reserve was set up as a result of complying with new PS3410 Government Transfers. The school division now records capital grant revenue when the authority and eligibility criteria are met and there are no stipulations that give rise to a liability, therefore capital grant revenue may be recorded prior to any capital expenditures being made. In these instances, this revenue will be set up in accumulated surplus as an internally restricted reserve designated for tangible capital asset expenditures.

The School Generated Funds Reserve was established in the 2007/2008 fiscal year as a result of reporting school based funds revenue and expenditures within Regina Catholic Schools audited financial statements. Any surplus (deficit) of revenue over expenditures is added (subtracted) to the reserve account each year.

The Contingency Reserve was established in 1994 for the purpose of accommodating technology replacement, major facility renovation projects, and election costs. In addition, unforeseen expenditures are accommodated through the Contingency Reserve.

13. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 20, 2016 and the Minister of Education on August 8, 2016.

14. RELATED PARTIES

These financial statements include transactions with related parties. The school division is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The school division is also related to non-crown enterprises that the Government jointly controls or significantly influences.

Related Party Transactions

Transactions with these related parties have occurred and been settled on normal trade terms.

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	2017	2016
Revenues:		
Ministry of Education	\$ 113,458,626	\$ 118,394,541
Other School Division	4,000	3,500
	\$ 113,462,626	\$ 118,398,041
Expenses:		
Sasktel	\$ 227,691	\$ 243,609
Sask Power	1,283,058	1,084,607
Sask Energy	513,594	724,524
Minister of Finance	3,994	15,556
Saskatchewan Workers Compensation Board	151,658	165,977
Regina Qu'apple Health Region	271	3,245
Greater Saskatoon Catholic School Div.	21,924	24,025
Regina School Div. #4	121,160	83,237
Other School Divisions	2,530	5,586
	\$ 2,325,880	\$ 2,350,366
Accounts Receivable:		
Ministry of Education	\$ 4,288,719	\$ 3,003,354
Regina School Div. #4	1,500	28,938
	\$ 4,290,219	\$ 3,032,292
Prepaid Expenses:		
Minister of Finance	\$ 9,742	\$ -
Saskatchewan Workers Compensation Board	75,829	77,574
	\$ 85,571	\$ 77,574
Accounts Payable and Accrued Liabilities:		
Sask Energy	\$ 292	\$ 13,991
Sasktel	17,729	18,654
Sask Power	64,344	18,290
Regina School Div. #4	5,208	0
Minister of Finance	2,406	3,808
	\$ 89,979	\$ 54,743

In addition, the school division pays Provincial Sales Tax to the Saskatchewan Ministry of Finance on all its taxable purchases and customer sales on items that are deemed taxable. Taxes paid are recorded as part of the cost of those purchases.

15. CONTINGENT LIABILITIES

Litigation

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.

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16. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- operating lease obligations as follows:

Future minimum lease payments:	Operating Leases				
	Postage Meter	Busing	Copier Leases	Computer Leases	Total Operating
2018	\$ 8,816	\$ 4,628,520	\$ 172,028	\$ 792,796	\$ 5,602,160
2019	1,469	4,628,520	100,350	369,202	5,099,541
2020	-	4,628,520	-	186,385	4,814,905
2021	-	4,628,520	-	17,347	4,645,867
2022	-	4,628,520	-	-	4,628,520
Thereafter	-	4,628,520	-	-	4,628,520
Total Lease Obligations	\$ 10,285	\$ 27,771,120	\$ 272,378	\$ 1,365,730	\$ 29,419,513

17. ACCOUNTING CHANGES

On September 1, 2016, the school division adopted the following new standards:

- PS 3420 Inter-entity Transactions. This section establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective; and
- PS 3430 Restructuring Transactions. This section establishes how to account for and report restructuring transactions for both the receipt and transfer of assets and liabilities, together with related program or operating responsibilities.

The adoption of the new standards has been on a prospective basis, without restatement of prior period comparative amounts.

The adoption of the new standards has not resulted in any changes to the measurement, recognition, or disclosure of the school division's inter-entity transactions. During the year, the school division did not have any restructuring transactions.

18. JOINT-USE SCHOOLS PROJECT AGREEMENT

In August 2015, the Government of Saskatchewan entered into a 32 year public-private partnership with Joint-Use Mutual Partnership to design, finance, build and maintain St. Elizabeth School, St. Kateri Tekakwitha School, and St. Nicholas School in Regina on behalf of the school division. The Government of Saskatchewan will be responsible for all capital, maintenance and operating payments over the term of the public-private partnership.

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agreement with ownership of the schools vesting with the school division. Under the Accountability Agreement between the Government of Saskatchewan and the school division, the school division receives the benefit of payments made by the Government of Saskatchewan. Therefore, during the period of construction, the school division will record capital grant revenue from the Ministry of Education and tangible capital assets on the percentage of completion basis.

19. RISK MANAGEMENT

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

i) Credit Risk

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

The aging of grants and other accounts receivable at August 31, 2017 was:

August 31, 2017						
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 4,288,719	\$ -	\$ 4,288,719	\$ -	\$ -	\$ -
Other Receivables	345,602	-	152,102	140,299	53,163	38
Net Receivables	\$ 4,634,321	\$ -	\$ 4,440,821	\$ 140,299	\$ 53,163	\$ 38

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, 2017				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 4,360,128	\$ 4,322,310	\$ -	\$ 37,818	\$ -
Total	\$ 4,360,128	\$ 4,322,310	\$ -	\$ 37,818	\$ -

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, 2017.

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.