

Regina Roman Catholic Separate School Division No. 81

2017-18 Annual Report



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School Division Contact Information



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Letter of Transmittal

Honourable Gordon S. Wyant, Q.C.
Minister of Education

Dear Minister Wyant:

The Board of Education of Regina Roman Catholic Separate School Division No. 81 is pleased to provide you and the residents of the school division with the 2017-18 annual report. This report presents an overview of the 2017-18 school division's goals, activities and results for the fiscal year September 1, 2017 to August 31, 2018. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Bob Kowalchuk
Board Chair

Introduction

This annual report presents an overview of the Regina Catholic School Division's goals, activities and results for the September 1, 2017 to August 31, 2018 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 school division's activities and performance, this report outlines how the Regina Catholic School Division is implementing its strategic plan and provides a report from management endorsing the financial overview and the audited financial statements.

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

Governance

The Board of Education

The Regina Catholic School Division is governed by a seven-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division.” The current Board was elected on October 26, 2016 to serve a four-year term.

Board of Education members as of August 31, 2018 are:



Bob Kowalchuk,
Chair



Donna Ziegler,
Deputy Chair



Vicky Bonnell,
Trustee



Deb Bresciani,
Trustee



Rob Bresciani,
Trustee



Richard Dittrick,
Trustee



Frank Flegel,
Trustee

A list of remuneration paid to all Board members in 2017-18 is provided in Appendix A.

Catholic School Community Councils

The Board of Trustees for Regina Catholic Schools has established a Catholic School Community Council (CSCC) for each of the 32 schools in the division. A highlight for the 2017-18 school year was the opening of three new Catholic schools in the school division and with that the implementation of three new school community councils. The in-school administrators were instrumental in providing leadership to the parents with the development of the CSCCs, the constitutions, and establishing operating norms. The Senior Administrator responsible for CSCCs also supported this work.

In Regina Catholic Schools, CSCCs were provided with \$1,936 per school for a total funding allocation of \$60,000 in 2017-18. This funding was used in a variety of ways including meeting expenses, school community-building events and supporting the school *Learning Improvement Plan* (LIP). CSCCs are required to submit three annual reports to the Board that provide information on the CSCCs support of the school and the *Learning Improvement Plan*, the overall success of their work throughout the school year, and a budget report explaining how their annual funding was used.

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

Following the *Education Regulations, 2015*, CSCCs work with schools to support the school *Learning Improvement Plan*. At a fall CSCC meeting, the principal shares the completed *Learning Improvement Plan* that outlines the educational goals developed by the teaching staff and based on the previous year's student assessment results. The CSCC then determines the areas they want to support to help improve student learning which might include financial support for new resources or programs. Following that planning, the CSCC then signs off on the *Learning Improvement Plan* indicating that it has been reviewed.

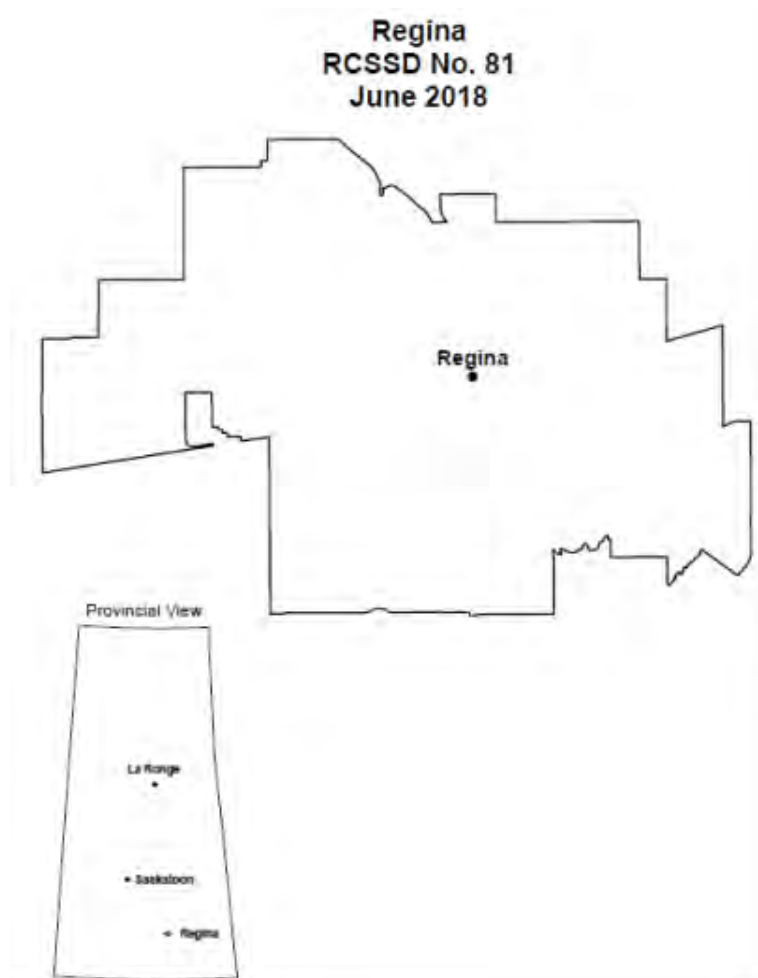
CSCCs have been strong supporters of literacy and math programs within our schools. CSCCs support literacy through literacy evenings, purchasing leveled books for reading programs, and additional reading materials for the library. They also support computer software and hardware aimed at increasing reading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

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 12,000 students in Regina from Prekindergarten through to Grade 12. RCSD has 32 schools that include 25 elementary schools, of which three are new schools that opened in September 2017, 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 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.

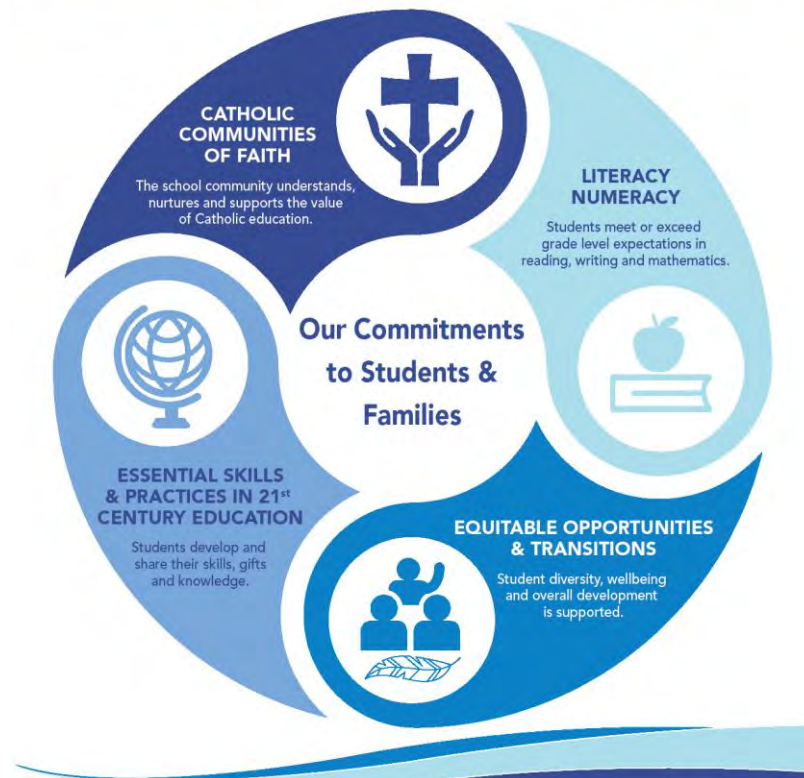
Division Vision Statement

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

Division Values

The Regina Catholic School Division values are:

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



Community Partnerships

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

One of the division's most noteworthy partnerships remains with the Regina District Industry Education Council (RDIEC). This cohesive partnership involving Regina Catholic Schools, Regina Public Schools, Prairie Valley School Division and the File Hills Qu'Appelle Tribal Council continues its mandate to develop career connections between senior students and local businesses. In the 2017-18 school year, 257 Grade 11 and 12 students visited or worked with 25 local businesses. During these visits, the students participated in career exploration activities ranging from baking to welding.

A second noteworthy partnership is with Saskatchewan Polytechnic. Again, in 2017-18, our school division had over 50 students taking advantage of the dual credit opportunities offered by Saskatchewan Polytechnic. The opportunity to receive both a Saskatchewan Polytech credit and a high school credit is a new educational pathway in our province. Currently, over 150 students province-wide have taken advantage of this program that was spearheaded by RCSD.

A third highlight is our partnership with the Service and Hospitality Safety Association (SHSA), which not only focuses on safety at home, at school, and at play for almost 1,000 of our Grade 6 students, but also staged its provincial Youth Safety Education Day kick-off event at Archbishop M.C. O'Neill Catholic High School. The SHSA is trying to make this day a national event and our school division is at the forefront of this initiative.

Regina Catholic Schools has a fourth notable partnership with the United Way of Regina. United Way is a strong supporter of our summer reading program which provides funding for teachers, learning materials and books for students, as well as opportunities for field trips and to work with volunteers. In the summer of 2018, the United Way also generously supported Regina Catholic School's Learning Online program through tuition support by assisting students who demonstrated financial need. A school representative completed application forms on behalf of the students that required financial assistance and five students received sponsorship for seven classes. Of the five students receiving support, four earned their recovery credits. One still did not meet the requirements.

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

Program Overview

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

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

English as an Additional Language (EAL)

The Regina Catholic School Division continues to welcome students from all over the world. As of June 2018, there were 3,557 English as Additional Language (EAL) learners registered in pre-kindergarten to Grade 12. We provide support of language acquisition for 1,803 EAL students in Grades 1-12. The number of EAL families joining our school division has continued to increase as government sponsorship programs have provided the opportunity for family members in foreign countries to join relatives who are already living here in Regina. Employment and education opportunities also continue to draw families and students to our province and city.

The school division continues to be involved in the partnership and operation of the Newcomer Welcome 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 assists with their settlement and education needs. The school division's primary responsibility is to conduct initial language assessments with school-aged children in preparation for school registration.

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

The four recommendations for Regina Catholic Schools were as follows:

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

Again, in the school division and EAL program, recommendations 1, 2, and 3 have been implemented, while recommendation 4 is in progress. It was reported at the Public Accounts meeting that without a technology solution to assist with the gathering and analysis of EAL student progress information, recommendation 4 would take time to acquire, analyze and report

on the data. This conclusion is based on the amount of time that would be required to conduct a manual EAL file review for all 3,500 students. This review would include obtaining the students initial *Common Framework of Reference* (CFR) level, which would then be compared to their current CFR level, and then used to determine the pace of their language growth. We are in the process of collating the data and anticipate being able to report our progress to our Board of Trustees by January 2019. The new Aspen-Follett Student Data System is being implemented in the school division in 2018-19, and the hope is that through better student information storage options, the EAL teachers will be better able to track the pace of student language acquisition. In the meantime, we are confident that the system we are developing now will allow us to accurately report on student progress for our EAL learners.

A focus on teacher professional development has continued in the EAL program. The EAL Consultant twice presented a two-day workshop to classroom teachers on the *Sheltered Instruction Observation Protocol* (SIOP) program. As well, the Consultant has led training sessions at our annual teacher institute and on teacher professional development days throughout the school year.

Intensive French

Initiated in the 2012-2013 school year, the Post-Intensive French program has experienced declining enrolments and has been phased out at St. Gabriel since 2016-17 and at St. Theresa since 2017-18.

In 2017-18, there were 15 students enrolled in Grade 8 Post-Intensive French at St. Gabriel School. This was the final year that the program was offered at this site as part of the phase out. In 2017-18, due to lack of interest, there were no Grade 7 or Grade 8 Post-Intensive French students in year one of the phase out at St. Theresa School.

The high school Post-Intensive French was offered at Miller Comprehensive Catholic High School in Grades 9, 10 and 11. There were five Grade 9, five Grade 10 and seven Grade 11 students enrolled in Post-Intensive French 9, 10 and 20 respectively. The first group of students who began the program in 2012 will be completing Post-Intensive French 30 during the 2018-19 school year. The final group of students will be completing the program in 2022-23.

Learning Online

Regina Catholic Schools Learning Online program has been providing distance education opportunities since 2009. Learning Online has teachers based in all five of our high schools with over 40 Grade 9 to 12 courses offered in Business Education, Catholic Studies, Humanities, Social Sciences, Mathematics, Science, Health and Wellness and Technology.

Classes Taught		
Communication Media 10	French 20	Science 10
Communication Media 20	French 30	ELA A30
Computer Science 30	Accounting 10	ELA B30
Wellness 10	Accounting 20	Math 9 Recovery
History 20	Computer Science 20	Foundations of Math 20
Native Studies 30	Life Transitions 30	Foundations of Math Pre-Calc. 10

ELA A30	Creative Writing 20	Pre-Calc. 20
ELA B30	ELA B10	Health Science 20
Psychology 20	Native Studies 30	Math W/A 10
Life Transitions 30	Catholic Studies 20	Math W/A 30
Transitions dans la vie 30	Catholic Studies 30	Science 9
French 10	Math W/A 20	History 10
ELA 20	Environmental Science 20	Law 30
ELA A10	Physical Science 20	Français Intégré 20

Learning Online courses are asynchronous online courses. This means that students are able to work through their classes at their own pace and have flexibility as to where and when they work on their course materials. Each course has set due-date guidelines that help students pace themselves through the course. Students are required to log into the course at a specific time and all course work is completed on the computer, with the exception of Math finals.

Learning Online is maintained through an Educational Learning Leader and 17 staff members from all five of our high schools. Each teacher is a 0.25 FTE Learning Online teacher and over the course of a semester a teacher may teach up to four courses to a maximum of 30 students. Our Online courses are continually renewed through our Learning Online teachers. Currently, we only register students at the beginning of Semester 1 and Semester 2. During the summer, we offer online courses and recovery courses. Our Learning Online program continues to grow each year and our school division continues to add courses and students. Moving forward, we are moving towards a continuous intake model to better meet the needs of our students.

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

Course Offerings History			
Year	Semester 1	Semester 2	Summer Courses
2009-2010	2	No Data	
2010-2011	5	7	
2011-2012	7	7	
2012-2013	6	8	
2013-2014	14	19	6 Full, 6 Recovery
2014-2015	20	25	21 Full, 10 Recovery
2015-2016	26	33	34 Full, 15 Recovery
2016-2017	34	34	36 Full, 0 Recovery
2017-2018	40	44	42 Full, 1 Recovery

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

Program Goals			
Goal	Details	Semester 1 Results	Semester 2 Results
1.	100% of students successfully logged into Moodle by end of first week.	98.7%	98.3%
2.	85% of students finishing their course.	Total Students: 403 Lost: 101 Students Completed: 302 75.1% completed course	Total Students: 522 Lost: 109 Students Completed: 413 79.1% completed course
3.	Maintain successful completion percentage of 90% of students successfully completing their course.	Total Students: 302 Passed: 269 Percentage Successful: 89.1%	Total Students: 413 Passed: 386 Percentage Successful: 93.5%
4.	Grow Overall Student Numbers 300+ Completing Semester 1 400+ Completing Semester 2	2017-18 Semester 1 end Enrolment: 302	2018-2018 Semester 2 end Enrolment: 413

Strategic Direction and Reporting

The Education Sector Strategic Plan

Members of the education sector have worked together to develop an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP describes the strategic direction of the education sector. The ESSP priorities and outcomes align the work of school divisions and the Ministry of Education. The plan is expected to shape a new direction in education for the benefit of all Saskatchewan students.

2017-18 was the fourth year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

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

Reading, Writing, Math at Grade Level

ESSP Outcome:

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

ESSP Improvement Targets:

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

ESSP Priority:

Contingent on recommendations from the sector, implement and actualize the provincial Unified Student Information System.

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

Reading / Writing

1. By June 2018, the percentage of students in the English program who are at or above reading expectations will be:
 - Grade 1s – 75%
 - Grade 2s – 80%
 - Grade 3s – 85%
2. By June 2018, 65% of students in Grade 5 and 70% of students in Grade 6 and 8 in the English program will meet or exceed expectations in overall reading strategy standards in the *Reading Assessment District (RAD)*.
3. By June 2018, 65% of the student in Grades 4, 7 and 9, in the English Program meet or exceed grade level expectations in the *On-Demand Writing Assessment*.
4. By June 2018, 65% of the students in Grade 5 and in Grade 10 will perform at or above the national norm in all four CAT 4 tests administered to students in both the English and Immersion programs (Reading, Writing Conventions, Mathematics, Computation).
5. By June 2018, 80% of French Immersion students in each of Grade 2-6 will read and comprehend at or above grade level in French.
6. By June 2018, 80% of French Immersion students in Grade 7, 9 and 10 in the French Immersion program will read at or above grade level in French. (*as determined by *Évaluation de la lecture en français immersion (ELFI)* (FI Reading Assessment)).
7. By June 2018, 65% of students in Grades 4, 7 and 9 will be writing at or above grade level, 75% by June 2019, and 80% by June 2020 (* as determined by the provincial holistic rubric).

Mathematics

1. By June 2018, 80% of Grade 1-3 students will be at or above grade level for the number strand.
2. By June 2018, at least 70% of Grade 4, 5, 7 and 8 students will be at or above grade level for the number strand, 75% by June 2019 and 80% by June 2020.

	<p>3. By June 2018, 90% of our high school mathematics students will successfully pass each of their mathematics courses.</p>
<p>School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome</p>	<p>Results and Actions for Reading, Writing and Math at Grade Level</p> <p>Reading</p> <p>Regina Catholic Schools has set reading targets at each of Grades 1-3 in the English program and Grades 2-6 in the French Immersion program. These goals focus all of the primary teachers in the Division's English program and French Immersion program towards one goal – students can read at or above grade level. This is accomplished by not only having targets for November, March and June benchmarking, but also by utilizing ongoing running records to implement interventions for struggling readers. Consequently, by June 2018, 85% of our Grade 3 students were reading at or above grade level.</p> <p>In our English program students that were reading at or above grade level.</p> <ul style="list-style-type: none"> • Grade 1s - 73% • Grade 2s - 78% • Grade 3s - 85% <p>Actions implemented to support the achievement of reading SMART goals for Grades 1-3 English program were as follows:</p> <ol style="list-style-type: none"> 1. Literacy personnel (one full-time consultant, one half-time primary Literacy Coach and Teacher-Librarians) developed and implemented literacy support plans for reading, including instructional best practices such as modelled, shared, guided, scaffolded and independent reading, as well as consistent benchmarking practices, including the use of running records to inform small group targeted instruction. 2. RCSD continued to emphasize best practices (adhering to <i>Saskatchewan Reads</i>), including emphasis on the learning environment (flexible spaces, reading rich physical spaces that are print rich environments), literacy readiness (behaviors, routines and procedures, oral language development), best practice literacy instructional strategies (Daily 5, early interventions, running logs, guided reading, independent study, and word study). 3. RCSD used targeted intervention strategies that employed the expertise of Teacher Librarians and Learning Resource teachers to support a <i>Response to Intervention</i> (RTI) model through <i>Levelled Literacy Intervention</i> (LLI) and to support literacy events such as family literacy nights. 4. School-based administrators continued to develop literacy action plans based upon grade level reading data and school literacy initiatives as part of their <i>Learning Improvement Plans</i> (LIP) and in adherence to the recommendations of <i>Saskatchewan Reads for Administrators</i>. 5. Additional technological support for literacy was provided through the use of apps such as <i>RAZ Kids</i> and <i>News-O-Matic</i>, and the use of the web-based software program <i>Biblionasium</i> to promote book talks and provide incentives

	<p>for reading. These were supported by the Coordinator of Information and Library Services, Technology Coach and Technology Consultant.</p> <p>Grades 3-9 reading was supported by the <i>Reading Assessment District</i> (RAD). The RAD assesses before, during and after reading skills of complex non-fiction passages. Teachers use the RAD as a formative assessment tool to inform reading instruction. The RAD was used as an instructional resource at Grades 2, 4, 5, 7 and 9. Division level SMART goal data was gathered for Grade 6 and 8. 60% of Grade 6 students, which was below the Division SMART goal of 70%, were accessing the five reading strategies of predicting, summarizing, inferencing, connecting and self-monitoring with 78% of students accessing predicting was the strongest reading strategy and 53% of Grade 6 students accessing the strategy of inferencing presents the greatest opportunity for growth. Grade 8 data showed a marked improvement surpassing the Division SMART goal of 70% with 78% of Grade 8 students accessing all five reading strategies. Only the strategy of self-monitoring was below the 70% target with only 68% of students accessing.</p> <p>RCS D has made steady improvements in the more complex reading strategies of inferencing and self-monitoring. This is due to explicit teaching of reading skills at all Grade levels 3-9 and the use of numerous literacy events such as “Battle of the Books” and literacy incentives to promote an interest and practice of reading.</p> <p>The SMART goal targeting reading in the French Immersion program was met for Grades 3-6 students with over 80% of our French Immersion students reading at or above grade level by June 2018. Our Grade 2 students just missed the SMART goal target with 76% of students reading at or above grade level. The following actions supported French Immersion reading goals:</p> <ol style="list-style-type: none"> 1. A concentrated focus on literacy instruction. 2. Personnel support included a 0.70 FTE French Immersion Literacy Coach for the Division and a Learning Resource teacher and a Teacher-Librarian at every school. These support personnel focused on best practices as outlined in <i>Saskatchewan Lit</i>, including oral language development, word rich environments, modeling and guided reading instruction. In addition, increased resource support was provided, both print and electronic, by Teacher-Librarians, the Technology Consultant and Technology Coach. 3. French Immersion schools used the <i>Response To Intervention</i> (RTI) model to support struggling students as determined by benchmark data and running records. 4. Classroom teachers continued to receive professional development support around the integration of best practice literacy strategies including content area vocabulary development in a second language context. <p>After Grade 6, reading comprehension is supported and assessed by the ELFI. The Division SMART goal was based on Grades 7, 9 and 10 with the goal of 80% of students reading at or above grade level as determined by the ELFI. This goal was met for Grades 7, 9 and 10 with over 90% of our French Immersion students in each of these grades reading at or above grade level.</p>
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Writing

For the past four years, Regina Catholic Schools has used the *On-Demand Writing Assessment* (ODWA) as an instructional tool for Grades 1-9. The assessment is provided as a resource for these grades to provide analytical data around formative instruction to improve student writing. The Division SMART goals focused on Grades 4, 6, 7, and 9 with a goal of 65% writing at or above grade level as determined by the ODWA. ODWA results have shown consistent improvement over the years. 62% of our Grade 4 students were writing at above or grade level, 63% at Grade 6, 62% at Grade 7 in the form of expository writing. This was the first year we collected benchmark data at the Grade 9 level and 66% of all of our Grade 9 students were writing at or above grade level in the persuasive form of writing. As a school division our baseline data submitted to the Ministry for all eligible students in Grades 4, 7 and 9 was as follows:

- Grade 4 – 66%
- Grade 7 – 68%
- Grade 9 – 75%

Actions to support writing were as follows:

1. Continued focus on the writing continuum and 4-point rubric and prompts.
2. Focus on the traits revealed through our formative analytical data collection.
3. Paired scoring opportunities and professional development around the instruction and promotion of the writing traits around all forms of writing.

Mathematics

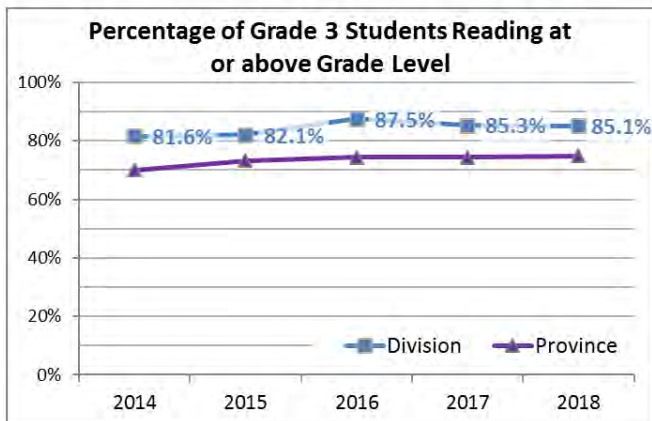
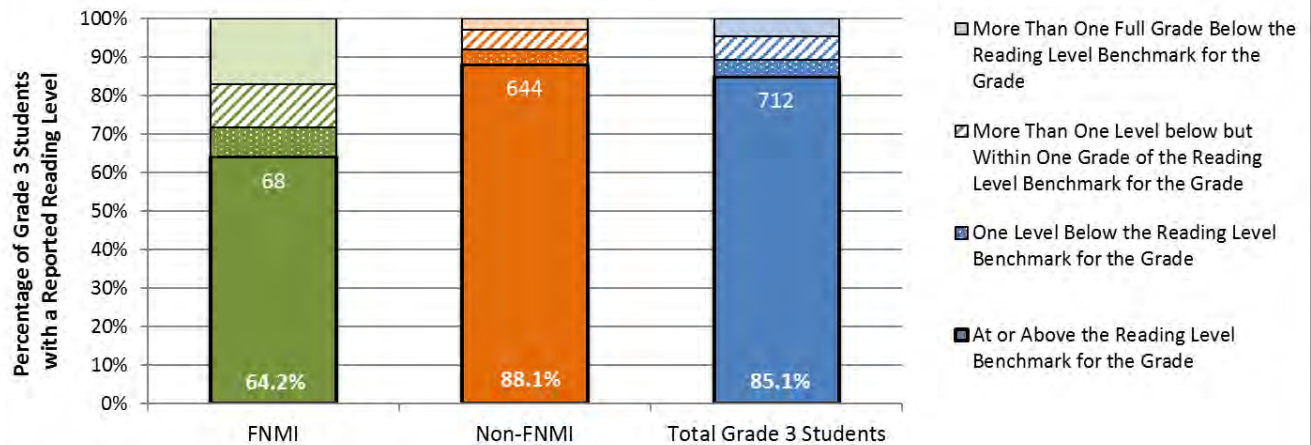
Our Division SMART goals for grade level mathematics was that 80% of students in Grades 1-3 would be performing at or above grade level in the number strand. This goal was met for both Grade 1 and 2 with 88% of our Grade 1 and 82% of Grade 2 performing at or above grade level, as determined by our year end summative assessment on the number strand. Grade 3 fell just short of this goal with 77% of students performing at or above grade level on the number strand, a notable 6% increase from 2017 results. 65% of Grade 4 students, 68% of Grade 5 students, 64% of Grade 7 students and 62% of Grade 8 students were performing at or above grade level on the number strand. This falls short of the Division SMART goal which was that 70% of students in Grades 4, 5, 7 and 8 would be performing at or above grade level on the numbers strand, as determined by RCSD's year end summative assessment. However, all grades with the exception of Grade 4 showed gains from 2016-17 data. Also, 76% of students in Grades 1-4, 5, 7, and 8 achieved 70% or greater overall on the year end summative assessment, a 1.1% increase in Division results from last year and an almost 10% increase over the past five years.

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

1. Continued alignment of outcomes based reporting and sector plan targets.
2. Clear grade level learning targets and continued emphasis on creating opportunities for student growth through differentiated instruction, scaffolding and enrichment.

	<ol style="list-style-type: none"> 3. Growth of guided math model (differentiated instruction, small group instruction, independent learning) supported by the Numeracy Coach and Math Consultant at Grades 1 through 6. 4. Implementation of <i>JUMP</i> math resource support for EAL students which allows all students performing grade level specific scripted instruction. 5. Professional development delivered via a five-school intensive support pilot that allowed direct support for teachers and classrooms by the Numeracy Coach and Math Consultant around instruction and assessment for numeracy skills including number talks, straight grade level grouping, flipped classroom instruction, math stations and small group instruction. 6. Support via technology (coordinator, coach and consultant support) through Power of 10, Mathletics, Mimio resources and I Excel. 7. Continued exploration of accessing the RTI model. 8. At the high school level, continued leadership from math area specialists who serve as Education Leaders to provide students with tutorial math support, non-semestered instruction at the Grade 9 level and recovery opportunities, which allowed RCSD to meet the SMART goal of 90% of Grade 9 students passing Grade 9 math and 90% of students in Grades 10 – 12 achieving their math course credits.
Measures for Reading, Writing and Math at Grade Level	
Proportion of Grade 3 Students Reading At or Above Grade Level	
<p>Grade 3 reading levels are considered a leading indicator of future student performance. In response to the <i>Plan for Growth Improvement</i> target, Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Ensuring that each year a greater proportion of Grade 3's in the province (currently about three-quarters) is reading at grade level will mean more students each year are ready to learn in Grade 4 and beyond.</p> <p>The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. 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.</p>	

Reading Results Data, Regina RCSSD 81, Grade 3, 2017-18



Proportion of Grade 3 Students with Reported Reading Levels, 2017-18

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	106	98.1%	0.0%	1.9%	108
Division (Total)	837	88.5%	10.4%	1.2%	946
Province (FNMI)	2,433	93.5%	4.2%	2.3%	2,601
Province (Total)	13,146	88.9%	10.1%	1.0%	14,793

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

Source: Ministry of Education, 2018

Analysis of results

Reading

In 2017-18, 85.1% of RCSD students in Grade 3 were reading at or above grade level; 88.1% of non-FNMI students and 64.2% 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. Additional literacy supports in terms of personnel and resources are provided to support struggling students at our schools with the highest self-declared FNMI populations. RCSD's overall reading results of 85.1% exceed the provincial reading results of 74.8% (a relatively consistent five-year trend). Our 2017-18 results were comparable to 2016-17 (85.3%) result and exceeded the 80% 2020 ESSP goal by 5%. However, our FNMI results decreased by

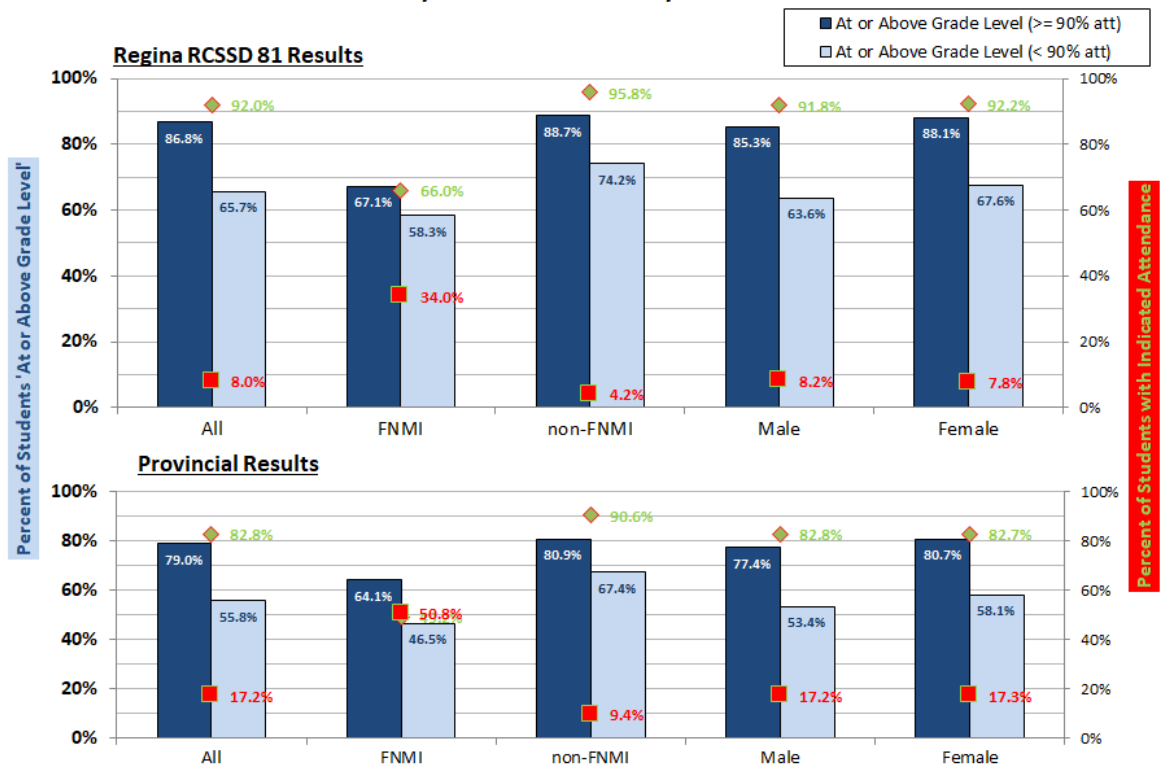
4.1% and continue to be a focus for the school division. RCSD's Reporting Reading Level for FNMI students is 98.1% compared to the 93.5% provincially.

FNMI Commentary

In 2017-18, a trained Levelled Literacy Intervention (LLI) teacher was hired to deliver the LLI program for FNMI students in Grades 1-3 at our schools with the highest population of self-declared FNMI students (approximately 70%). The LLI teacher was trained in *Promoting Awareness of Speech Sounds* (PASS) program which supported effective para-professional intervention responses. In addition, with increased funding provided by the Ministry, 0.50 FTE Speech and Language Pathologist was added to further support oral language development and a 0.50 FTE Learning Resource teacher support was put in place for the last five months of the school year. This allowed weekly small group literacy instruction to increase from five 30-minute sessions per week to ten 30-minute sessions per week. Additionally, Early Years Evaluation (EYE) data was used to quickly identify students who needed support in the LLI commencing at the beginning of the 2016-17 school year.

Division benchmarking was completed in November, March and June. The SMART goal for FNMI students was the same for the non-FNMI population that by June 2017 75% of Grade 1, 80% of Grade 2 and 85% of Grade 3 students would be reading at grade level. Although our targets were not met for our FNMI students, the goal was to close the achievement gap. Tracking students reading below grade level and providing intensive supports did help to close the achievement gap. Transiency continues to be a concern, as does daily attendance, which is closely related to achievement. RCSD continues to work with the United Way to raise community awareness on the importance of attendance. The table below shows that in 2017-18 there was a 30% difference in the attendance rate difference in 90%+ attendance between FNMI students and all other students (66.0% compared to 95.8%). Approximately 86.8% of Grade 3 students reading at or above grade level attended 90% or more of the time as compared to the subpopulation of FNMI Grade 3 students where only 67.1% of students were at or above grade level when attending 90% or more of the time. There appears to be a significant gap in grade level reading when the attendance drops below 90% with a 10% gap for FNMI students (58.3% down from 61.7%).

Attendance (Cumulative) Related to Reading Levels, 2017-18, Grade 3 Students, by Self-ID Status and by Gender

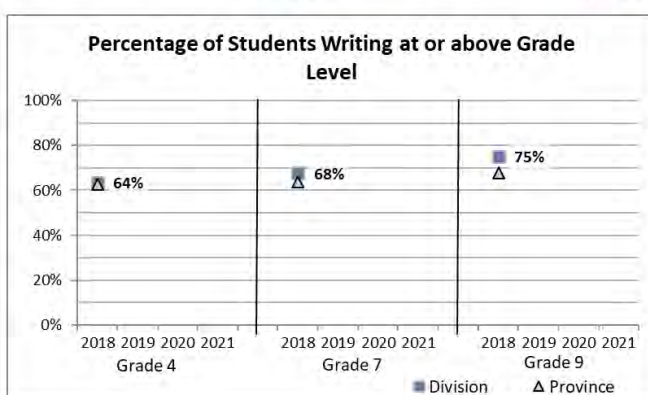
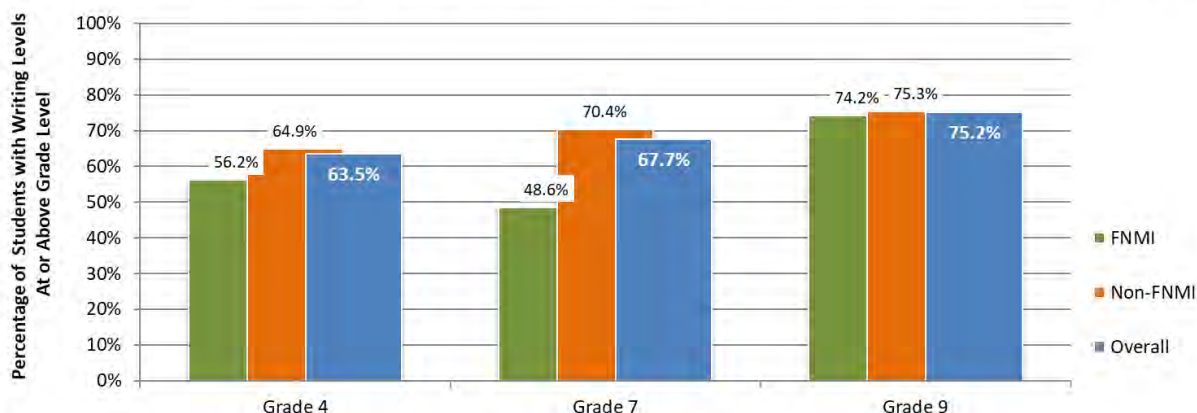


Proportion of Students Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) by writing level in Grades 4, 7 and 9. The charts below the graph indicate the percentage of Grades 4, 7 and 9 students in the province writing at or above grade level, as well as the proportion of students with reported writing levels.

Percentage Writing At or Above Grade Level, Regina RCSSD 81, Grades 4, 7, and 9, 2017-18



Proportion of Students with Reported Writing Levels, 2017-18

	Students with a Reported Writing Level		Students with no Reported Writing Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (Grade 4)	853	86.5%	10.5%	2.9%	986
Division (Grade 7)	560	64.7%	28.4%	6.9%	866
Division (Grade 9)	612	78.0%	20.9%	1.1%	785
Province (Grade 4)	12,817	88.5%	10.3%	1.2%	14,485
Province (Grade 7)	10,592	80.5%	17.6%	1.8%	13,152
Province (Grade 9)	10,516	81.8%	14.2%	4.0%	12,853

Notes: Writing levels are reported based on provincially developed rubrics. The percentages of students in each of the writing level groupings were found using the number of students with a 'valid' reported writing level as the denominator. (Excluded or non-participant students were not included in these calculations.) Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2018

Analysis of results

RCSD has collected writing assessment data around writing for four years, but in this first year of Grade 4, 7 and 9 provincial submission of data using the provincial holistic writing rubric, our results were well below the Division target of 70% and the 2020 ESSP target of 80%. At the Grade 4 level, 63.5% of students overall, 64.9% of non-FNMI students and 56.2% of FNMI students were writing at or above grade level. This is comparable to the provincial level. For Grade 7, 67.7% of all our students, 70.4% of non-FNMI students and 48.6% of FNMI students were writing at or above grade level.

There was a significant gap between non-FNMI and FNMI students at Grade 7, but our overall results were slightly higher than the provincial results. Grade 9 results were higher than the other grade levels with 75.2% of all students, 75.3% non-FNMI students and 74.2% of FNMI students writing at or above grade level and these results were significantly higher than the provincial average. The marked increase in Grade 9 results compared to Grades 4 and 7 could be due to the specialized instruction from the English Language Arts teachers at the high school level and the growth and maturity of students to achieve this sophisticated skill. The increased success of FNMI students at the Grade 9 level may reflect the increase of FNMI resources in the instructional classroom and the support and engagement of Aboriginal Advocates and Elders available in our high schools, as well as the additional instructional years around the skill of writing, the maturity level of students and the retention of successful students. Overall, the Division writing results show clear targets for growth around vocabulary development, the use of transitions and organizational skills.

Mathematics

Our school division data indicates that 88% of Grade 1 students, 83% of Grade 2 students and 77% of Grade 3 students were performing Math at or above grade level achieving the Ministry's ESSP 2018 improvement target of 75% or greater. The data collection was not disaggregated according to FNMI and non-FNMI students, but it provides an overall baseline as we work toward the 2020 ESSP goal of 80% of students performing at grade or above grade level. Our Grade 4 data of 68% of students and our Grade 8 data of 62% of students at or above grade level in Mathematics is below the June 2018 provincial target and indicates that RCSD needs to continue to provide support for Math achievement around the number strand for Grades 4-8.

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

ESSP Outcome:

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

ESSP Improvement Targets:

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

ESSP Priority:

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

<p>School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>High School Completion</p> <ol style="list-style-type: none"> 1. From September 2017 to June 2018, 80% of self-declared FNMI students in each of Grades 10, 11 and 12 will attain a minimum of 8 academic credits. 2. By June 2018, the percentage of FNMI Grade 10 students completing Grade 10 and remaining in school for Grade 11 will be 90% 3. The on-time graduation rate for FNMI students in Grade 12 will be 70% or greater by 2018, 75% or greater by 2019, and 80% or greater by 2020.
<p>School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>In 2017-18 school year, the school division had 1,375 self-identified FNMI students. Supported by the First Nations Métis Education Achievement Fund (FNMEAF), the school division maintained the roles of two FNMI High School Advisors that were hired and placed at Miller Comprehensive Catholic High School and Archbishop M.C. O'Neill Catholic High School. We added an additional FNMI High School Advisor at Miller Comprehensive Catholic High School. Those two schools continue to 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 2018 to June 2019, 80% of self-declared FNMI students in each of Grades 10, 11 and 12 will attain a minimum of 8 academic credits. 2. By June 2019, the percentage of FNMI students completing Grade 10 and remaining in school for Grade 11 will be 90%. 3. The on-time graduation rate for FNMI students in Grade 12 will be 75% or greater by 2019, 80% or greater by 2020. <p>We also used the data from the <i>OurSchool</i> Survey as indicators of the importance of these roles. We see a direct correlation between attendance and engagement and positive relationships of FNMI students at school.</p>

	<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, staff and parents/guardians.2. In September 2017, all FNMI students from Grades 9-12 completed the locally developed FNMI student survey. This survey allowed the FNMI High School Advisor to meet, connect with, and introduce student to the supports available to them at their school.3. Individual student meetings occurred to plan for their year (i.e. reviewing class/course selections and the student students' needs to succeed and stay on track to graduate).4. Daily check-ins throughout the year to support students in the area of attendance, class performance, behavior and referral for additional support during the school year.5. All Grade 9 students attended a fall retreat, which allowed the student to develop positive, healthy relationships with other students and staff through icebreakers, games, and social activities. <p>Transitions</p> <ol style="list-style-type: none">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 a smooth transition and success.2. Students requiring additional support upon entering the new school or high school environment were provided this 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 including: spend-a-day, local institute tours and post-secondary presentations. <p>Culture</p> <ol style="list-style-type: none">1. FNMI students were provided opportunities 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.
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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 such as Graduation ceremonies and the 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 Trades Spotlight, 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 FNMI students with on-line applications for career opportunities (i.e. resume building, references, and assistance with completing documentation such as; personal identification and SIN Card).
7. Provided assistance for FNMI students to apply for local bursaries and awards available to them in the community.

Academics

1. In September 2017, all FNMI students completed the locally developed FNMI student survey. This survey was used to identify potential roadblocks that would affect 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 parents/caregivers to ensure their child is on a successful academic track and personal pathway for transitioning.
2. Provided opportunities to invite parents/caregivers to school events (i.e. meet the teacher night, parent nights, awards ceremonies, and speaker's series presentations).
3. Personal contact with parents/caregivers through phone conversations and home visits to keep parents/caregivers informed of their child's academic progress.

Additional Supports

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

1. In the fall of 2017, Elders connected with the FNMI students to develop positive relationships and support as needed, as well as identify barriers.
2. Regular meetings allowed the Elders to encourage and recommend FNMI students considering post-secondary and trades options of interest.
3. Provided one-on-one guidance and support for FNMI students through weekly meetings as requested by school administration, the FNMI Student Advisor and teachers.
4. 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 under 91% of Grade 10 self-declared students (as reported in the RCSD Student Information System as of September 30, 2017) enrolled in their same high school for Grade 11 in September 2018. Although we recognize that this number has decreased from last year (98%), we still feel strongly that this correlates with graduation rates. The 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 2018-19 school year. However, 60.2% of our FNMI students achieved eight or more credits in 2017-18, which was nearly double the provincial FNMI results of 31%, so celebration is warranted (see page 29 for details).

Students requiring extra support in Semester 2 have interventions in place to assist in acquiring the eight credits needed by end of the year. Interventions include tutorials

	<p>(informal or formally scheduled into timetables), credit recovery options, partnering with external support agencies and Elder involvement.</p> <p>Successes</p> <ol style="list-style-type: none"> 1. Teachers providing academic support and on-going communication were very positive. 2. School intervention teams met regularly to identify students that required extra support so that the outcome was successful for the FNMI student. 3. As the data reflects, students were provided extensive individualized support in their academic careers. Eight or more credits per year is not necessarily reflective of On-Time Graduation based upon the students' academic schedule over all three years in Division IV. <p>Challenges</p> <ol style="list-style-type: none"> 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, Métis and Inuit Student Engagement and Graduation	
Average Final Marks	
<p>Teacher-assigned marks are important indicators of student performance in school. Classroom marks are used for grade promotion and graduation decisions, to meet entrance requirements for postsecondary education, to determine eligibility for scholarships and awards and by some employers when hiring.</p> <p>The following displays average final marks in selected secondary-level courses for all students, and by non-FNMI and FNMI student subpopulations in the school division, along with provincial results for each category.</p>	

Average Final Marks in Selected Secondary-Level Courses, 2017-18

Subject	All Students		Non-FNMI		FNMI	
	Province	Regina Catholic	Province	Regina Catholic	Province	Regina Catholic
English Language Arts A 10 (Eng & Fr equiv)	74.2	77.9	77.3	78.9	62.1	69.1
English Language Arts B 10 (Eng & Fr equiv)	73.6	75.1	76.7	75.8	61.0	69.0
Science 10 (Eng & Fr equiv)	72.7	77.4	76.0	78.6	59.9	67.3
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.5	67.8	77.0	68.8	61.6	63.5
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	73.7	77.5	75.8	78.0	61.7	71.3
English Language Arts 20 (Eng & Fr equiv)	74.8	76.3	77.0	77.4	63.9	66.0
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.8	66.4	70.2	68.1	62.8	60.7
Math: Foundations 20 (Eng & Fr equiv)	74.7	77.9	76.4	78.0	65.3	75.6

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 FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

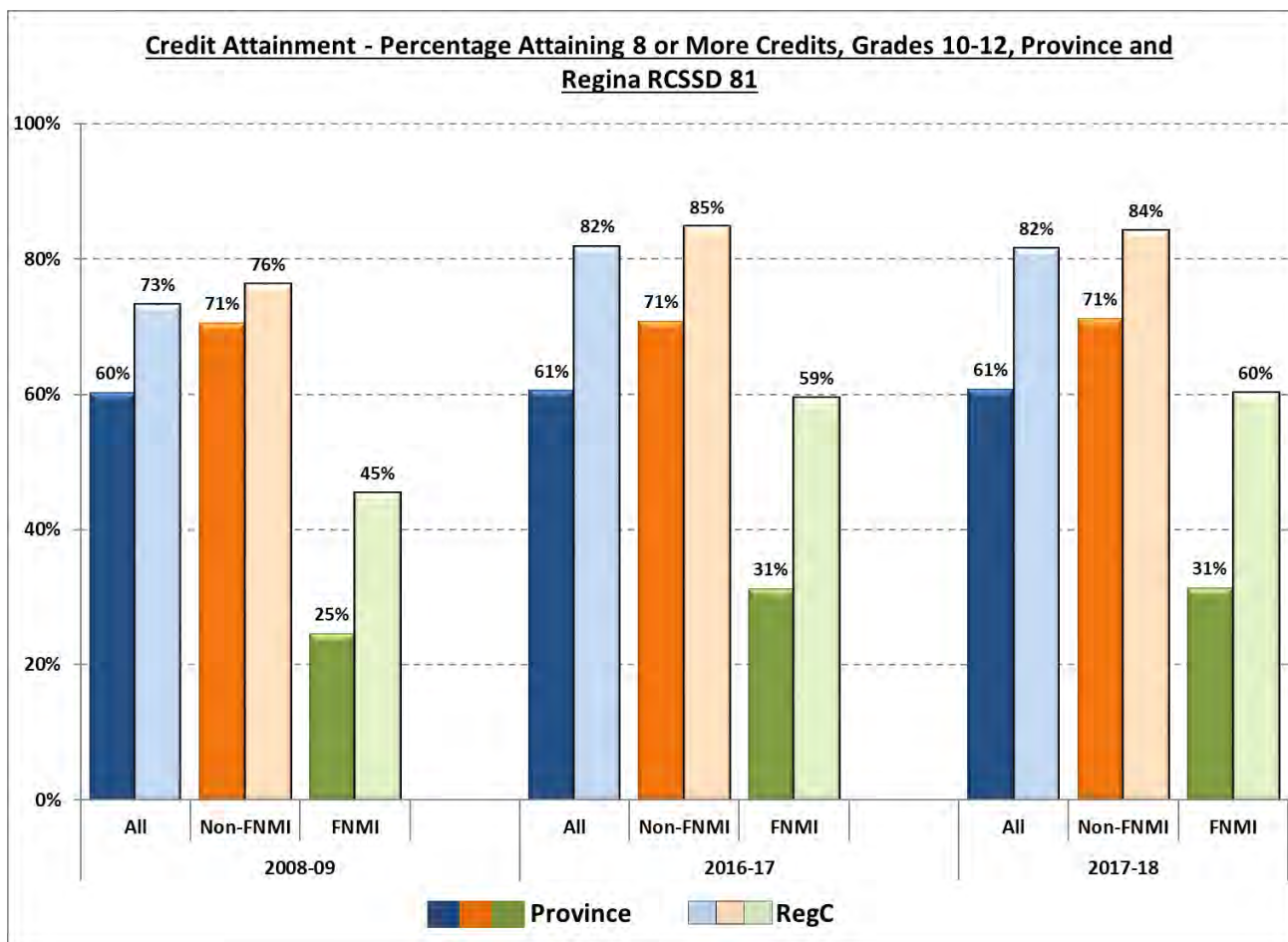
Analysis of results

Annual final marks are one measure of success. Our FNMI students' results were significantly higher in most subject areas than the provincial results for the FNMI student subpopulation. Although the average final marks for FNMI students in RCSD are above the provincial FNMI average in most courses displayed, these results are below those for non-FNMI students in the Division. As such, targeted interventions were put in place. FNMI peer tutoring coordinated by 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 our school division's 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 division'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: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2018

Analysis of results

RCSD continues to see a strong performance in its overall credit attainment, holding steady at 82% of Grades 10-12 students attaining 8 or more credits in 2017-18. Results for RCSD's non-FNMI student subpopulation exceeds the provincial results at 84% compared to 71% provincially. In 2017-18, 60% of our 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 the Learning Online program 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 all successful. This information has been identified in *OurSchool* 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 1 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 2. Students requiring extra support in Semester 2 have interventions in place to assist them with acquiring the eight credits needed by end of the year.

Graduation Rates

ESSP Outcome:

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

ESSP Improvement Targets:

- Achieve an annual increase of three percentage points in the provincial three-year graduation rate.
- By June 2018, students will report a 5% increase in intellectual engagement as measured by OurSCHOOL.

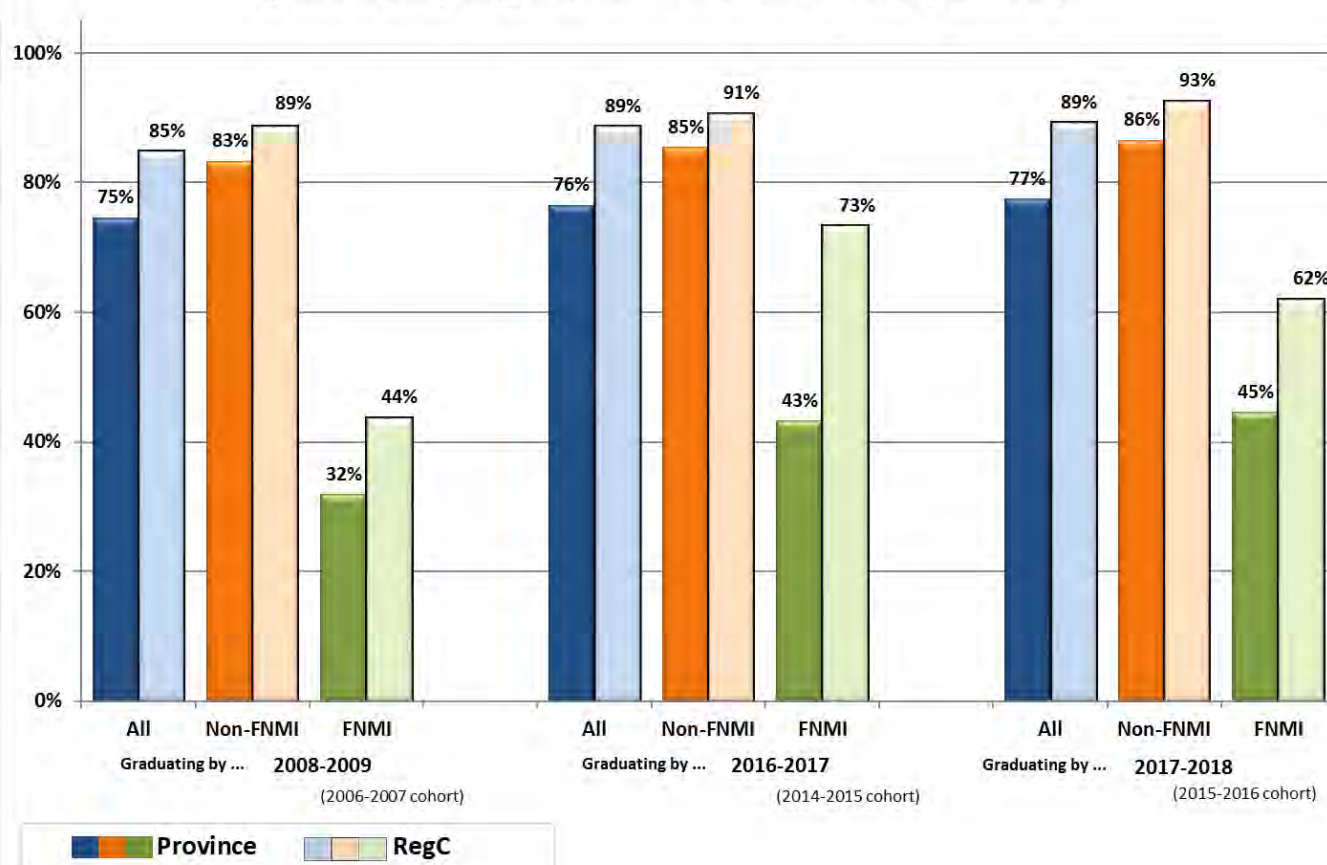
<p>School Division goals aligned with the Graduation Rates outcome</p>	<p>The following school division SMART goals are aligned with the ESSP Outcome area:</p> <p>High School Completion</p> <ol style="list-style-type: none"> 1. From 2017 to June 2018, 80% of self-declared FNMI students in each of Grades 10, 11 and 12 will attain a minimum of 8 academic credits. 2. By June 2018, the percentage of FNMI Grade 10 students completing Grade 10 and remaining in school for Grade 11 will be 90%. 3. By June 2018, the percentage of students who were eligible in September to graduate from Grade 12 and who actually graduate will be 90% or greater. 4. The on-time graduation rate for FNMI students in Grade 12 will be 70% or greater by 2018, 75% or greater by 2019, and 80% or greater by 2020.
<p>School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Graduation Rates outcome</p>	<p>Graduation Rates</p> <p>Regina Catholic Schools continued to implement a division-wide graduation plan that consisted of three key goals:</p> <ol style="list-style-type: none"> 1. Grade 9 Transition – support plan for Grade 8 students entering high school as Grade 9 students. 2. Use of Graduation Plans – with the support of <i>My Blueprint</i> (an on-line career planning tool) and our student support team, every high school student had a graduation plan. 3. On-time credit tracking – all Grade 10, 11 and 12 students were tracked with the goal of attaining 8 or more credits/year. <p>Support for these goals required targeted support and interventions by key personnel including school-based administrators to promote best practice, instructional and assessment strategies to improve student learning and engagement, and elementary and high school counsellors who provided vocational and personal counselling. In addition, our FNMI students receive direct support in two of our high schools from Aboriginal Advocates and Elders and two of our high schools accessed support from community school coordinators.</p> <p>RCSD continues to see the benefit in the following best practices that we have established in the past few years:</p> <ol style="list-style-type: none"> 1. High School Grading and Assessment Practices – all high schools employed the use of the <i>High School Grading and Assessment Guidelines Handbook</i>, so

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

2. **Student Support Teams (SST)** - High School Student Support Teams gathered weekly at their respective sites. At the school division level, grade level meetings were conducted twice a semester to create action plans for successful intervention strategies. School based guidance teams also did work with transition of Grade 8's to high school by school visits from March – June prior to the 2017-18 school year to lay the foundation for a smooth transition to Grade 9 students. Guidance teams further tracked students in Grades 10-12 for on-track credit acquisition towards graduation and put in place recovery options, such as; extended semesters, online recovery and/or summer school plans for core course requirements.
3. **Homework/Assignment Recovery** - All high schools offered a minimum of three “catch up days” a semester. These homework/assignment recovery opportunities occurred at lunch hours, on non-student-contact days and after school. Counsellors, classrooms teachers, Learning Resource teachers, Student Support Services teachers, Teacher-Librarians and other school division staff provided support to students.
4. **Credit Recovery** - The school division created an administrative application with respect to credit recovery. The process for marks calculation and qualification are clearly outlined and with the participation of the classroom teachers, students are referred to an on-line course delivery model to allow students extended time to complete the missing outcomes and recover the credit.
5. **Community Coordinators/Family Support Coordinators** – These personnel worked in collaboration with Student Support Teams to provide extended individual and family support and interventions for students based on their needs by connecting to outside agencies and resources and with the families to provide additional support to parents/caregivers to help them navigate challenging situations.
6. **Aboriginal Advocates** - These positions continued to be very valuable and existed at two of our high schools with the greatest number of self-declared students. Their mandate was to providing support for the ESSP outcomes for FNMI graduation rates by working with students and their families to provide guidance and support, cultural engagement activities and to build relationships.
7. **Partnership Development** - The Community Partnership Consultant was involved with initiatives that focused on the ESSP graduation rates outcomes. RCSD continued to be involved with the RDIEC and career spotlight opportunities for students. As well, the RCSD Career Day was held at Miller

	<p>Comprehensive Catholic High School and involved all of our 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.</p> <p>8. My Blueprint - School counsellors have worked with the Grade 10-12 students and their teachers using <i>My Blueprint</i> in order to assist students with career exploration, course-planning options and developing a career-planning portfolio.</p> <p>9. Grade 9 Induction Plan – Two participating elementary schools piloted the <i>Grade 8 Transition Booklet</i> as part of the induction plan. The associate high school also piloted the use of a Grade 9 academic success and work habits rubric that was utilized by all Grade 9 teachers in the first semester to develop independent organizational and study skills.</p> <p>10. Learning Online - The Learning Online program which offered a full complement of all course credits required for graduation continued to meet the needs of a variety of students serving students who did not function well within traditional classroom settings; this included students with work commitments, extended travel, high performance arts or athletic interests and physical or mental health obstacles.</p>
Measures for Graduation Rates	
Grade 12 Graduation Rate: On-Time (within 3 years)	
<p>To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 required secondary level credits at the end of Grade 12. On-Time Graduation Rates are one measure of the efficiency of a school division.</p> <p>The following displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within three years of entering Grade 10, along with provincial results in each of these categories.</p>	

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



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

Source: Ministry of Education, 2018

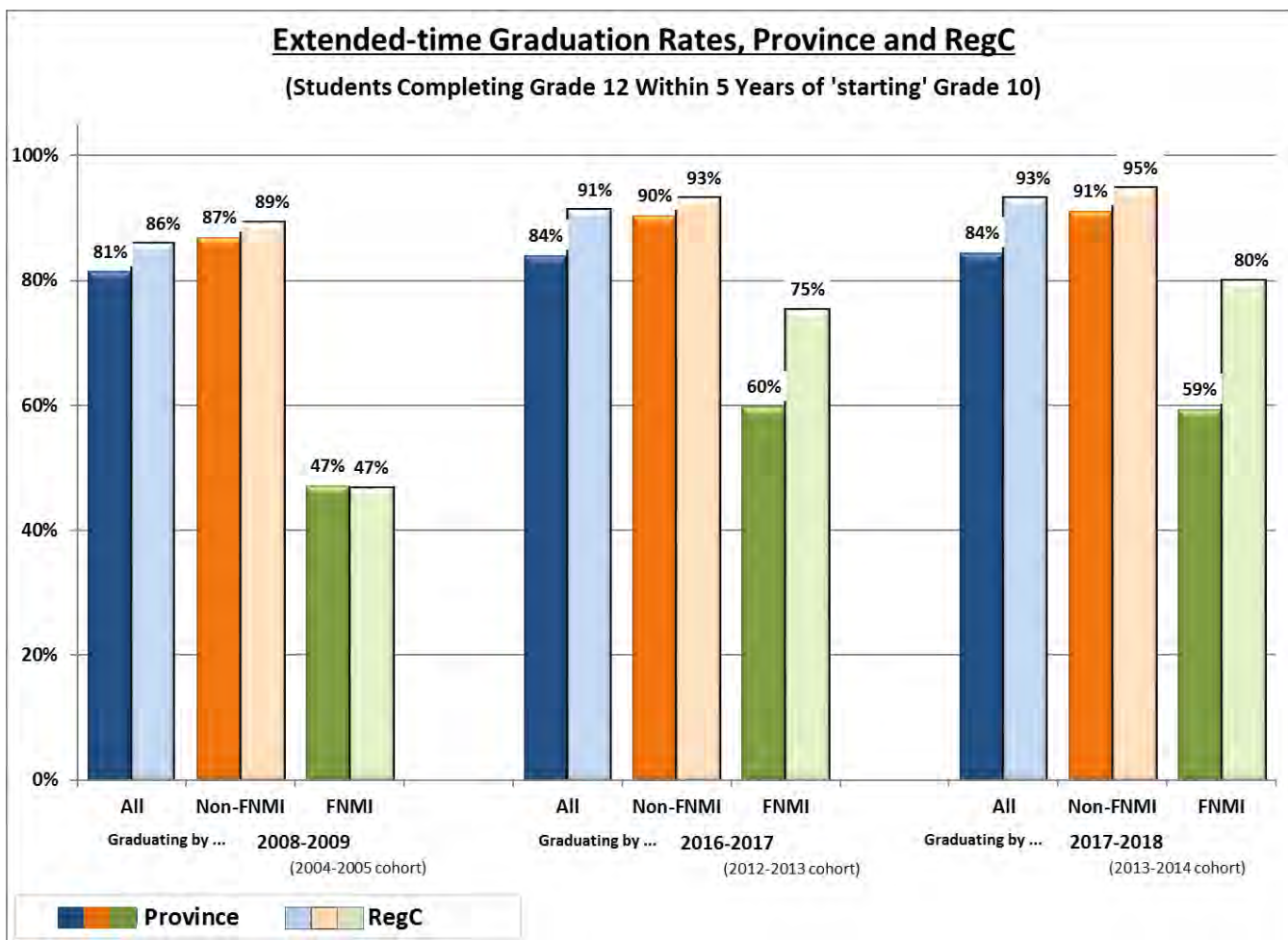
Analysis of results

RCSD's overall On-Time Graduation Rate remained at 89%, which continues to be well above the provincial average of 77%. There was a 2% increase in the On-Time Graduation rate of non-FNMI students but an 11% decrease in the FNMI student's rate from 73% in June 2017 to 62% in June 2018, which is comparable to our June 2015 results. While the Division performs above the provincial average for non-FNMI students, the 29% gap between our non-FNMI and FNMI On-Time Graduation Rate continues to be an area of focus. We will continue to refine our interventions with an emphasis on student engagement and mentorship and credit recovers, so that we can continue to support FNMI students and overall graduation rates.

Grade 12 Graduation Rate: Extended-Time (within 5 years)

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

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



Notes: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2018

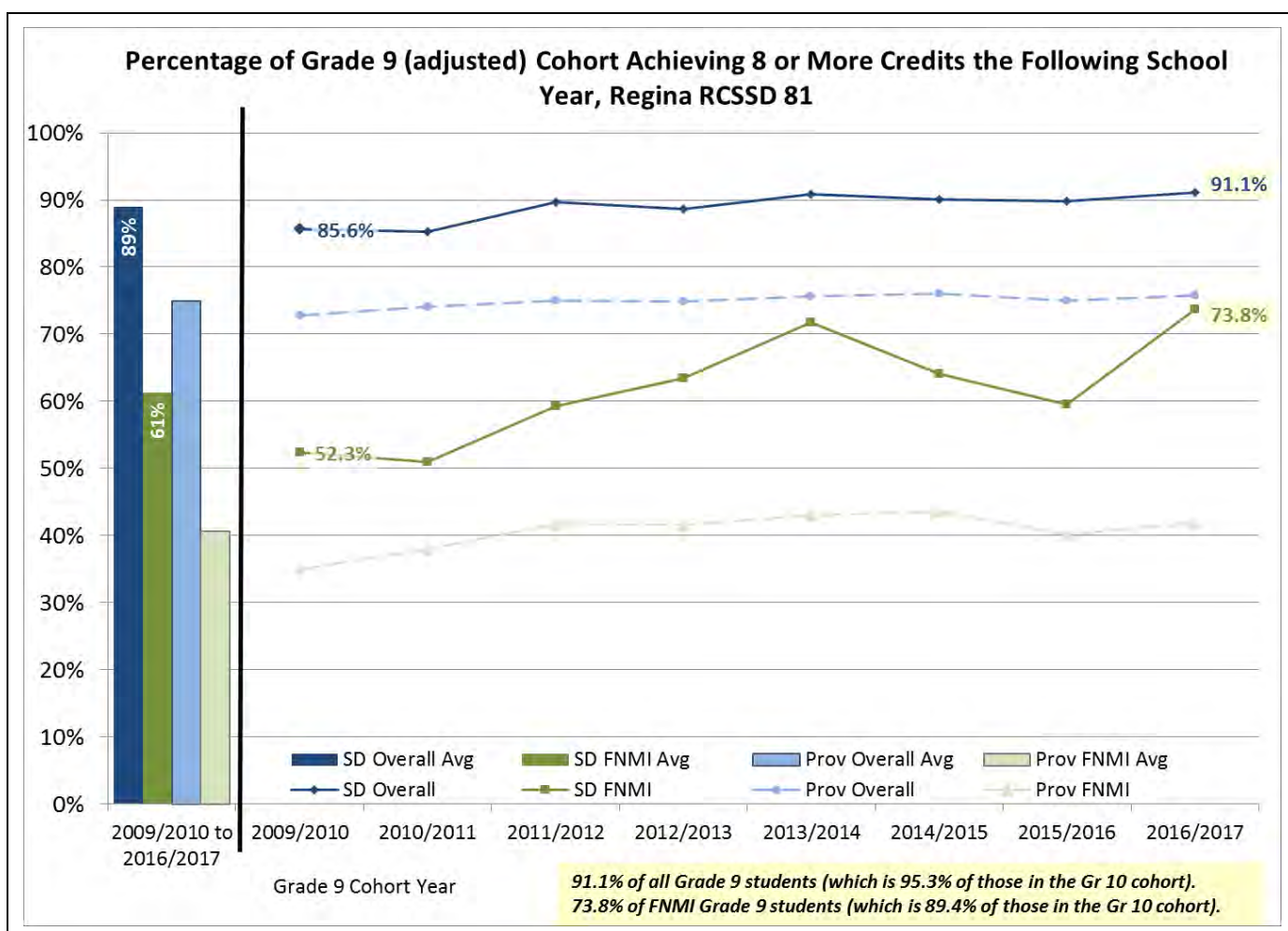
Analysis of results

In 2017-18, overall RCSD results for Extended-time Graduation Rates continued to be above the provincial results by 9% with a notable 93% success rate. While the Division performs above the provincial average (84%) for non-FNMI students, the most notable success is in the rate of FNMI students graduating within the extended time-period. 80% of FNMI students in the Division had graduated within five years compared to 59% provincially. This is also a 5% increase over last year's Division results for our FNMI students and our highest rate thus far for this measure, hitting the provincial graduation target of 80%, albeit over an extended time. It is our goal to continue with the intensive interventions and supports so that we can continue this upward trend and have our FNMI students achieve success.

Grade 9 to 10 Transition

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

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



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

Source: Ministry of Education, 2018

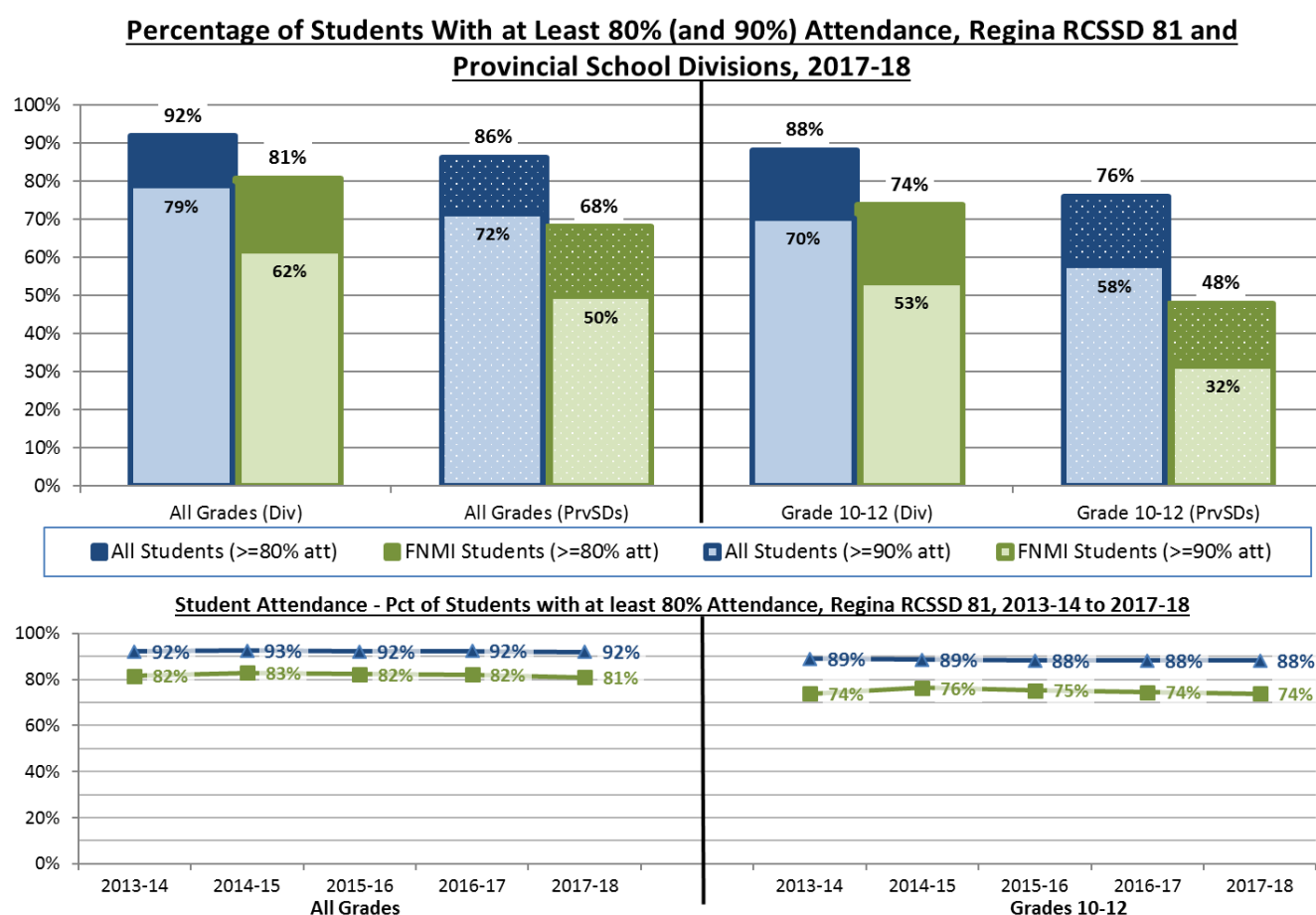
Analysis of results

The overall rate of Grade 9 students who attain eight or more credits the following school year continues to hover around 90% (actual 91.1% up slightly from 2017 results) for the past six years. This is approximately 15% above the provincial results. RCSD's FNMI results saw a spike from 60% in 2017 to almost 74% in 2018, an eight-year high. Our results continue to be well above the provincial average, as the provincial eight-year average for FNMI students is 41%. We worked more significantly with all Grade 9 to 10 cohorts by having our high school guidance teams along with our FNMI Advisers track credit attainment of students, and work with recovery options and catch-up days to achieve credit attainment goals. Significant work was done with Grade 9 transition across the school division in terms of tracking, mentorship and academic success behaviours. We continue to revisit and modify our detailed implementation plan to address student success toward high school completion.

Attendance

Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even better educational outcomes.

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



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

Source: Ministry of Education, 2018

Analysis of results

Attendance matters – Regina Catholic Schools continues to enjoy a high attendance rate in PreK-12 with 92% of our students at 80% or greater attendance and overall attendance rate of 88% for Grades 10-12 in 2017-18. 81% of FNMI students in Regina Catholic achieve an 80% or greater attendance rate which is significantly higher than the provincial rate. Concerning is that for Grades 10-12, the critical credit acquisition towards graduation years, our FNMI attendance rate of 80% or greater dips by 7% to 74%. RCSD will continue to focus on and refine its Common Attendance Practice which has interventions at 4, 8, 10 and 12 unexcused absences with support from teachers, guidance counsellors, FNMI advisors, administration and family interventions in support of student intervention and engagement. *OurSchool* data around intellectual engagement will continue to be a focus.

Early Years

ESSP Outcome:

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

ESSP Improvement Targets:

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

School division goals aligned with the Early Years outcome

School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Early Years outcome

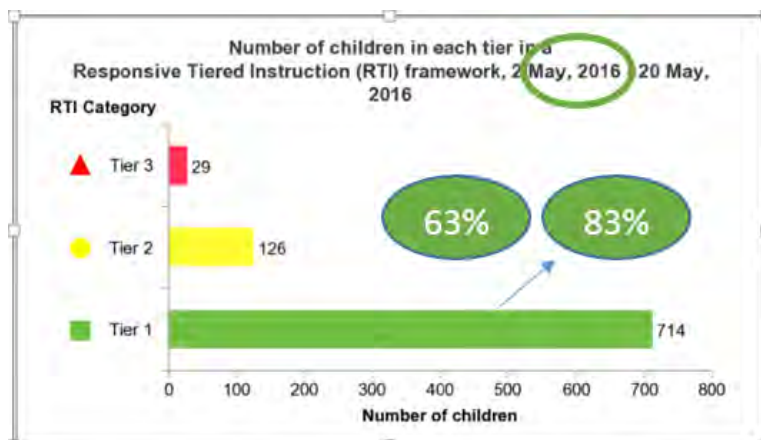
Prekindergarten and Kindergarten

1. By June of 2018, 90% of students exiting Kindergarten will be ready for learning in Grade 1 (scoring Tier 1 on the EYE-TA assessment).
2. 100% of Prekindergarten students scoring red/yellow in two or more of the EYE-DA domains in November will be discussed at the SST before the end of January 2018.
3. 100% of the Kindergarten students who are identified as having Tier 2 or Tier 3 learning needs on the EYE-TA in November will be discussed at the SST before the end of January 2018.

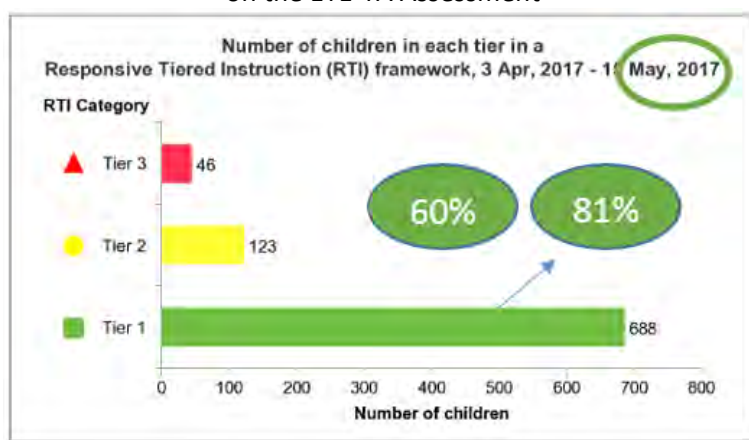
Performance Indicators/Data Collection

1. Prekindergarten and Kindergarten Division Priority SMART Goals were shared with the school-based administrators, Prekindergarten and Kindergarten teachers at the start of the school year opening meetings.
2. The Early Years Evaluation Direct Assessment (EYE-DA) was administered to the Prekindergarten students and the Early Years Evaluation Teacher Assessment (EYE-TA) was administered to the Kindergarten students in October and November 2017.
3. Completed reports for each student assessed were analyzed and students scoring in the Yellow (Tier 2 interventions requiring additional in-class or small group instruction and support) or Red (Tier 3 interventions requiring individualized instruction and support) in two or more of the assessment domains.
4. All students scoring Yellow or Red in two or more of the assessment domains were referred to the school Student Support Services Team to develop an intervention plan.
5. Included in the development and delivery of the intervention support plans were the classroom teachers, Family Support Coordinators, Community School Coordinators, School Counselors, Speech and Language Pathologists, Speech and Language Assistants, and English as an Additional Language teachers and assistants.

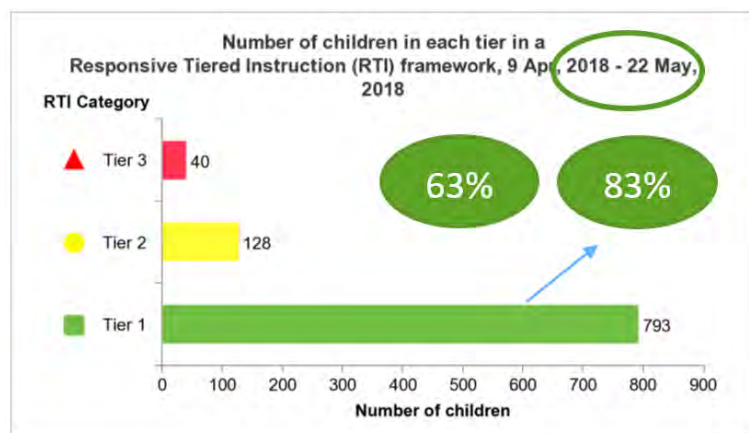
The following charts indicate the baseline for Kindergarten EYE-TA. RCSD continues to work towards the ESSP 2020 goal of 90% of students exiting Kindergarten will be ready for learning in Grade 1 (scoring Green – Tier 1 on the EYE-TA).



May 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



May 2018 - 83% 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 training for all early learning teachers to assist them in their daily work of preparing Prekindergarten and Kindergarten students for Grade 1. This training has included the *Saskatchewan Professional Development Unit Responding to Children's Interests* (SPDU) and Literacy Practices in Kindergarten workshops. Through this training and building experience with the EYE assessments, the early learning teachers are improving their ability to identify student's needs and then develop follow-up plans with the student services team and school division support personnel. The process involves the fall EYE-TA and analysis of the student results, followed by the student services team meetings and determined interventions. The spring assessments provide the data used for the development of any needed support plans for the next school year. With our Human Resource Services department, we have implemented a strategy for the deployment of our Instructional Assistants. In this plan, the Instructional Assistants were deployed at the beginning of the school year to assist in classrooms with large enrollment numbers or student needs.

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

Early Years Outcome: Professional Learning Tracking Process

1. By June 2018, 75% of Prekindergarten educators will have completed Responding to Children's Interests (SPDU) workshop.
 - Nearly 90% (88%) RCSD Prekindergarten educators had completed Responding to Children's Interests (SPDU) workshop in 2017-18.
2. By June 2018, 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten workshop (on-demand).
 - Over 80% (82%) of RCSD Kindergarten educators had completed Literacy Practices in Kindergarten in 2017-18.

Early Learning Pedagogy area

- Nearly all (97%) of RCSD Prekindergarten and Kindergarten educators reported completing at least one professional development opportunity under the Early Learning Pedagogy area and nearly all (97%) have met the Early Learning Pedagogy criteria for non-credit Early Childhood specialization in this area – having completed two or more Early Learning Pedagogy professional development opportunities.

Assessment Literacy area

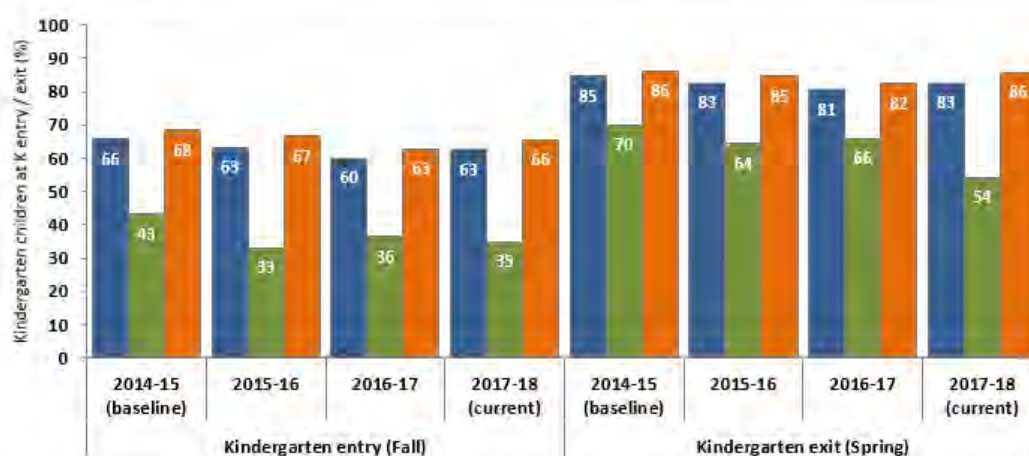
- Nearly all (97%) of RCSD Prekindergarten and Kindergarten educators have completed at least one professional development opportunity under the Assessment Literacy area. In this area, educators in the Division were far more likely to have completed opportunities designated for specialized consideration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

Ready to Learn: Children screened at Tier 1 on the Early years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry and exit 2015-16 (baseline) to 2017-18 (current).

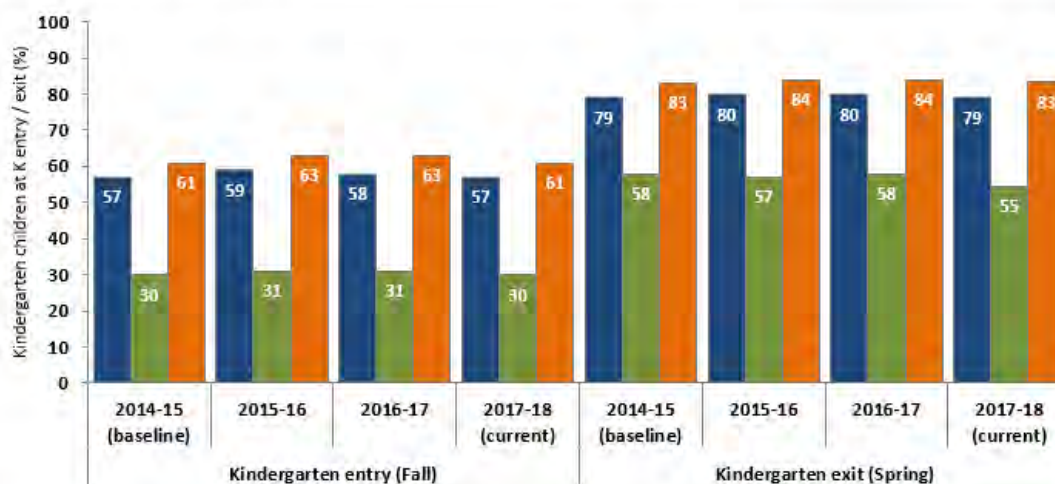
The following displays the percentage of children (all children, non-FNMI and FNMI) in the school division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the three years following, as well as the provincial results for each category.

Readiness for school: children screened at Tier I (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, 2014-15 (baseline) through to 2017-18 (current)

Regina RCSSD 81



Saskatchewan (all divisions)



All Tier I children at K entry / exit (%)

FNMI Tier I children at K entry / exit (%)

Non-FNMI Tier I children at K entry / exit (%)

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, 2018

Analysis of results

RCSD has continued to utilize Prekindergarten and Kindergarten SMART goals to focus our work our Early Learning Consultant, Prekindergarten and Kindergarten teachers, assistants, and other supports on the important task of preparing our students for Grade 1. This work aligns with the ESSP Early Learning 2020, where the goal is that by June 2020 children aged 0-6 will be supported in their development and to ensure that 90% of students exiting Kindergarten will be ready for learning in the primary grades. In our school division, we have experienced very consistent results over the last three years, where the increase in the spring assessments from the fall assessments has been approximately 20%. In 2017-18, we saw an overall increase of 20% from 63% in the fall EYE assessment to 83% in the spring EYE assessment. RCSD continues to address student needs using the information gathered through the EYE assessments, classroom observations by the Prekindergarten and Kindergarten teachers, ongoing student support planning and monitoring student progress throughout the school year. Monitoring student progress and adjusting support is of particular importance due to the limited amount of time the students have in Kindergarten to make the gains necessary to be ready for Grade 1. The focus on our work in this area has led to the increase in Grade 1 readiness of both our FNMI and Non-FNMI students, but we need to continue to explore new ways of meeting the needs of students in order to move our results closer to the provincial goal.

School Division Local Priority Area

A. Faith and Communities of Faith

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

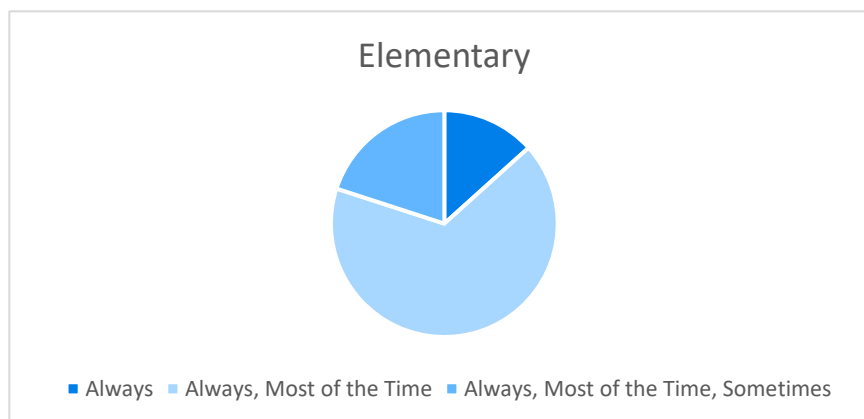
<p>School division goals aligned with local priority area</p>	<p>A. Faith and Communities of Faith</p> <ol style="list-style-type: none"> 1. By June 2018, 90% of students in Grades 5 and 11 completing the online “Am I Showing Christ Like Behavior” reflective tool will select ‘always’ or ‘most of the time’ as a response. 2. By June 2018, 90% of Grade 3 and 9 students will be able to articulate the faith by achieving a mark of at least 70% on the online religion education assessment. 3. By June 2018, 100% of all staff will have engaged in the process of their faith goals as agreed to on their Committed to Professional Growth (C2PG) form. 4. By June 2018, 100% of all staff and student are servant leaders who are proclaimers of our Catholic faith and demonstrate stewardship of time, treasure and talent through involvement in retreats, charitable donations, liturgies, service projects, Christian action projects, etc. <p>B. Technology– Essential Skills and Practices in 21st Century Technology</p> <ol style="list-style-type: none"> 1. 100% of all RCSD schools will have a Learning Improvement Plan goal that focuses on the improvement of technology integration into instruction. 2. By June 2018, 100% of RCSD teachers will have a technology integration goal in their C2PG. 3. By 2018, 100% of teachers will incorporate into their long-range plans the Saskatchewan Ministry of Education Digital Citizenship continuum.
<p>School division actions taken during the 2017-18 school year to support local priority area</p>	<p>A. Faith and Communities of Faith</p> <ol style="list-style-type: none"> 1. On average, 44% of Grade 11 students chose ‘always’ or ‘most of the time’ for the 18 questions. On average 64.8 % of Grade 5 students chose ‘always’ or ‘most of the time’ for the 15 questions. 2. Over 90% of Grade 3 students achieved a score of 70% or higher with the average score for all students being 74%. 90% of Grade 9 students achieved a score of 70% with the average score for all students being 66.7%. 3. 100% of staff completed their faith goals as agreed to on their C2PG forms. 4. 100% of staff and students were involved in retreats, charitable donations, liturgies, service projects, Christian Action Projects etc.

A. Local Measures for Faith and Communities of Faith

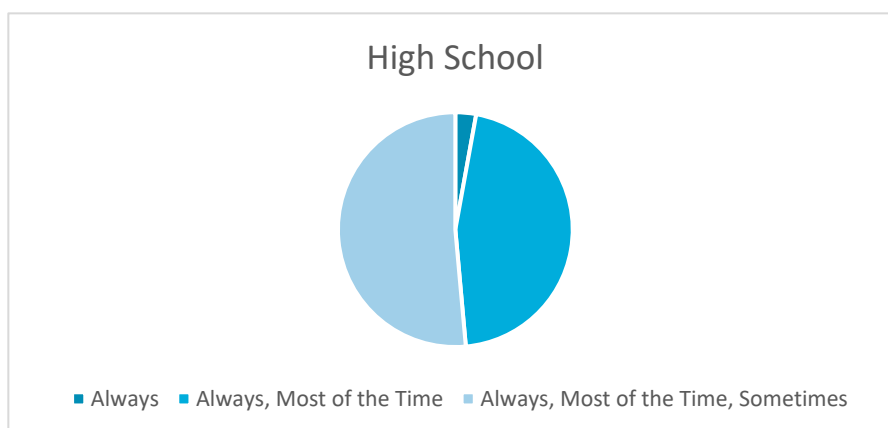
B. Local Measures for Technology - Essential Skills and Practices in 21st Century Technology

A. Faith and Communities of Faith

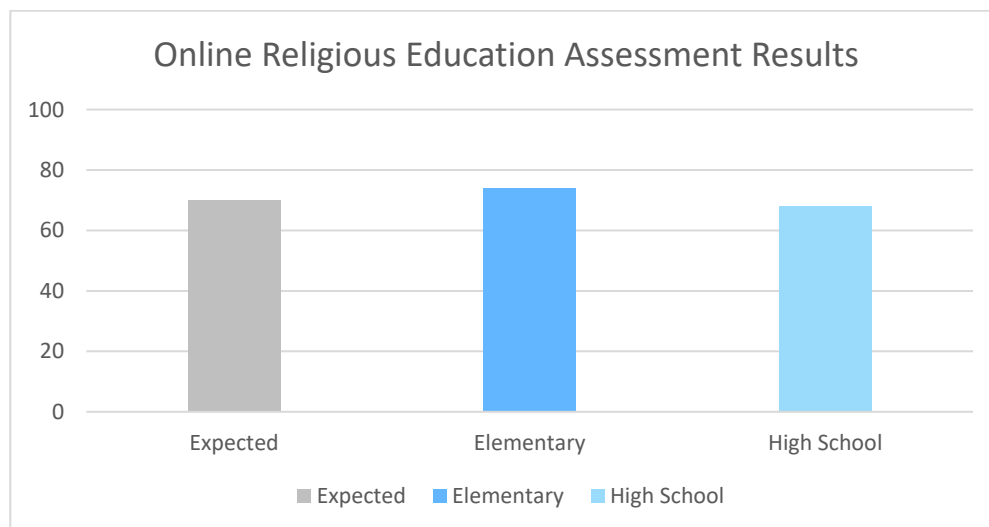
“Am I Showing Christ Like Behaviour”



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 10 of the 15 questions, the majority of students indicated that they either always or most of the time demonstrate this Christ-Like Behaviour.



High School results: For 1 of the 18 questions, the majority of students indicated they always demonstrate this Christ-Like Behaviour. For 8 of the 18 questions, the majority of students indicated that they either most of the time or always demonstrate this Christ-Like Behaviour.



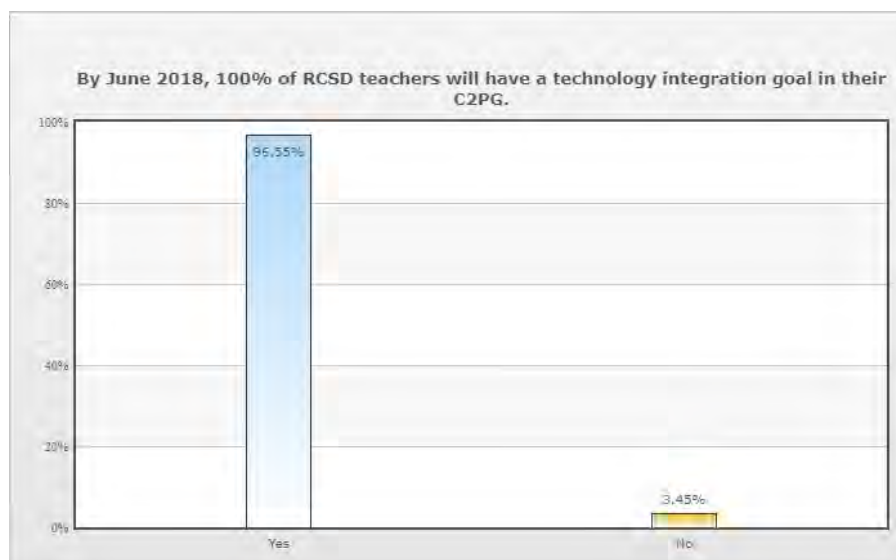
Elementary results: The overall average for the students who took the online assessment was 74%.

High School results: The overall average of the students who took the online assessment was 68%.

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

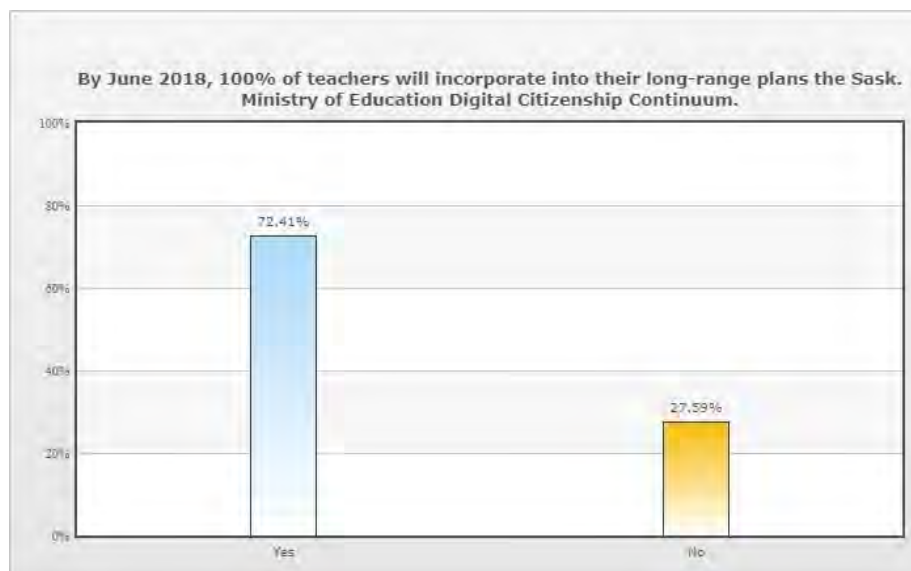
In March 2018, all schools were surveyed with respect to the three smart goals related to Essential Skills and Practises in 21st Century Education. Provided is an update for each SMART goal.

1. 100% of all RCSD schools will have a Learning Improvement Plan goal that focuses on the improvement of technology integration into instruction.
 - Currently we are achieving this goal as all schools have a LIP goal.
2. By June 2018, 100% of RCSD teachers will have a technology integration goal in their C2PG.
 - Currently, we are close to achieving the goal and will work to achieve it by June 2018.



3. By June 2018, 100% of teachers will incorporate into their long-range plans the Saskatchewan Ministry of Education Digital Citizenship Continuum.

- Currently, 72.4% of our teachers are achieving this goal at this time. We will continue to work in this area, and it will be a major focus for us in the remainder of the year to try to achieve this goal. Educational Technology will address the five schools that have identified as possibly not meeting the goal and provide extra support to these teachers and schools.



Analysis of results

A. Faith and Communities of Faith

While measuring the level of a student's faith is difficult, as faith is always a personal journey, our data suggests both successes and a challenge. The successes include the Grade 3 and 9 students' achievement on the online Religion Assessment and involvement in faith activities such as retreats, liturgies, service projects etc. The scores achieved by the students on the online Religion Assessment is impressive, given the fact that this is only the second year that Grade 3 Religion has been taught and it is the first year that the Grade 9 Catholic Studies curriculum has been taught. Equally as impressive is that 100% of our students were involved in faith activities during the school year. The data suggests that we have more work to do in guiding students to exhibit Christ-Like Behaviour either most of the time or always.

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

Demographics

Students

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

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

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

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments includes all residency types, all ages, home-based and home-bound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude non-Saskatchewan residents, students 22 years and older, and home-based students.
- PreK enrolments are the 3- and 4-year-old enrolments in the Student Data System (SDS) which includes those children who occupy the ministry designated PreK spaces and those in other school division operated PreK or preschool programs.

Source: Ministry of Education, 2017

Staff

The Regina Catholic School Division employs over 1,130 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	657.35
Principals, vice-principals	43.40
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	236.54
Administrative and financial staff – e.g., Chief Financial Officers, accountants, Information Technology people, supervisors, managers, administrative assistants, clerks	29.40
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers	81.69
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	1,055.38

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.
- Staff member FTEs are as of September 30, 2017.
- Some individuals are counted in more than one category. For example, a teaching principal might be counted as 0.40 FTE as a classroom teacher and 0.60 FTE as a principal.

Source: Human Resource Services

Senior Management Team

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 Resource Services and Education Services. Mr. Curt Van Parys is the Superintendent of Business & Finance/Technology Services, Ms. Sandra Baragar is the Superintendent of Human Resource Services, Mr. Rodd Hoffart is the Superintendent of Facilities, and Mr. Sean Chase, Mr. Brian Lach, Ms. Kelley Ehman and Ms. Joanna Landry are Superintendents in Education Services. Ms. Michele Braun, Superintendent of Education Services retired January 31, 2018. Curtis Kleisinger is the Director of Mother Teresa Middle School, our associate school, and was included within the (LEADS) category.

Infrastructure and Transportation

School List 2017-18

There are 32 schools in the Regina Catholic School Division including 25 elementary schools, four high schools, two K-12 schools that offer alternative programming and one associate school.

School	Grades	Location
Deshaye Catholic School	Pre K-8	37 Cameron Crescent
Holy Rosary Community School	Pre K-8	3118-14 Avenue
Sacred Heart Community School	Pre K-8	1325 Argyle Street
École St. Angela Merici 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
École St. Elizabeth School *	K-8	5149 E Green Brooks Way
St. Francis Community School	Pre K-8	45 Mikkelson Drive
St. Gabriel School	K-8	3150 Windsor Park Road
St. Gregory School	K-8	302 Upland Drive
St. Jerome School	Pre K-8	770 Rink Avenue
St. Joan of Arc School	Pre K-8	10 Dempsey Avenue
St. Josaphat School	K-8	140 Greenwood Crescent
St. Kateri Tekakwitha School**	K-8	4415 James Hill Road
St. Marguerite Bourgeoys School	K-8	2910 E. Shooter Drive
École St. Mary 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. Nicholas School	K-8	7651 Mapleford Boulevard
St. Peter School	Pre K-8	150 Argyle Street
École 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.

*denotes French Immersion

**denotes Dual Track (French Immersion and English)

***denotes Associate School

Infrastructure Projects

The Regina Catholic School Division facilities include:

- Thirty-two schools located in the City of Regina. See the preceding page for a list of schools. The average age of our schools is 50 years. The oldest school is 104 years old (built in 1914); the three newest schools are one-year-old, all opening in September 2017.
- 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 56 years old and an addition of 7,000 square feet is 46 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 2017-18 Budget year. These include relocation and renovation of 8 portable classrooms. Construction on Sacred Heart Community School rebuild was completed, as well as a classroom commons.

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	2017-18 Cost
Miller Comprehensive Catholic High School	Accessibility corridor commons renovation	Link to second floor wings c/w commons and classroom addition and main floor renovation	\$ 1,200,000
École St. Mary School	Student commons renovation	Renovate existing classroom and Multi-purpose space to accommodate new open 21 st Century learning opportunities	600,000
Various	Relocating 8 portables	Provided more teaching space to accommodate enrolment growth	360,000

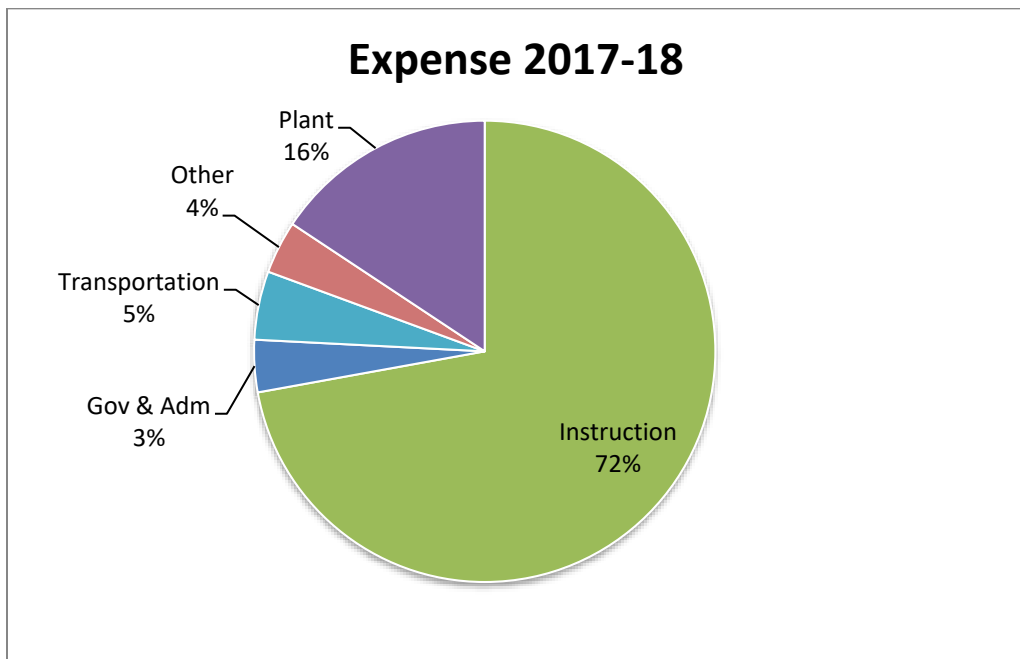
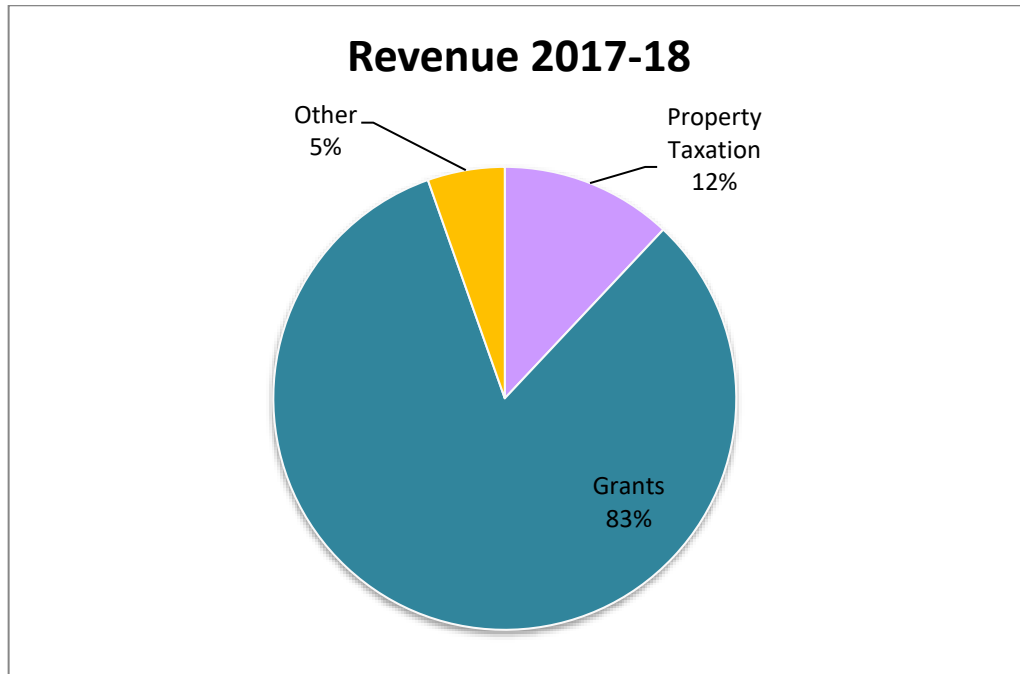
Transportation

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

Transportation Statistics	
Students transported	5,414
In-town students transported (included in above)	5,414
Transportation routes	83
Average one-way ride time	14
Longest one-way ride time	59
Number of school trips per year	2,682

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2018	2018	2017	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	14,714,865	14,466,232	41,936,864	(248,633)	-2%	
Grants	95,476,235	99,573,592	111,541,014	4,097,357	4%	
Tuition and Related Fees	152,700	224,500	210,525	71,800	47%	1
School Generated Funds	2,320,860	2,217,723	2,101,461	(103,137)	-4%	
Complementary Services	1,392,925	1,391,832	1,434,048	(1,093)	0%	
External Services	607,625	634,497	626,378	26,872	4%	
Other	2,135,050	2,026,327	2,214,871	(108,723)	-5%	2
Total Revenues	116,800,260	120,534,703	160,065,161	3,734,443	3%	
EXPENSES						
Governance	330,883	442,620	804,538	111,737	34%	3
Administration	3,775,470	3,951,497	3,608,999	176,027	5%	
Instruction	86,621,570	86,640,949	82,642,436	19,379	0%	
Plant	14,984,140	18,842,370	14,725,446	3,858,230	26%	4
Transportation	5,812,190	5,767,559	5,611,285	(44,631)	-1%	
Tuition and Related Fees	60,950	77,140	87,450	16,190	27%	5
School Generated Funds	2,271,345	2,087,138	1,878,916	(184,207)	-8%	6
Complementary Services	1,678,180	1,586,727	1,616,828	(91,453)	-5%	7
External Services	640,760	688,023	670,700	47,263	7%	8
Other Expenses	19,160	131	3,725	(19,029)	-99%	9
Total Expenses	116,194,648	120,084,154	111,650,323	3,889,506	3%	
Surplus (Deficit) for the Year	605,612	450,549	48,414,838			

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

Note	Explanation
1	More than anticipated tuition fees received from foreign/international students.
2	Less than anticipated revenue from reimbursements.
3	Greater than anticipated indemnity and election costs.
4	Under estimated depreciation expense.
5	Increased reliance on external agencies to provide education services at the Ranch Ehrlo Society and Regina Trades & Skills Centre.
6	Less than anticipated school generated funds expenditures at schools.
7	Less than anticipated complementary services expenditures due to a decrease in instructional salaries and non-instructional support salaries.
8	More than anticipated Mother Teresa Middle School expenditures.
9	Less than anticipated interest and bank charges.

Appendix A – Payee List

Board Remuneration

Name	Remuneration*	Travel		Professional Development		Total
		In Province	Out of Province	In Province	Out of Province	
Bonnell, E. Victoria	25,693	-	-	398	-	26,091
Bresciani, Deborah	25,883	-	-	606	-	26,489
Bresciani, Robert**	30,651	-	-	342	2,894	33,887
Dittrick, Richard	27,106	-	-	1,314	2,449	30,869
Flegel, Frank	25,220	-	-	555	-	25,775
Kowalchuk, Robert***	26,268	-	-	1,549	-	27,817
Ziegler, Donna	29,162	-	-	1,620	2,708	33,490

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

**Board Chair

***Deputy Chair

Personal Services

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

Name	Amount
ADAM, JANALEE	87,224
ADAMS, CHELSEA	70,651
ADAMS, SHARON	64,523
ADEDEJI, OLUSHOLA	72,545
AGAR, JASON	70,819
AKINPELU, OLUWAKEMI	81,053
ALLAN, STACY	83,594
AMICHAND, MANDY	73,614
ANDERSON, ALISON	90,676
ANDERSON, LISA	86,807
ANDERSON, LUCIE	63,131
ANDERSON, NICOLE	71,774
ANONAS, NENITA	90,154
APPELL, TAMMY	104,345
APPLEBY, PAMELA	74,091
APPLEYARD, MARCIA	50,053
BACHELU, BLAIR	90,209
BACHIU, MARIA	66,043

Name	Amount
BAHT, FRANCINE	64,523
BAITON, LEAH	80,894
BALL, MARCHELLE	85,974
BALON, MARK	87,348
BANGA, JENNIFER	62,227
BARAGAR, JODI	95,850
BARAGAR, SANDRA	151,772
BARILLA, MARLYSE	87,224
BARNES WILCOX, BARBARA	95,758
BARNES-PITKA, RHONDA	95,701
BARON, KEVIN	86,581
BARTHEL, SHELLEY	72,721
BARTLETT, WADE	90,392
BARYLUK, LORA	60,651
BARYLUK, VINCENT	87,827
BASSIE, RON	56,798
BAST, NICOLE	86,724
BASTOCK, LEANNE	79,918

Name	Amount
BAUDU, CHAUNTEL	91,791
BAUDU, KAELA	67,129
BAUER, CHRISTINE	60,138
BAUMGARTNER, ALANA	95,286
BAUMGARTNER, LYNSEY	96,817
BEACH, JOANNE	91,524
BEATCH, LAURA	59,190
BEAUDIN ANAQUOD, DENISE	85,974
BEISEL, MAUREEN	85,974
BEITEL, HOLLY	90,074
BELAIR, LINDSAY	71,142
BELISLE, PAULETTE	109,929
BELOF, JILL	101,342
BELVEDERE, DEREK	72,772
BENARD, MICHELINE	90,949
BENHAM, CATHERINE	85,974
BENKO, DEAN	102,645
BENKO, KIRSTEN	87,238
BERNARD, TERRI	89,238
BERNAUER, CYMONE	84,319
BERNHARDT, REBECCA	73,112
BERRY, KYRIE	86,619
BERUBE, JESSICA	67,063
BESKOWINEY, STEPHAN	84,871
BIEGLER, LAWRENCE	128,506
BIRAM, ANDREE	69,088
BIRRELL, NATHAN	91,524
BISSONNETTE, CHANTAL	79,995
BLACKLOCK, ROMONA	95,450
BLADYKO, AMY	71,577
BLANCO, JOCELYN	71,196
BOAST, MEAGHAN	85,515
BODNARCHUK, PETER	53,502
BOEHM, LEEANNE	90,154
BOGDAN, TYLER	81,124
BOHAY, KATELYNN	64,362
BOLEN MANZ, CAROL	90,154
BOLEN, CHARLENE	86,116
BOLLMAN, MARGARET	95,286
BONDY, CARI	71,539

Name	Amount
BONNOR, BETTY ANNE	72,815
BORSA, LOUELLA	51,900
BORTHWICK, DWIGHT	100,497
BORYS, HEATHER	79,235
BOURNS, CONNIE	50,555
BRASS, COLIN	86,575
BRASS, JAYLENE	109,253
BRASSARD, WENDY	89,723
BRAUN, MICHELE	75,989
BRAY, JODIE	104,807
BRCIC, MARLEY	75,776
BREDIN, ROBERT	121,713
BRENNAN, PATRICK	89,091
BRESCIANI, ANGELINA	86,224
BRESCIANI, MATTHEW	70,771
BRESCIANI, MITCHELL	69,609
BRIDGEMAN, JANNA	80,366
BRISCHUK, D'ARCY	105,674
BRITTNER, PETER	77,166
BROCHU, SCOTT	51,413
BRODNER, LANDON	69,429
BROWN, CORRINE	87,705
BROWN, DANIEL	87,495
BROWN, MATTHEW	113,453
BRUNDIGE, JANE	69,435
BUCSIS, COURTNEY	51,218
BURANT-MAHER, ROLANDE	105,925
BURCHI-LITTLE, BRENDA	85,974
BURNS, CHRISTINA	59,327
BURNS, MORGAN	65,198
BUSBY, CHRISTOPHER	86,316
BZDELL, CORINNE	87,644
BZDELL, PAULA	54,230
CAMPBELL, HAILEY	62,939
CAMPBELL, JOSHUA	90,978
CARIGNAN, TODD	86,974
CARR, SHIRLANNE	90,154
CASPER, STEPHANIE	104,807
CHAGNON, KIMBERLEY	85,503
CHASE, ELENA	98,174

Name	Amount
CHASE, MICHAEL	111,171
CHASE, NICOLE	89,106
CHASE, SEAN	156,572
CHASE, SHERRY	106,609
CHASTEL, JESSICA	54,479
CHAY, LES	63,926
CHEVRIER, NATALIE	87,377
CHICILLO, CANDACE	119,379
CHOBOT, ALEAH	69,092
CHOMOS, CHELSEA	90,848
CHOMOS, PATRICE	87,348
CHOMYN, CINDY	69,143
CHRISTOPH, JESSICA	66,476
CHRISTOPHERSON, JACQUELINE	87,289
COLUMPSI, DONNA	90,531
COMTE, MELISSA	64,307
CONGER, MELODY	85,030
CONLY, CHARIS	56,636
COOK, KELLI	92,534
COOK, MICHELLE	87,224
COOLICAN, SARAH	72,664
COOPER, LISA	68,780
CORNISH, DAVID	90,154
COTE, BARTLEY	104,435
COTE, TERRI	115,556
COTTRILL, NAT	59,480
COURCHENE, RACHEL	61,488
COZINE, DANIEL	115,344
COZINE, KELLY	97,500
CRAIG, ALINA	60,506
CROMARTY-ZECH, TOBI	87,349
CROMPTON, HOLLY	86,724
CRONIN, SARA	88,273
CROOK, SHARON	91,852
CRUICKSHANK, MEAGAN	90,154
CSADA, ROBERT	90,904
CZARNECKI, JOSEPH	53,512
DALES, HEATHER	75,599
DALY, MARIAN	147,194
DANAHER, JOHN	61,711

Name	Amount
DANYLCHUK, D'ARCY	64,407
DAUPHINAIS, CATHERINE	87,461
DAUPHINAIS, GILLES	102,760
DAVIES-ELTOM, COLETTE	87,651
DE LUCAS, KAREN	64,915
DECOSSE, RYAN	73,757
DELOREY, PATRICIA	94,294
DELORME, CHASITY	61,933
DEMETER, MELINDA	66,760
DESAUTELS, KIMBERLY	73,580
DESJARLAIS, ROBBIE	53,560
DEVINE, DAWN	89,919
DIETRICH, DANIELLE	74,716
DIORIO, SUZANNE	85,974
DIZY, MICHELLE	85,974
DOMBOWSKY, SHAUNA	87,830
DONNELLY, LIZA	130,594
DONNELLY, RICHARD	99,675
DONOHUE, BROOKE	58,341
DORN, CATHERINE	71,118
DORNSTAUDER, ROSE-MARIE	91,180
DOUVILLE, ANNETTE	90,154
DREWS, DARREN	51,602
DROTAR, JEREMY	95,286
DUCZEK, JASON	90,154
DUCZEK, NANCY	87,128
DUFOUR JERRETT, STEPHANIE	88,747
DUGUAY, MARTIN	77,345
DUREAULT, RENEE	86,178
DZIADUCK, CAREY	87,224
EBERL, MAUREEN	86,050
EDMANDS, JASON	88,993
EDMANDS, TARA	86,890
EDQUILANE, TRISTAN	59,050
EHMAN, KELLEY	164,942
EHRMANTRAUT, JACQUELYN	68,010
EINSIEDLER, COURTNEY	55,389
ELL, ANITA	68,960
ELL, BRENDA	86,003
ELL, DONNA	97,659

Name	Amount
ELL, DWAYNE	87,057
ELL, LESLIE	53,639
ELLERY, KARI-ANNE	86,474
EMERY, SHANNON	87,511
ENDICOTT, DENISE	95,286
ENGELE, SHELBY	63,537
ENNIS, MARY	67,639
ERICHSEN, VALERIE	87,591
ERLENDSON, TRICIA	104,344
ETHIER, CHANTEL	65,090
EVANS, STEPHANIE	88,109
FABER, ELIZABETH-ANN	87,224
FAHLMAN, BRIAN	87,212
FARIS, ROBERT A	63,926
FARRIS, LYNNETTE	51,737
FELLNER, FRANCESCA	86,807
FENNELL, THOMAS	93,938
FERRARA HORNE, CHERYL	90,154
FETSCH, KEVIN	93,938
FIISSEL, JADA	86,764
FIRNESZ, JACQUELINE	86,419
FIRNESZ, MATTHEW	91,642
FIRNESZ, NOLAN	96,661
FIRNESZ, SIMON	86,563
FISCHER, GREGORY	86,202
FISCHER, TARA LEE	86,776
FISCHER, TARA-LYNN	90,929
FISHER, TARA LYNN	93,435
FISKE, MICHELLE	72,768
FLETCHER, MICHELLE	67,594
FLOREK, DONOVAN	57,985
FLOREK, MATTHEW	87,224
FOLK, JACQUELINE	90,948
FOLK, RYAN	85,977
FONTAINE, DANIELLE	65,339
FOORD, JOHN	98,007
FORAIE, AMANDA	65,322
FORD, CLAYTON	77,670
FORREST, LEANNE	105,115
FORREST, RYAN	87,348

Name	Amount
FOSSENIER, SCOTT	115,467
FRANKLIN, SUZANNE	51,627
FREY, NADINE	58,458
FROH, RACHEL	60,241
FUCHS, LARRY	109,220
FUCHS, TRACY	124,229
GALLAGHER, NICOLE	69,688
GALLAGHER, RYAN	89,971
GAREAU, ROBERT	66,554
GARINGER, LEE	98,724
GARTNER, TAMARA	82,405
GAUTHIER, CELINE	53,217
GAVIN, BERNADETTE	91,193
GEIGER, KELLY	63,926
GEIGER, KERRI	73,602
GELINAS, DEANA	92,243
GELINAS, FRANCOIS	94,078
GELOWITZ, JOANNE	71,857
GENEST, DENIS	75,333
GHERASIM, SCOTT	86,807
GHERASIM, STACEY	126,504
GHIGLIONE, NADINE	85,526
GIBBONS, BLAINE	55,079
GIBBS, KORY	90,154
GIBSON, JENNIFER	76,630
GIESBRECHT, RYAN	58,815
GIESBRECHT, SHAYNA	66,675
GILBERT, GEOFFREY	114,524
GONZALES, RONALD	99,890
GOODMAN, DEBORAH	51,218
GOODON, KAREN	86,272
GOODWILL, MELINDA	85,974
GOULET-BROWN, MELANIE	91,611
GRAD, JACQUELINE	86,297
GRAD-HORDICHUK, MICHELLE	89,216
GRAY, SHELDON	85,974
GREENOUGH, ALLISON	93,710
GROSKOPF, MARGUERITA	69,109
GUAY, JENNIFER	67,803
GUEGUEN-NIELSEN, NINA	64,409

Name	Amount
GYOERICK, KRISTIN	78,431
HACKL, WADE	111,896
HALL, MAY PUI-YEE	78,597
HALLETT, KARYN	85,946
HALVORSEN, JUANITA	91,653
HAMBLETON, DAVID	90,069
HAMELUCK, CHERI	75,854
HAMILTON, ANGUS	70,210
HAMMOND, GAETAN	95,286
HANNANT, TRACY	86,944
HANSON, LISA	95,343
HANUS, SHAUNA	85,974
HARBUS, MINDY	89,919
HARDING, ANGELA	91,054
HARRISON, SHERYL	95,612
HART, ANDREA	90,960
HARTNEY, DESMOND	91,237
HARVEY, CHERYL	88,423
HAUTCOEUR, LISA	88,473
HAYES, GRAHAM	102,007
HAYNES, HEATHER	96,586
HEGI, MICHALA	86,225
HEIDT, ALBERT	90,154
HEISLER, AMANDA	76,370
HERMAN, KATHLEEN	68,190
HERSCHMILLER, BRADLEY	85,974
HESZHEIMER, KIM	57,024
HICKEY, JUSTINE	52,378
HICKS, RYAN	91,764
HILDEBRAND, HEIDI	121,980
HILLMAN, RHIANNON	85,175
HINDLE, ERIN	85,974
HINDMARCH, TRINA	85,714
HISCHEBETT, LEAH	69,114
HISCUTT, DOUGLAS	53,394
HJELSING, TRINA	71,539
HODGES, EDWARD	83,048
HOFFART, CURTIS	87,039
HOFFART, RODD	179,678
HOGNERUD, KATRINA	82,392

Name	Amount
HOLLAND, LORI	62,802
HOLLE-MEYERS, DIANA	86,724
HOLLIDAY, SHARLENE	119,372
HOLLINGER, JANNA	95,241
HOLLINGER, NICOLE	80,019
HOLT, NICOLE	86,752
HOM, SHINA	52,231
HORN, MALLORY	60,280
HORNUNG, SHERI	88,658
HORSMAN, COURTNEY	59,031
HORVATH, RHONDA	96,119
HOUK, RODNEY	93,366
HOVDEBO, MARCIA	66,126
HOWDEN, LORINDA	86,611
HUBIC, BRANT	86,991
HUEL, CHAD	85,713
HUNTER, KELLY	70,775
HYND, SARA	85,974
HYNES, CURTIS	61,485
ISTACE, KAREN	109,736
JACKSON, ALANNAH	64,491
JACKSON, ERIC	79,869
JAMES, RYAN	62,988
JANECZKO, KYLE	60,875
JARIKRE, EJIROGHENE	69,710
JEANNOT, BRIAN	105,154
JENSEN, ALYSSA	67,167
JENSEN, MICHELLE	86,074
JOHNSON, CHANTEL	90,099
JOHNSON, JENNIFER	95,953
JONES, DAWN	86,974
JONES, TIFFANY	65,517
JOSIE, JOELLE	86,792
JOST, JANET	87,039
JOST, THOMAS	98,395
KACZMARSKI, LORETTA	87,420
KALENCHUK, HEATHER	50,468
KALYNCHUK, MONICA	87,639
KAMINSKI, MEGAN	71,050
KAMPMAN, CHRISTOPHER	77,718

Name	Amount
KASSY, MAUREEN	60,846
KAUF, ARKIN	74,805
KEEN, DARLA	86,724
KEITH, MELANIE	104,957
KENDEL, KRISTA	84,505
KERR, TREVOR	59,567
KING, JUANELLE	51,218
KLECKNER, FRANK	50,302
KLEIN, KRISTOPHER	63,270
KLEISINGER, CURTIS	162,278
KLEISINGER, JAMES	63,115
KLIPPENSTEIN, ALISA	84,423
KNIGHT, CHARMAINE	76,168
KNIGHT, MICHAEL	82,971
KOBACK, MEGAN	50,087
KOBELSKY, CAROLYNNE	86,127
KONDZIELEWSKI, MARIE	87,280
KOROLUK, KAREN	94,164
KOSKIE, DANIEL	52,842
KOT, GARRETT	86,157
KOWALSKI, MARCELLINA	81,339
KOZAK, COLLEEN	77,923
KRAFT, MICHAELA	63,144
KRISTOFF, COLIN	91,404
KRUEGER, PATRICE	90,554
KRYZANOWSKI, MARGUERITE	77,302
KUNTZ, KEVIN	86,474
KUNTZ, SCOTT	90,202
KUNTZ, STEWART	58,964
KUPPER, SHERI	86,588
KURENOFF, MELISSA	71,355
KUSTER, JODY	89,836
KUZ, DEAN	92,853
KYBA, YVONNE	70,892
LA ROCQUE, JEFFREY	88,473
LA, ANGELA THERESA	66,057
LABATT, AMANDA	90,795
LACASSE, DIANE	105,522
LACH, BRIAN	164,942
LACH, KAREN	85,974

Name	Amount
LAMB, NANCY	87,189
LANDRY, JOANNA	146,235
LANDRY, JULIUS	63,086
LANE, MEAGAN	55,682
LANG, CARTER	66,872
LANG, DANIELLE	74,221
LANG, JOHN	104,807
LANG, LYDELL	85,656
LANG, MARK	90,774
LANGEN, ALEXIS	64,972
LANGEN, AMY	86,942
LAREAU, JOEL	50,188
LAURSEN, JILLIAN	94,614
LAUZON, JENNIFER	67,435
LAVOIE, LAUREN	53,450
LEBLANC, NATALIE	90,694
LEBLOND, RYAN	87,293
LEBOLDUS, SARA	86,833
LECOUFFE, SHANNON	87,224
LEGGOTT, KELLY	51,218
LEITNER, SARAH	58,918
LEKIVETZ, ELIZABETH	87,672
LENIC, AMBER	91,352
LEWIS, ALISON	57,247
LEWIS, BRIAN	77,083
LICHTENWALD, JOAN	87,273
LIEBEL, LAURA	58,680
LING, RACHEL	90,689
LIPP, KELSEY	59,328
LISSEL, CHELSEY	64,496
LIZEE, DANIEL	122,155
LIZEE, HONNI	96,407
LOCKERT, ANGELE	54,295
LONG, SOPHIE	64,025
LONGSTAFF, LINDSEY	72,739
LORENCZ, CHERI	64,520
LORENCZ, LAURA	88,244
LOUTTIT, SUZANNE	85,974
LUCE, MAVIS	88,474
LUCERO, ANNA	85,278

Name	Amount
LUCYK, DEAN	116,648
LUCYK, LEONORA	87,256
LUCYK, LINDA	89,738
LULIK, EMIL	85,974
LUMBARD, JENNIFER	85,975
LUTZ, ANNE	114,915
MACLEOD, NICOLE	59,384
MAGNUSSON, DAVID	133,603
MAGNUSSON, KELLY	85,974
MAH, WILLIAM	62,553
MAHAJAN, RENEE	96,536
MAHNIC, JOSEPH	85,974
MAHONEY, AMANDA	50,110
MAIER, LEAH	95,786
MAKAR, SHELLEY	88,487
MANN, BRADIE	70,041
MANN, SANDRA	90,504
MANNION, EDWARD	90,154
MANTYAK MCDONALD, JENNIFER	86,867
MARCHAND, APRIL	85,974
MARCHE, JOSEPH	57,878
MARCOTTE, LISA	95,286
MARIN, BRIAN	88,712
MARION, BRIAN	85,974
MARKOWICZ-TROY, ELENA	70,384
MARSHALL, KIMBERLY	90,154
MARSHALL, MICHELLE	90,154
MARTIN, STEFAN	67,442
MARTINEZ, DAISY	61,271
MASAOAY, CRISANTO	68,525
MASUR, MELONY	87,662
MATLOCK, BRETT	78,272
MATT, CHELSEE	76,737
MATTHEWSON, LORIE	90,777
MAZDEN, SHELLEY	59,158
MCBETH, TRISHA	95,286
MCCALL, ROSANNE	86,421
MCCALMON, ERIC	79,946
MCCALMON, LAURA	51,189
MCCANN, LISA MARIE	75,979

Name	Amount
MCCLARE, SABRINA	85,078
MCCULLOCH, JESSI	92,429
MCCULLOCH, MICHAEL	97,505
MCCUSKER, GEORGIA	62,569
MCGEOUGH, JACOB	58,291
MCGILL, MARY	85,974
MCGRANE, JAIME	62,592
MCKECHNIE, SHARON	86,676
MCLEAN, WADE	90,464
MCMANUS, AMY	71,826
MCMILLAN, HARMONY	91,654
MCMILLAN, SUZANNE	81,042
MENHART, MILOS	90,154
MENSAH, ROBERT	62,655
MERK, JANET	87,267
MESSER, CHRISTINE	80,524
METZ, THOMAS	92,337
MEYER, VINCENT	86,890
MEYERS, MILES	109,567
MILLER, KRISTEN	64,983
MILLETTE, THERESA	60,454
MILLS, DOUGLAS	128,346
MITCHELL, NATALIE	91,812
MOHR, NICOLE	88,979
MOISUK, AMANDA	53,583
MOLESKY, RENEE	56,557
MOLLEKEN, STACEY	87,224
MONTAGUE, RYAN	86,788
MONTENEGRO, RENEE	85,974
MONTERO DE MOORE, NORA	94,154
MONTPETIT, DALLAS	62,594
MORAN, GLEN	54,365
MORGAN, TERRY	86,422
MORHART, CARRIE	90,904
MORHART, LINDSAY	93,449
MORLEY, LYLE	97,633
MOSER, LAURA	59,345
MOSKOWY, GREG	87,308
MRAZEK, JAMIE	66,786
MURRAY, CLAYTON	101,606

Name	Amount
MURRAY, JACQUELINE	85,049
MUSHUMANSKI, AMANDA	91,903
MYERS, JAMIE	57,957
NAGEL ZELLER, KIMBERLY	90,154
NAKUTNY, KATERINA	85,974
NALUZ - ALIMBUYAO, SARAH	56,761
NEAL LANGDON, MARY	87,314
NEIGUM, JAMIE	111,205
NEILES, SUSAN	85,996
NELSON, CINDY	113,575
NELSON, DAVID	78,002
NELSON, JO-ANNE	85,916
NELSON, KENNA	83,571
NELSON, ROBERT	85,877
NEUMANN, JASON	90,827
NEUMANN, TRICIA	86,474
NICOLSON, CARMEL	88,113
NICURITY, RENEE	87,249
NIELSEN, RUSSELL	69,124
NISHNIK, JASMINE	58,531
NISHNIK, LYNETTE	91,729
NISTOR, GERALDINE	87,841
NORMINTON, JENNIFER	87,502
NORRIS, MONICA	116,313
NORTON, AMANDA	74,869
NOWOSAD, MICHAEL	62,020
OLMOS, CAROL	91,254
OLSEN, BRIGITTE	67,331
ONRAIT, MORGAN	69,620
ORTHNER, JOLENE	95,523
ORTMAN, PAMELA	90,491
OSZUST, JOANNE	95,286
OTTENBREIT, BRANDI	66,472
OTTENBREIT, KYLE	86,877
OTTENBREIT, TYLER	101,040
OWENS, JENNIFER	87,353
OWENS, PAUL	87,158
OYKA, COURTNEY	70,667
PADGET, TYRA	60,454
PAEZ, ADALUZ	102,064

Name	Amount
PALMARIN, ANTHONY	90,654
PALMARIN, DANIEL	70,929
PALUCK, HOLLY	116,254
PAMBRUN, GLENN	52,054
PAPANDREOU, BARBARA	72,299
PARISIEN, CLAYTON	87,694
PARISIEN, KIMBERLY	88,037
PARISIEN, VICTORIA	59,791
PARROTT, TRACY	58,310
PASCAL, LYNETTE	61,052
PATENAUDE, CINDY	54,493
PATTERSON, HANNAH	89,881
PAUL, IRENE	69,155
PAUL, MARLA	102,509
PEARCE, MEGAN	60,675
PEARCE, SHAWN	123,735
PEAT, JACQUELINE	120,477
PELLERIN, KYLE	66,723
PELLETIER, GREGORY	90,969
PELLETIER, JOSEPH	85,974
PELTIER, DIANE	63,828
PENNA, HALI	95,313
PERRAS, LORETTA	122,005
PERRAULT, CONNIE	89,458
PERRAULT, LESLEY	88,097
PERREY, AMY	86,586
PERRON, CINDY	86,604
PERRON, LINDA	86,011
PETERS, JENNA	75,457
PETTIGREW STEADMAN, TAMMIE	95,286
PHAIR, MICHELLE	87,360
PHANEUF, DANIEL	90,730
PILON, DEREK	66,298
PINNOW-WEBER, JOCELYN	88,315
PIQUETTE, JINNY	86,382
PIROT, CORINNE	84,632
PITZEL, KAREN	111,297
PITZEL-MARKEWICH, MANDY	85,078
PLEMEL, ELLEN	67,574
POIRIER, LISA	90,295

Name	Amount
PONTIUS, HEATHER	86,506
POOL, MICHELLE	90,154
PORTER, DIANA	91,683
POSTMA, CORALIE	72,388
PRIFTI, VASILA	50,234
PRYSIAK, JONAS	100,506
PUSCUS, CHRISTINA	69,716
QUIGLEY, MELISSA	59,281
QUIROZ-NORMAN, KAREN	56,732
RADONS, GLENN	50,073
RAMBOW, JEFFREY	87,880
RAMDEZ, PAULA	90,154
RANGER, SAMANTHA	66,760
RATCLIFFE, MELISSA	87,447
RAU, MELISSA	57,263
REDING, YVONNE	86,495
REDLER, CARLA	92,261
REDLER, JESSICA	90,797
REDLER, TREVOR	87,432
REED, DENISE	93,215
REED, PATRICK	67,843
RESCH, JENNIFER	85,803
RICHTER, ADAM	81,189
RICHTER, MICHELLE	87,150
RIEDER, GREGORY	87,774
RIEGER, KORRIN	86,682
RIEGER, SHELDON	92,809
RIFFEL, OLIVIA	59,271
RIFFEL, PETRA	80,762
RING, GABRIELLE	58,531
RIPPLINGER, DAVID	118,921
RIPPLINGER, MICHEAL	69,603
ROBERTSON, DAPHNIE	89,685
ROCKTHUNDER, AUDREY	85,974
RODRIGUEZ, GENNA	86,369
ROMANCHUK, ASHLEY	65,190
ROMANYK, CHELSEA	67,193
ROSE, TAMMY	52,553
ROSS, DAWN	85,974
ROSS, SARAH J	60,116

Name	Amount
ROTH, PATRICK	90,154
ROUNDELL, SHANTELE	76,839
RUBRECHT, MARKUS	112,697
RUDD-MCPHERSON, CHELSEY	97,622
RUSCHIENSKY, AMANDA	82,186
RYHORCHUK, DANIELLE	80,118
SACKVILLE, CAROLINE	67,750
SALI, CYRIL	52,230
SANDERCOCK, JEANNIE	57,089
SANVILLE, AMY	98,617
SARVARI, ALEX	53,497
SAYER, THERISA	87,939
SAYER, WHITNEY	73,523
SAZYNSKI, ANGELA	85,974
SCHAAN, BERNADETTE	84,305
SCHAAN, ROBERT	95,459
SCHAFER, PAMELA	79,624
SCHAFTARI, JOHN	58,964
SCHEIBEL, SHELLEY	91,254
SCHEUER, JESSICA	71,605
SCHIEMAN, KAREN	76,257
SCHIISSLER, DARINKA	84,650
SCHIKOWSKY, JENNIFER	57,450
SCHILTZ, TEAGAN	59,331
SCHLECHTER, MEGAN	72,043
SCHMIDT, BRENDA	90,154
SCHMIDT, JULIA	67,959
SCHMIDT, KENT	93,938
SCHMIDT, LEAH	61,209
SCHMIDTHIESLER, JOSEPH	57,956
SCHMITZ, MALLORY	50,218
SCHMITZ, RYAN	91,787
SCHNEIDER, LINDA	86,974
SCHOFF, LEE AN	87,224
SCHOFIELD, SIMON	88,747
SCHULKOWSKY, SHELAN	86,855
SCHULTZ, DORINDA	82,412
SCHWEBIUS, DEAN	109,666
SCIOG, CHRISTOPHER	62,707
SCOLLAN, AMBER	70,110

Name	Amount
SCUGLIA, DOMENIC	194,745
SEIDLER, JASON	66,749
SEIFERLING, DIANE	58,047
SEIFERLING, WAYNE	50,097
SEITZ, HEATHER	64,523
SELINGER, SANDRA	104,261
SEMEGEN, FARRAH	74,971
SEMIENIUK, CHRISTINE	64,523
SENGER, STACI	87,404
SENGER, STEPHANIE	60,562
SENTES, DANIEL	86,325
SHAW, LINDSAY	90,520
SHERAR, MITCHEL	77,840
SHUBA, DIANA	72,988
SHYIAN, OLENA	67,882
SHYNKARUK, TRICIA	102,778
SIFERT, ERIN	79,623
SINCLAIR, CHELSIE	59,776
SIRDAR, YVONNE	105,579
SITTER, SHALYN	85,572
SKOTNITSKY, PAULA	91,404
SLONSKI, AMBER	77,850
SMADU, JOACHIM	90,790
SOBERING, KAREN	67,002
SOKALOFKY, TANNER	56,309
SOLANO, LAURA	85,111
SONNTAG, JOHNATHAN	59,668
SOROKA, GREGORY	88,918
SPELLISCY, VANESSA	73,805
ST AMAND, MAURICE	116,921
ST AMAND, TIMOTHY	91,404
STEPHEN, JACQUELYN	85,049
STEPHENSON, ELIZABETH	89,985
STEWART-MITCHELL, JENNIFER	102,754
STOCKBRUGGER, CARIE	94,264
STOM-ANTHONY, SAMANTHA	95,286
STRUEBY, KRISTA	95,286
STRUEBY, NADINE	82,680
STRUEBY-DENKERT, JOLENE	69,442
SULLIVAN, FAWN	66,868

Name	Amount
SUTHERLAND, WENDY	86,222
SUTTER, ALEXANDRA	86,874
SUWALA, BERNADINE	90,231
SUWALA, MARK	51,080
SYLVESTRE, VANESSA	62,137
SYNK, ROSALIE	90,930
SYRNYK, KATHY	86,086
SZUMACK, R. LYNN	84,650
THAUBERGER, LEONARD	117,385
THELLEND, ERIC	62,283
THIBEAULT, SARA	69,110
THICK, KURTIS TROY	100,506
THIEL, CHRISTINA	60,151
THIELE, LAURIE	86,974
THOMPSON, KENDRA	90,154
THURMEIER, ERIN	86,694
TOCKER, RUSSELL	62,071
TOKARZ, ALLISON	86,724
TONIELLO, PAUL	70,244
TONITA, JEFFREY	97,790
TOURIGNY, PAUL	119,156
TRAN, JENNIFER	54,956
TREPTAU, CHRISTINE	86,772
TRESO, MARIA	90,154
TROY, TREVOR	91,032
TRUDELL, ALFRED	90,165
TRUDELL, KATHY	88,044
TURCOTTE, MARTIN	70,884
TURLOCK, KIRSTEN	59,560
TURMEL, CELINE	70,840
ULMER, BRITNEY	79,083
UNTEREINER, DAWN	68,635
UNTEREINER, JENNIFER	91,458
URSAN, JODI	89,724
URSZULAN, DARREL	56,817
VALIQUETTE, GENEVIEVE	53,183
VAN BENDEGEM, JOYCE	74,204
VAN BETUW, PAUL	117,350
VAN JARIKRE, AN	90,554
VAN PARYS, CRAIG	91,919

Name	Amount
VAN PARYS, CURT	192,697
VANY, CARRIE	108,955
VAUGHN, WENDY	64,176
VENDRAMIN, DEAN	101,419
VOGELSANG, ANNETTE	86,993
VOLLET, TINA	107,067
VON STADEN, ANNA	90,687
WAHL, JAMES	114,776
WAHL, MONIQUE	91,404
WALBY, KELLY	92,654
WALCOTT, JESSICA	51,884
WALDNER, BAILEY	67,661
WALL, AMANDA	85,740
WALTER, AMANDA	56,816
WARD, ADAM	99,941
WARD, ANDREA	109,007
WARD, ROXANNE	71,540
WARD, S. DEBORAH	90,734
WARK, MELODIE	87,584
WARNECKE, BRIAN	99,254
WARNECKE, KYLA	85,974
WARONEK, LOUISE	67,937
WEAFER, DELLA	86,649
WEBB, CARLA	78,189
WEBB, KYLE	75,108
WEBER, ANNELIESE	71,249
WEBER, KELLY	89,531
WEBER, MARY	91,709
WEINS, ANDREA	75,416
WEIR, JANELLE	57,264
WEIR, WILLIAM	111,561
WELBURN, CYNTHIA	87,224
WENAU, LEAH	64,899
WERNIKOWSKI, JILLIAN	58,055
WERNIKOWSKI, MARK	105,694
WEST, TERESA	86,360
WEST, TWYLLA	80,771
WHITE, SANDRA	87,236
WHITE, SHAWN	80,781
WHITE, STEPHANY	92,290

Name	Amount
WHITEHOUSE, JEANNINE	98,723
WHITELAW, MURRAY	52,626
WHITNEY, JENNIFER	64,556
WICKENHEISER, DAVID	90,362
WICKENHEISER, TAMMIE	86,950
WIEBE, DARRYL	51,849
WILEY, ERIN	73,265
WILKINS, MELANIE	67,025
WILLIAMS, KATHERINE	65,024
WILLSON, KIMBERLY	88,260
WILTON, JODI	102,833
WILYMAN, KELLY	89,159
WINGERT, KIMBERLEY	66,809
WINTER, MARK	85,974
WISEMAN, VANESSA	67,888
WOLENSKY, LEANNE	87,390
WOLF, CHRISTINE	73,836
WOLF, MICHAEL	75,734
WOOD, TRICIA	87,762
WOOLLEY, BRENDA	95,286
WOYTOWICH, LOGAN	64,855
WRIGHT, MURRAY	82,244
WRIGHT, TYLER	103,430
YAKICHUK, MARC	84,487
YANNITSOS, SOPHIA	57,176
YAREMKO, BRENNAN	86,563
YEO, GAIL	87,925
YOUNG, JOHN	70,237
YOUNG, LESLIE	113,559
YU, JIMMY	50,198
YUNG, SANDRA	87,083
ZAKRESKI, GWENDOLYN	70,703
ZAMPESE, DEENA	87,406
ZAMPESE-YANDON, LEANNE	92,153
ZATYLN, DANIELLE	79,235
ZATYLN, KEN	57,119
ZAWACKI, CARLA	86,464
ZENUK, BRANELLE	94,065
ZERR, SHARON	57,405
ZORN, JENNIFER	99,752

Name	Amount
ZWART, ALLYSA	65,783
ZWARYCH, SHAUNA	60,859

Name	Amount
ZYLAK, MICHAEL	57,167

Transfers

There were no transfer payments for 2017-18.

Supplier Payments

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

Name	Amount
1594981 ALBERTA LTD.	116,857
ACCELERATED DRIVING ACADEMY LTD.	111,570
ACTION ROOFING LTD.	217,412
AMAZON.CA	130,041
ARCH TRANSCO LTD.	619,927
BELL MOBILITY INC.	117,653
BLS ASPHALT INC.	175,787
BUSINESS FURNISHINGS	132,057
CAPITAL FORD LINCOLN INC.	71,667
CHRIST THE TEACHER RCSSD #212	59,056
CITY OF REGINA	557,696
CONCENTRA FINANCIAL	172,028
CP DISTRIBUTORS LTD	52,224
DEMAND JANITORIAL EQUIP & REPAIR	80,559
DURA CONSTRUCTION LTD.	142,274
EDCO PLUMBING & HEATING	511,273
FOLLETT SCHOOL SOLUTIONS, INC.	145,184
GORDON FOOD SERVICE CANADA LTD.	54,747
HBI OFFICE PLUS INC.	295,202
INDIGO BOOKS & MUSIC INC.	98,564
J D FACTORS	54,801
JOHNSON CONTROLS INC.	68,120
JORDAN ASBESTOS REMOVAL LTD.	76,872
JOSTENS CANADA LTD.	77,821
KRESS ELECTRIC LTD.	471,747
LOBLAWS INC.	107,985
LONG & MCQUADE (SASK) LIMITED	57,405

Name	Amount
LP3 TRANSPORTATION SOLUTIONS LTD.	5,076,030
LS SECURITY SYSTEMS	51,392
MARSH CANADA LIMITED	297,889
MENGEL FLOOR AND WINDOW FASHIONS	152,902
MR. B'S DRIVING SCHOOL	120,343
NELSON EDUCATION LTD.	59,845
OUT OF TOWN ACCOMMODATIONS	70,048
P3 ARCHITECTURE PARTNERSHIP	288,214
PALMERS ELECTRIC LTD.	260,848
PARK N PLAY DESIGN CO.	55,994
PEARSON CANADA INC. T46254	191,488
POWERSCHOOL	174,589
RAMSTEAD, KEVIN	56,309
RANCH EHRLO SOCIETY	72,010
RAND TEED CONSULTING	85,163
REAL CANADIAN SUPERSTORE	104,336
REGINA HIGH SCHOOLS ATHLETIC ASSOCIATION	128,879
REGINA SCHOOL DIVISION NO. 4	80,509
ROYAL BUILDING MOVERS LTD.	110,737
ROYALE DRIVING ACADEMY	166,355
RPM CRANES LTD.	106,247
SAFEWAY CANADA	55,245
SASK ENERGY INCORPORATED	612,555
SASK TEL	212,663
SASKATCHEWAN WCB	213,260
SASKPOWER	1,554,250
SCHOLASTIC BOOK FAIRS	61,643

Name	Amount
SCHOLASTIC CANADA LTD.	56,219
SILVER SCREEN INC.	149,954
SOMERSET EQUIPMENT FINANCE LTD.	937,719
SOUTH COUNTRY EQUIPMENT	63,064
SPORTFACTOR INC.	71,248
ST. JOHN'S MUSIC	79,160
STANTEC	74,760
STASESON KLEIN APPLICATORS	150,564
SUPREME BASICS	280,899
TC MEDIA LIVRES INC.	137,119

Name	Amount
TOSHIBA BUSINESS SOLUTIONS	193,754
TRADE WEST EQUIPMENT LTD.	131,017
US BANK NATIONAL ASSOCIATION**	3,958,847
VAN ALSTINE PROJECT MANAGEMENT	402,257
VERITIV CANADA INC.	214,214
W.K.S. PROFESSIONAL DRIVING	130,939
WAL-MART CANADA CORP. #01-3076	63,981
WESTRIDGE CONSTRUCTION LTD.	3,011,409

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

Other Expenditures

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

Name	Amount
CUPE LOCAL UNION 1125	79,215
LONDON LIFE	2,370,329
REGINA CATHOLIC SCHOOLS TEACHERS ASSOCIATION	148,658
RECEIVER GENERAL FOR CANADA	23,405,483

Name	Amount
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,164,349
SASKATCHEWAN TEACHERS' FEDERATION	9,347,272
TEACHERS SUPERANNUATION COMMISSION	123,526

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, 2018

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

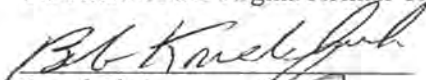
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily 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.

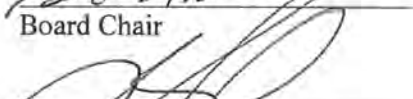
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained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

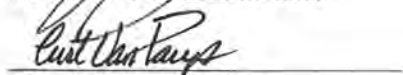
The Board of Education is composed of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible 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 19, 2018

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, 2018 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

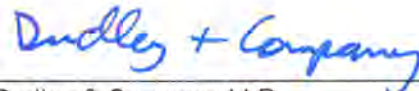
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable 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, 2018 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 19, 2018

Regina Roman Catholic Separate School Division No. 81
Statement of Financial Position
as at August 31, 2018

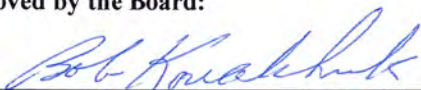
	2018	2017
	\$	\$
Financial Assets		
Cash and Cash Equivalents	27,448,575	27,258,921
Accounts Receivable (Note 7)	3,294,210	5,197,130
Total Financial Assets	30,742,785	32,456,051
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	3,906,507	4,360,128
Liability for Employee Future Benefits (Note 5)	2,502,100	2,365,600
Deferred Revenue (Note 9)	60,550	2,206,484
Total Liabilities	6,469,157	8,932,212
Net Financial Assets	24,273,628	23,523,839
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	128,937,967	129,400,644
Prepaid Expenses	985,864	822,427
Total Non-Financial Assets	129,923,831	130,223,071
Accumulated Surplus (Note 12)	154,197,459	153,746,910

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:



Chairperson



Chief Financial Officer

Regina Roman Catholic Separate School Division No. 81
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
REVENUES	(Note 13)		
Property Taxation	14,714,865	14,466,232	41,936,864
Grants	95,476,235	99,573,592	111,541,014
Tuition and Related Fees	152,700	224,500	210,525
School Generated Funds	2,320,860	2,217,723	2,101,461
Complementary Services (Note 10)	1,392,925	1,391,832	1,434,048
External Services (Note 11)	607,625	634,497	626,378
Other	2,135,050	2,026,327	2,214,871
Total Revenues (Schedule A)	116,800,260	120,534,703	160,065,161
EXPENSES			
Governance	330,883	442,620	804,538
Administration	3,775,470	3,951,497	3,608,999
Instruction	86,621,570	86,640,949	82,642,436
Plant	14,984,140	18,842,370	14,725,446
Transportation	5,812,190	5,767,559	5,611,285
Tuition and Related Fees	60,950	77,140	87,450
School Generated Funds	2,271,345	2,087,138	1,878,916
Complementary Services (Note 10)	1,678,180	1,586,727	1,616,828
External Services (Note 11)	640,760	688,023	670,700
Other Expenses	19,160	131	3,725
Total Expenses (Schedule B)	116,194,648	120,084,154	111,650,323
Operating Surplus for the Year	605,612	450,549	48,414,838
Accumulated Surplus from Operations, Beginning of Year	153,746,910	153,746,910	105,332,072
Accumulated Surplus from Operations, End of Year	154,352,522	154,197,459	153,746,910

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, 2018**

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
	(Note 13)		
Net Financial Assets, Beginning of Year	23,523,839	23,523,839	17,085,424
Changes During the Year			
Operating Surplus for the Year	605,612	450,549	48,414,838
Acquisition of Tangible Capital Assets (Schedule C)	(4,664,565)	(6,991,295)	(46,808,488)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	26,000	18,000
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(6,964)	(18,000)
Amortization of Tangible Capital Assets (Schedule C)	3,332,395	7,434,936	4,629,359
Net Change in Other Non-Financial Assets	-	(163,437)	202,706
Change in Net Financial Assets	(726,558)	749,789	6,438,415
Net Financial Assets, End of Year	22,797,281	24,273,628	23,523,839

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, 2018

	2018	2017
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus for the Year	450,549	48,414,838
Add (Deduct) Non-Cash Items Included in Surplus (Schedule D)	6,573,726	(27,306,052)
Net Change in Non-Cash Operating Activities (Schedule E)	(723,572)	(7,143,983)
Cash Provided by Operating Activities	6,300,703	13,964,803
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(6,137,049)	(14,891,077)
Proceeds on Disposal of Tangible Capital Assets	26,000	18,000
Cash (Used) by Capital Activities	(6,111,049)	(14,873,077)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	189,654	(908,274)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	27,258,921	28,167,195
CASH AND CASH EQUIVALENTS, END OF YEAR	27,448,575	27,258,921

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, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
Property Taxation Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	13,752,510	13,666,727	39,702,294
Total Property Tax Revenue	13,752,510	13,666,727	39,702,294
Grants in Lieu of Taxes			
Federal Government	297,240	305,966	869,294
Provincial Government	757,815	601,675	1,803,811
Total Grants in Lieu of Taxes	1,055,055	907,641	2,673,105
Other Tax Revenues			
Treaty Land Entitlement - Urban	4,295	-	-
Total Other Tax Revenues	4,295	-	-
Additions to Levy			
Other	151,685	137,865	276,106
Total Additions to Levy	151,685	137,865	276,106
Deletions from Levy			
Other Deletions	(248,680)	(246,001)	(714,641)
Total Deletions from Levy	(248,680)	(246,001)	(714,641)
Total Property Taxation Revenue	14,714,865	14,466,232	41,936,864
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	90,310,955	90,979,214	64,331,302
Other Ministry Grants	1,027,280	1,223,983	421,473
Total Operating Grants	91,338,235	92,203,197	64,752,775
Capital Grants			
Ministry of Education Capital Grants	4,138,000	7,370,395	46,788,239
Total Capital Grants	4,138,000	7,370,395	46,788,239
Total Grants	95,476,235	99,573,592	111,541,014

Regina Roman Catholic Separate School Division No. 81

Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	18,290	2,150	8,000
Individuals and Other	134,410	222,350	202,525
Total Tuition Fees	152,700	224,500	210,525
Total Operating Tuition and Related Fees	152,700	224,500	210,525
Total Tuition and Related Fees Revenue	152,700	224,500	210,525
School Generated Funds Revenue			
Curricular			
Student Fees	547,955	445,737	480,989
Total Curricular Fees	547,955	445,737	480,989
Non-Curricular Fees			
Commercial Sales - Non-GST	36,900	59,363	57,156
Fundraising	590,425	751,963	642,888
Grants and Partnerships	14,855	4,200	21,878
Students Fees	1,051,580	871,207	832,099
Other	79,145	85,253	66,451
Total Non-Curricular Fees	1,772,905	1,771,986	1,620,472
Total School Generated Funds Revenue	2,320,860	2,217,723	2,101,461
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,392,925	1,391,832	1,434,048
Total Operating Grants	1,392,925	1,391,832	1,434,048
Total Complementary Services Revenue	1,392,925	1,391,832	1,434,048

Regina Roman Catholic Separate School Division No. 81
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
External Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	456,410	500,556	483,564
Total Operating Grants	456,410	500,556	483,564
Fees and Other Revenue			
Other Revenue	151,215	133,941	142,814
Total Fees and Other Revenue	151,215	133,941	142,814
Total External Services Revenue	607,625	634,497	626,378
Other Revenue			
Miscellaneous Revenue	1,793,245	1,501,820	1,866,858
Sales & Rentals	184,475	231,680	168,135
Investments	157,330	285,863	161,878
Gain on Disposal of Capital Assets	-	6,964	18,000
Total Other Revenue	2,135,050	2,026,327	2,214,871
TOTAL REVENUE FOR THE YEAR	116,800,260	120,534,703	160,065,161

Regina Roman Catholic Separate School Division No. 81

Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	83,160	189,983	163,097
Professional Development - Board Members	5,250	14,435	55,857
Advisory Committees	56,144	61,274	-
Elections	-	18,254	138,478
Other Governance Expenses	186,329	158,674	447,106
Total Governance Expense	330,883	442,620	804,538
Administration Expense			
Salaries	3,096,400	3,147,636	3,044,287
Benefits	418,905	437,391	328,739
Supplies & Services	149,950	277,438	150,636
Non-Capital Furniture & Equipment	525	-	-
Communications	29,635	38,107	35,743
Travel	12,695	9,736	8,748
Professional Development	67,120	40,613	39,552
Amortization of Tangible Capital Assets	240	576	1,294
Total Administration Expense	3,775,470	3,951,497	3,608,999
Instruction Expense			
Instructional (Teacher Contract) Salaries	63,062,490	63,727,670	61,642,361
Instructional (Teacher Contract) Benefits	3,328,795	3,100,341	1,315,824
Program Support (Non-Teacher Contract) Salaries	9,615,135	9,770,575	9,541,233
Program Support (Non-Teacher Contract) Benefits	2,009,215	1,971,558	1,670,548
Instructional Aids	2,033,365	1,607,487	1,892,844
Supplies & Services	1,447,190	1,800,635	1,886,480
Non-Capital Furniture & Equipment	2,056,420	1,387,064	1,522,678
Communications	349,455	292,464	304,148
Travel	156,725	108,108	108,573
Professional Development	520,340	393,728	376,098
Student Related Expense	747,425	840,703	899,999
Amortization of Tangible Capital Assets	1,295,015	1,640,616	1,481,650
Total Instruction Expense	86,621,570	86,640,949	82,642,436

Regina Roman Catholic Separate School Division No. 81

Schedule B: Supplementary Details of Expenses for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	5,452,900	5,381,066	5,149,342
Benefits	1,059,555	980,366	848,032
Supplies & Services	94,885	67,650	27,589
Non-Capital Furniture & Equipment	285,395	55,177	40,060
Building Operating Expenses	5,893,465	6,481,283	5,432,828
Communications	16,280	17,605	18,077
Travel	145,000	76,917	75,447
Professional Development	20,000	18,168	11,728
Amortization of Tangible Capital Assets	2,016,660	5,764,138	3,122,343
Total Plant Operation & Maintenance Expense	14,984,140	18,842,370	14,725,446
Student Transportation Expense			
Contracted Transportation	5,812,190	5,767,559	5,611,285
Total Student Transportation Expense	5,812,190	5,767,559	5,611,285
Tuition and Related Fees Expense			
Tuition Fees	54,030	69,940	80,530
Transportation Fees	6,920	7,200	6,920
Total Tuition and Related Fees Expense	60,950	77,140	87,450
School Generated Funds Expense			
Academic Supplies & Services	589,275	411,610	415,781
Cost of Sales	52,445	64,324	53,601
School Fund Expenses	1,609,145	1,586,655	1,389,247
Amortization of Tangible Capital Assets	20,480	24,549	20,287
Total School Generated Funds Expense	2,271,345	2,087,138	1,878,916

Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	1,287,895	1,238,525	1,238,553
Program Support (Non-Teacher Contract) Salaries & Benefits	365,770	334,282	362,304
Instructional Aids	24,515	5,836	6,531
Supplies & Services	-	176	789
Student Related Expenses	-	2,753	4,284
Contracted Transportation & Allowances	-	98	582
Amortization of Tangible Capital Assets	-	5,057	3,785
Total Complementary Services Expense	1,678,180	1,586,727	1,616,828
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	456,410	500,556	483,564
Program Support (Non-Teacher Contract) Salaries & Benefits	87,810	91,518	87,368
Supplies & Services	-	93,038	96,260
Non-Capital Furniture & Equipment	-	2,911	3,508
Student Related Expenses	96,540	-	-
Total External Services Expense	640,760	688,023	670,700
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	19,160	131	3,725
Total Interest and Bank Charges	19,160	131	3,725
Total Other Expense	19,160	131	3,725
TOTAL EXPENSES FOR THE YEAR	116,194,648	120,084,154	111,650,323

Regina Roman Catholic Separate School Division No. 81
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2018

	Land	Buildings	Buildings Short-Term	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	2018	2017
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<i>Tangible Capital Assets - at Cost</i>									
Opening Balance as of September 1	7,152,381	144,341,415	20,841,220	469,028	10,898,012	3,633,579	300,391	187,636,026	143,108,102
Additions/Purchases	-	3,995,908	1,266,247	94,482	1,495,644	130,526	8,488	6,991,295	46,808,488
Disposals	-	(1,324,562)	(449,294)	(71,972)	(401,812)	(1,137,633)	(84,024)	(3,469,297)	(2,280,564)
Closing Balance as of August 31	7,152,381	147,012,761	21,658,173	491,538	11,991,844	2,626,472	224,855	191,158,024	187,636,026
<i>Tangible Capital Assets - Amortization</i>									
Opening Balance as of September 1	-	40,988,599	10,410,135	249,077	3,936,817	2,446,029	204,725	58,235,382	55,886,587
Amortization of the Period	-	4,530,614	1,058,687	76,184	1,199,185	525,295	44,971	7,434,936	4,629,359
Disposals	-	(1,324,562)	(449,294)	(52,936)	(401,812)	(1,137,633)	(84,024)	(3,450,261)	(2,280,564)
Closing Balance as of August 31	N/A	44,194,651	11,019,528	272,325	4,734,190	1,833,691	165,672	62,220,057	58,235,382
<i>Net Book Value</i>									
Opening Balance as of September 1	7,152,381	103,352,816	10,431,085	219,951	6,961,195	1,187,550	95,666	129,400,644	87,221,515
Closing Balance as of August 31	7,152,381	102,818,110	10,638,645	219,213	7,257,654	792,781	59,183	128,937,967	129,400,644
Change in Net Book Value	-	(534,706)	207,560	(738)	296,459	(394,769)	(36,483)	(462,677)	42,179,129
<i>Disposals</i>									
Historical Cost	-	1,324,562	449,294	71,972	401,812	1,137,633	84,024	3,469,297	2,280,564
Accumulated Amortization	-	1,324,562	449,294	52,936	401,812	1,137,633	84,024	3,450,261	2,280,564
Net Cost	-	-	-	19,036	-	-	-	19,036	-
Price of Sale	-	-	-	26,000	-	-	-	26,000	18,000
Gain on Disposal	-	-	-	6,964	-	-	-	6,964	18,000

Regina Roman Catholic Separate School Division No. 81**Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2018**

	2018	2017
	\$	\$
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	7,434,936	4,629,359
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus (Note 18)	(854,246)	(31,917,411)
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(6,964)	(18,000)
Total Non-Cash Items Included in Surplus	6,573,726	(27,306,052)

Regina Roman Catholic Separate School Division No. 81**Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2018**

	2018	2017
	\$	\$
Net Change in Non-Cash Operating Activities		
Decrease (Increase) in Accounts Receivable	1,902,920	(1,162,717)
(Decrease) in Accounts Payable and Accrued Liabilities	(453,621)	(1,486,401)
Increase (Decrease) in Liability for Employee Future Benefits	136,500	(2,478,400)
(Decrease) in Deferred Revenue	(2,145,934)	(2,219,171)
(Increase) Decrease in Prepaid Expenses	(163,437)	202,706
Total Net Change in Non-Cash Operating Activities	(723,572)	(7,143,983)

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

1. AUTHORITY AND PURPOSE

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

2. SIGNIFICANT ACCOUNTING POLICIES

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

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

a) Basis of Accounting

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

b) 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 \$2,502,100 (2017 - \$2,365,600) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$14,466,232 (2017 - \$41,936,864) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related amortization of \$7,434,936 (2017 - \$4,629,359) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

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

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.

Accounts Receivable includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

collections and information provided by municipalities regarding collectability of outstanding balances. 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 and audio visual equipment. Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The school division does not capitalize interest incurred while a tangible capital asset is under construction.

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

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

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

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

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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.

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.

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

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, 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.

On January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan became the taxing authority for education property tax. The legislation provides authority to separate school divisions to set a bylaw to determine and apply their own mill rates for education property taxes. For the 2018 taxation year, the school division does not have such a bylaw in place.

iii) Fees and Services

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

iv) Interest Income

Interest is recognized as revenue when it is earned.

v) Other (Non-Government Transfer) Contributions

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

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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.

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 21, 2013. There was no balance drawn on the line of credit at August 31, 2018 or August 31, 2017.

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2018 Actual	2017 Actual
Governance	\$ 189,983	\$ 252,637	\$ -	\$ -	\$ 442,620	\$ 804,538
Administration	3,585,027	365,894	-	576	3,951,497	3,608,999
Instruction	78,570,144	6,430,189	-	1,640,616	86,640,949	82,642,436
Plant	6,361,432	6,716,800	-	5,764,138	18,842,370	14,725,446
Transportation	-	5,767,559	-	-	5,767,559	5,611,285
Tuition and Related Fees	-	77,140	-	-	77,140	87,450
School Generated Funds	-	2,062,589	-	24,549	2,087,138	1,878,916
Complementary Services	1,572,807	8,863	-	5,057	1,586,727	1,616,828
External Services	592,074	95,949	-	-	688,023	670,700
Other	-	-	131	-	131	3,725
TOTAL	\$ 90,871,467	\$ 21,777,620	\$ 131	\$ 7,434,936	\$ 120,084,154	\$ 111,650,323

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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 March 31, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2018.

Details of the employee future benefits are as follows:

	2018	2017
Long-term assumptions used:		
Discount rate at end of period	3.00%	2.69%
Inflation and productivity rate (excluding merit and promotion) - Teachers	2.50%	2.50%
Inflation and productivity rate (excluding merit and promotion) - Non-Teachers	3.00%	3.00%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2018	2017
Accrued Benefit Obligation - beginning of year	\$ 2,427,900	\$ 5,118,900
Current period service cost	172,300	390,500
Interest cost	68,100	113,600
Benefit payments	(113,400)	(450,200)
Actuarial (gains)	(199,500)	(64,000)
Plan amendments	-	(2,680,900)
Accrued Benefit Obligation - end of year	2,355,400	2,427,900
Unamortized Net Actuarial Gains (Losses)	146,700	(62,300)
Liability for Employee Future Benefits	\$ 2,502,100	\$ 2,365,600

Expense for Employee Future Benefits	2018	2017
Current period service cost	\$ 172,300	\$ 390,500
Amortization of net actuarial loss	9,500	27,200
Plan amendment	-	(2,559,500)
Benefit cost	181,800	(2,141,800)
Interest cost	68,100	113,600
Total Employee Future Benefits Expense	\$ 249,900	\$ (2,028,200)

6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

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

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

STRP: Effective July, 2016 member contributions were 11.30% of salary up to the year's maximum pensionable earnings (YMPE) and 13.50% of salary over the YMPE. Effective July, 2018 member contributions are 9.50% of salary up to the year's maximum pensionable earnings (YMPE) and 11.70% of salary over the YMPE.

YMPE for the 2016 calendar year was \$54,900, for the 2017 calendar year was \$55,300, and for the 2018 calendar year is \$55,900.

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

	2018			2017
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	915	8	923	907
Member contribution rate (percentage of salary)	see above	see above	-	-
Member contributions for the year	\$ 7,728,894	\$ 34,740	\$ 7,763,634	\$ 7,624,526

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.

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Details of the Great West Life Plan are as follows:

	2018	2017
Number of active School Division members	361	358
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	\$ 1,113,873	\$ 1,228,282
School Division contributions for the year	\$ 1,092,783	\$ 1,207,036

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:

	2018		2017	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Taxes Receivable	\$ -	\$ -	\$ 199,545	\$ 199,545
Provincial Grants Receivable	2,645,126	2,645,126	4,288,719	4,288,719
Other Receivables	649,084	649,084	708,866	708,866
Total Accounts Receivable	\$ 3,294,210	\$ 3,294,210	\$ 5,197,130	\$ 5,197,130

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2018	2017
Accrued Salaries and Benefits	\$ 2,023,300	\$ 1,632,387
Supplier Payments	1,733,529	2,589,015
Funds Held for Award and Deferred Salary	47,947	37,818
Payable to Other Boards	19,215	5,208
Negotiated Professional Development Carryover	55,811	69,088
Other Payables	26,705	26,612
Total Accounts Payable and Accrued Liabilities	\$ 3,906,507	\$ 4,360,128

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9. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2017	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2018
Other deferred revenue:				
City of Regina tax revenue	\$ 2,093,934	\$ 12,480,433	\$ 14,574,367	\$ -
Tuition fees	112,550	60,550	112,550	60,550
Total Deferred Revenue	\$ 2,206,484	\$ 12,540,983	\$ 14,686,917	\$ 60,550

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:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2018	2017
Revenue:			
Operating Grant	\$ 1,391,832	\$ 1,391,832	\$ 1,434,048
Total Revenue	1,391,832	1,391,832	1,434,048
Expenses:			
Salaries & Benefits	1,572,807	1,572,807	1,600,857
Instructional Aids	5,836	5,836	6,531
Supplies and Services	176	176	789
Student Related Expenses	2,753	2,753	4,284
Contracted Transportation & Allowances	98	98	582
Amortization of Tangible Capital Assets	5,057	5,057	3,785
Total Expenses	1,586,727	1,586,727	1,616,828
(Deficiency) of Revenue over Expenses	\$ (194,895)	\$ (194,895)	\$ (182,780)

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 22 pre-kindergarten programs in 14 schools.

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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:

Summary of External Services Revenues and Expenses, by Program	Cafeteria	Associate School	2018	2017
Revenue:				
Operating Grant	\$ -	\$ 500,556	\$ 500,556	\$ 483,564
Sales and Rentals	133,941	-	133,941	142,814
Total Revenue	133,941	500,556	634,497	626,378
Expenses:				
Salaries & Benefits	91,518	500,556	592,074	570,932
Supplies and Services	93,038	-	93,038	96,260
Non-Capital Equipment	2,911	-	2,911	3,508
Total Expenses	187,467	500,556	688,023	670,700
(Deficiency) of Revenue over Expenses	\$ (53,526)	\$ -	\$ (53,526)	\$ (44,322)

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 \$500,556 and expended it on teacher salaries. The school division also has entered into a brokerage arrangement with MTMS for additional funds expensed 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 2017/2018 school year the amount over and above the grant received was \$1,205,650.

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.

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Details of accumulated surplus are as follows:

	August 31 2017	Additions during the year	Reductions during the year	August 31 2018
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 129,400,644	\$ 6,991,295	\$ (7,453,972)	\$ 128,937,967
	129,400,644	6,991,295	(7,453,972)	128,937,967
PMR maintenance project allocations (1)	4,209,836	2,145,703	(1,536,814)	4,818,725
Internally Restricted Surplus:				
Capital projects:				
Designated for tangible capital asset expenditures	3,021,730	1,524,148	(954,706)	3,591,172
	3,021,730	1,524,148	(954,706)	3,591,172
Other:				
School Generated Funds	1,115,757	2,217,723	(2,087,138)	1,246,342
Contingency Reserve	15,998,943	-	(395,690)	15,603,253
	17,114,700	2,217,723	(2,482,828)	16,849,595
Total Accumulated Surplus	\$ 153,746,910	\$ 12,878,869	\$ (12,428,320)	\$ 154,197,459

- (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.

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 19, 2017 and the Minister of Education on August²⁸, 2017.

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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, Saskatchewan Health Authority, colleges, and crown corporations under the common control of the Government of Saskatchewan. Related parties of the school division also include its key management personnel, close family members of its key management personnel, and entities controlled by, or under shared control of any of these individuals.

Related Party Transactions

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

	2018	2017
Revenues:		
Ministry of Education	\$ 101,465,980	\$ 113,458,626
Other School Divisions	2,150	4,000
	\$ 101,468,130	\$ 113,462,626
Expenses:		
Sasktel	\$ 204,667	\$ 227,691
Sask Power	1,563,537	1,283,058
Sask Energy	631,610	513,594
Minister of Finance	6,274	3,994
Saskatchewan Workers Compensation Board	142,228	151,658
Saskatchewan Health Authority	1,165	271
Greater Saskatoon Catholic School Div. #20	29,471	21,924
Regina School Div. #4	80,509	121,160
Christ the Teacher RCSSD #212	59,056	-
Other School Divisions	3,319	2,530
	\$ 2,721,836	\$ 2,325,880
Accounts Receivable:		
Ministry of Education	\$ 2,645,126	\$ 4,288,719
Regina School Div. #4	224,983	1,500
	\$ 2,870,109	\$ 4,290,219
Prepaid Expenses:		
Minister of Finance	\$ 8,454	\$ 9,742
Saskatchewan Workers Compensation Board	71,032	75,829
	\$ 79,486	\$ 85,571
Accounts Payable and Accrued Liabilities:		
Sask Energy	\$ 19,347	\$ 292
Sasktel	16,863	17,729
Sask Power	77,744	64,344
Regina School Div. #4	-	5,208
Greater Saskatoon Catholic School Div. #20	19,215	-
Minister of Finance	3,791	2,406
	\$ 136,960	\$ 89,979

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15. CONTINGENT LIABILITIES

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

16. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

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

	Operating Leases				
	Postage Meter	Busing	Copier Leases	Computer Leases	Total Operating
Future minimum lease payments:					
2019	\$ 1,469	\$ 4,796,840	\$ 100,350	\$ 316,743	\$ 5,215,402
2020	-	4,796,840	-	291,514	5,088,354
2021	-	4,796,840	-	150,326	4,947,166
2022	-	4,796,840	-	-	4,796,840
2023	-	4,796,840	-	-	4,796,840
Total Lease Obligations	\$ 1,469	\$ 23,984,200	\$ 100,350	\$ 758,583	\$ 24,844,602

17. COMPARATIVE INFORMATION

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

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 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.

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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, 2018 was:

August 31, 2018						
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 2,645,126	\$ -	\$ 2,645,126	\$ -	\$ -	\$ -
Other Receivables	388,691	-	386,736	-	-	1,955
Net Receivables	\$ 3,033,817	\$ -	\$ 3,031,862	\$ -	\$ -	\$ 1,955

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

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances. The following table sets out the contractual maturities of the school division's financial liabilities:

August 31, 2018					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 3,906,507	\$ 3,858,560	\$ -	\$ 47,947	\$ -
Total	\$ 3,906,507	\$ 3,858,560	\$ -	\$ 47,947	\$ -

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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, 2018.

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.