



**Regina
Catholic Schools**

Regina Roman Catholic Separate School Division No. 81

2023-24 Annual Report

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School Division Contact Information



Regina Roman Catholic Separate School Division No. 81

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Letter of Transmittal

Honourable Minister Everett Hindley
Minister of Education

Dear Minister Hindley:

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 2023-24 annual report. This report presents an overview of 2023-24 School Division's goals, activities and results for the fiscal year September 1, 2023 to August 31, 2024. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink that reads "Ryan J. Bast". The signature is written in a cursive, flowing style.

Ryan Bast, RCSD Board Chair

Introduction

This annual report provides information about Regina Catholic School Division for its 2023-24 fiscal year, its governance structures, students, staff, partnerships, strategic activity and progress, infrastructure, and finances. In addition to describing the school division's goals, activities and performance, the report details how the division implemented the provincial education plan in relation to its school division plan and the progress that has been made toward achieving the provincial level targets.

The 2023-24 school year again prioritized the importance of maintaining the safety and well-being of students and staff and the continuation of learning. This report will include details of actions undertaken in accordance with the school division's priorities and goals for the 2023-24 academic year.

Governance

The Board of Education

The Regina Catholic School Division (RCSD) is governed by a seven-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division.” The current Board was elected on November 9, 2020, to serve a four-year term. At the request of the Board of Education, following the resignation of a Board member in August 2023, the Minister of Education granted approval for the school division to operate with a six-person board, rather than seven, until the next municipal election in the fall of 2024.

A list of remuneration paid to all Board members in 2023-24 is provided in Appendix A.

Board of Education Trustees as of August 31, 2024:



Shauna Weninger
Board Chair



Ryan Bast
Deputy Chair



Vicky Bonnell
Trustee



Rob Bresciani
Trustee



Bob Kowalchuk
Trustee



Darren Wilcox
Trustee

Catholic School Community Councils

The Board of Trustees for the RCSD has established a Catholic School Community Council (CSCC) for 32 schools in the Division. School based administrators continue to provide leadership to parents/guardians with the development of the CSCCs, the constitutions, and establishing operating norms. Membership is made up of volunteers from each school community.

In communities such as Sacred Heart Community School and St. Augustine Community School, where Indigenous populations are higher, there is representation by parents/guardians, grandparents, and Knowledge Keepers. As well, each of RCSD's four high schools have student representatives. These representatives attend the monthly CSCC meetings and provide a student perspective and support the initiatives in their school.

In 2023-24, the RCSD's CSCCs were provided with either a \$1,000 or \$2,000 operating grant depending on the needs of the school. The total funding allocation for CSCCs was \$33,000. RCSD used Baragar Systems' super indicators to analyze data and assess various aspects of schools to make data-driven decisions. These indicators included level of education, family type, mobility and transiency, employment status, and income. This funding was used in various ways including meeting expenses, school community-building events, and supporting school-level plans. RCSD refers to this school-level plan as the School Improvement Plan (SIP). CSCCs are required to submit three reports to the Board annually that provide the following:

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

The Education Regulations, 2019, requests that school divisions undertake orientation training and networking opportunities for their School Community Council (SCC) members. In response to this regulation, the Board/CSCC Linkage Meetings are held twice a year, once in the fall and once in the spring. In 2023-24, a regular linkage meeting was held in November and as an initiative to gain more interest and participation in these annual linkage meetings, RCSD hosted four meetings in the spring, one at each of the four high schools. The meetings were open to feeder schools and all CSCC members were invited and encouraged to attend and engage in conversation with our Trustees. *ThoughtExchange* was used to survey our CSCCs and generate agenda items for these meetings. Attendance at each of these meetings was up from previous years. There were some great discussions and engagement with our Trustees. Overall, RCSD would still like to see the participation of CSCC members increase for these meetings.

Schools worked to retain and increased their CSCC membership through the Annual General Meeting (AGM). Each September or June schools hold their AGMs in conjunction with a welcome back barbeque, open house, or year-end celebrations. The AGM allows schools to celebrate and promote the CSCC to new families and to encourage them to join council and make a difference in their school community. Due to teacher sanctions in May and June 2024, the AGMs were pushed to the fall 2024.

In adherence to the *Education Regulations, 2019*, CSCCs worked with schools to support the SIP. At one of the Fall CSCC meetings, each principal shared the completed SIP that outlined the educational goals developed by the school's staff. These goals were based on a variety of

different data results from the previous year. The CSCC then determined which areas they want to support to help improve student learning. These efforts may require financial support for new resources or programs. The CSCC Chair then signs the SIP indicating that it has been reviewed and agreed upon for the upcoming year.

CSCCs continued to be strong supporters of literacy and math programs within the RCSD schools- two areas of data for analysis at the Ministry, Division, and school levels. CSCCs support literacy through literacy evenings and purchasing of resources to support literacy data.

CSCCs purchased books for reading programs, as well as additional reading materials for the library. They also supported reading programs by providing materials for reading stations within the balanced literacy programs.

CSCCs supported math learning through math nights, computer software and hardware, online programs such as *Mathletics* and *IXL Math*, and support for materials required for RCSD math stations and guided math programs. RCSD invested in and supported *Thinking Classrooms* and CSCCs purchased materials to support this incentive.

The 2023-24 school year fundraising opportunities focused on engaging students and parents/guardians and continued to work at bringing them back into the schools. With this focus, CSCCs provided opportunities in the school that engaged the entire family. Many schools hosted literacy and math nights. Some schools hosted drama productions and evening potluck meals celebrating diverse cultures and the richness of family traditions.

Schools and CSCCs hosted hot lunch fundraisers, working with local restaurants to provide individually packed hot lunches. RCSD school communities continue to use online lunch planning and collection programs such as *Munch-a-Lunch* and *Healthy Hunger. SchoolCash* (RCSD's online payment platform) was available to CSCCs to reduce the need for cash in the school. Fundraising events also included the return of school family dances, craft nights, movie nights and walkathons promoting physical activity and community involvement.

CSCCs continue to support the Division Improvement Plans (DIP) and School Improvement Plans (SIP) through their events and fundraising opportunities.

School Division Profile

School Division in Context

Founded in 1899, the Regina Roman Catholic Separate School Division No. 81 (RCSD) is an urban school division situated on Treaty 4 Territory and the staff and students are beneficiaries of this treaty. Our students and staff are blessed to learn on Treaty 4 land which encompasses the lands of the Cree, Saulteaux, Dakota, Nakota, Lakota, and on the homeland of the Métis Nation. As a school division we are committed to seeking the Truth and taking intentional steps toward Reconciliation with Indigenous Peoples in the community.

The RCSD continues to experience rapid growth, a testimony to its history of offering quality Catholic education for over a century. As of August 31, 2024, RCSD's enrolment was over 13,700 students in the City of Regina from Prekindergarten through Grade 12.

The RCSD is comprised of 33 schools of which there are:

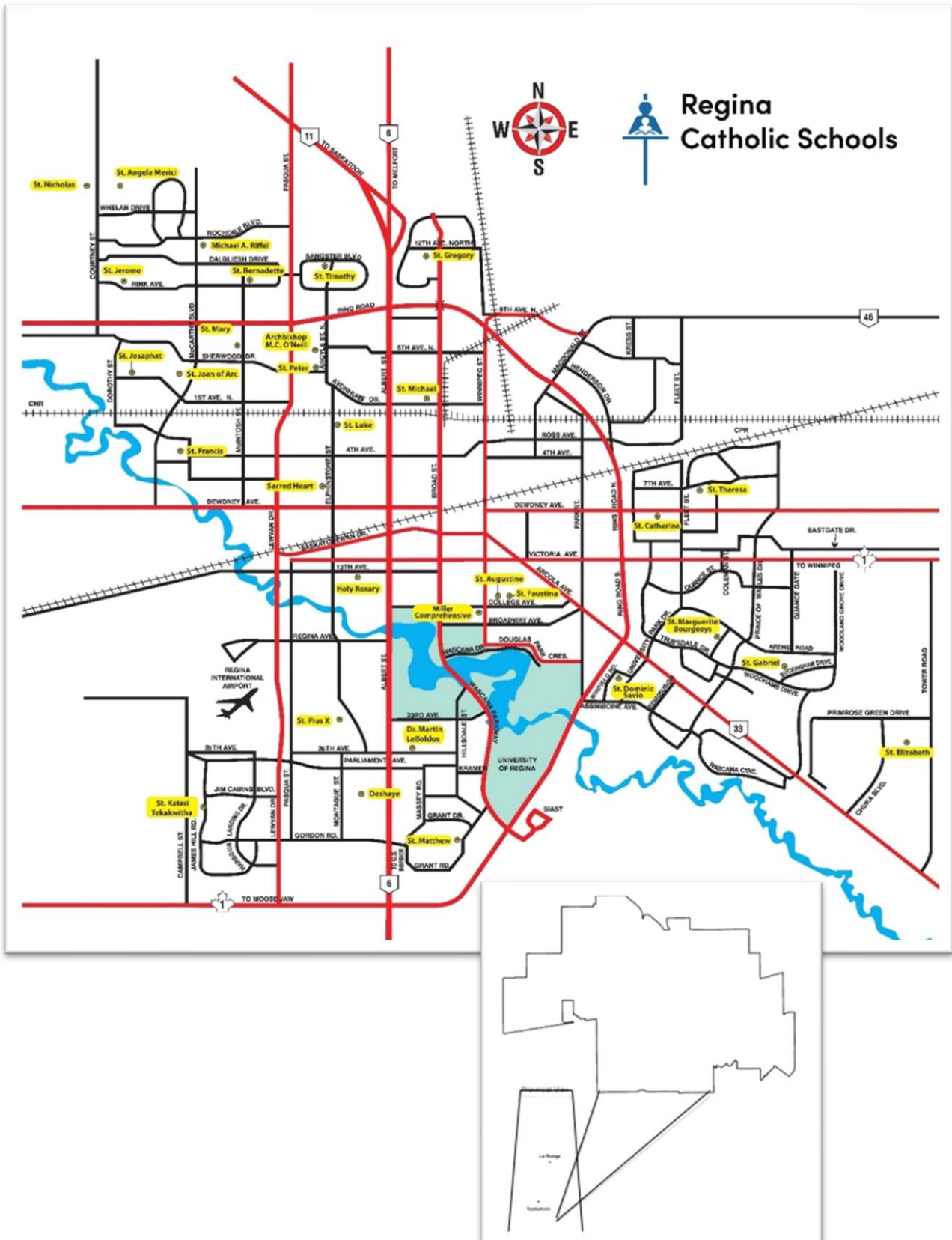
- 25 elementary schools
- Four high schools
- Within these schools there are:
 - five French Immersion elementary programs
 - three French Immersion high school programs
 - home-based education programming
- Four specialized schools
 - one K-12 school supporting complex needs
 - one K-12 alternative school
 - one learning online school
 - one associate middle school

The oldest school facility, Holy Rosary Community School, closed June 30, 2024.

The RCSD offers a wide range of academic courses, practical and applied arts courses, student support services and extracurricular activities. Schools within the RCSD are faith-filled communities where the values and teachings of Jesus Christ guide every aspect of learning.

RCSD's schools are places where all can freely teach and practice the Catholic faith and where school, home, and Church work together to help students become informed, compassionate, and responsible citizens, in environments committed to embodying the principles of diversity, equity, inclusion and accessibility.

Location map of Regina Catholic schools in the City of Regina and the province of Saskatchewan.



Division Philosophical Foundation

Vision

The Vision of the Regina Roman Catholic School Division is to provide a quality Catholic education that is faith-based, student-centered, and results-oriented.

Mission

The Mission of the Regina Roman Catholic School Division is to work with the community and the local church to provide a quality Catholic education which respects the diversity of all staff, students and families and fosters academic excellence and the development of faithful, informed, responsible citizens.

Regina Roman Catholic Separate School Division #81 exists so that:

Our students will be informed, responsible citizens, continuing the mission of Christ to build the Kingdom of God by living the teachings of Jesus through the Catholic faith. This is accomplished through staff committed to the teachings of the Catholic faith.

Goals

Trustees, staff, and students demonstrate commitment to the Catholic faith.

- Trustees, staff, and students can articulate the Catholic faith through their words and actions.
- Trustees, staff, and students are servant-leaders, and proclaimers of our Catholic faith.
- Trustees, staff, and students demonstrate commitment to the teachings of Jesus Christ through the welcoming and accompaniment of all in our school communities by celebrating Diversity, Equity, Inclusion and Accessibility.
- Trustees, staff, and students demonstrate a commitment to Truth and Reconciliation.
- Trustees, staff, and students demonstrate stewardship of talent, treasure, and time.

Students have foundations for success.

- Students demonstrate achievement consistent with curriculum requirements.
 - Students demonstrate continuous academic growth.
 - Students demonstrate proficiency in the use of technology.
 - Students demonstrate an understanding of Catholic values and social teachings.
- Students demonstrate social skills for success.
- Students make positive, healthy choices.
- Students are engaged in learning.
- Graduates can meet the entrance requirements for the post-secondary education of their choice, and/or have skills for meaningful employment.
- Students have an environment conducive to learning.

The community understands and supports the value of Catholic education.

Core Commitments to Students and Families

Catholic Communities of Faith

The school community understands, nurtures and supports the value of Catholic education.

Literacy / Numeracy

Students meet or exceed grade level expectations in reading, writing and mathematics.

Equitable Opportunities & Transitions

Student diversity, wellbeing and overall development is supported.

Essential Skills & Practices in 21st Century Education

Students develop and share their skills, gifts and knowledge.



RCSD Board Strategic Plan 2023-2026

"All Belong: Welcome, Embrace, Celebrate" was a wonderful way to consider how we bring God's love and goodness to others as RCSD's Three-Year faith initiative.

RCSD's first year of the three-year initiative was "Welcome" - *With open arms we welcome all peoples inspired to journey with us.*

Diversity, Equity, Inclusion and Accessibility

RCSD listens to and values the opinions of its employees, students, and families. We are committed to fostering an inviting, diverse, inclusive and accessible environment for all. Our mission is the foundation for understanding, growth and action in creating an inclusive, socially just, and informed workforce grounded in faith.

Our values of Accountability, Collaboration, Honesty, Integrity, Respect and Wellness further support the call to cultivate a diverse organization while honouring the teachings of Jesus Christ.

Safer Spaces



Regina Catholic Schools has worked together to create safer spaces for all. We love and support each person.

Our faith is built on the belief that to be Catholic is to see the beauty of God in all creation and all humanity as made in God's image. RCSD resolves to honour and embed all elements of diversity, equity, inclusion, and accessibility in our organization.

Division Priorities

Detailed Implementation Plan (DIP) Level 2

Administration created Detailed Implementation Plans (DIPs) which detailed actions, deliverables and measures for each division priority. The priorities are aligned with the Provincial Education Plan while adding essential local context.

Each priority is assigned a primary owner from the senior administrative team and expert advisors from the Division's Achievement Team which is made up of Coordinators and Consultants. Principals act as secondary owners on the priority of their choice. The DIP concept holds staff accountable to execute the actions and meet the deliverables by including voice from all aspects of our leadership team.

RCSD is committed to these seven priorities:



The DIPs were reflected in each School Improvement Plan (SIP) which also included locally determined goals in response to the uniqueness of each school community. Each SIP was co-created with staff and supported by the Catholic School Community Council.

2023-24 School Improvement Plans (Level 3)

Schools were committed to involving their local CSCC voices to be part of their improvement plans.

- Responsive to Level 1 Provincial and Level 2 Division priorities
- Locally determined goal based upon data analysis

Enterprise Risk Management

In August 2023, the Trustees and Senior Administration identified the following risks as priorities within the division and throughout the 2023-24 reports were provided to the Board that detailed progress to reduce these risks.

- **Aging and Capacity of Facilities**

There is a risk that many of the RCSD schools and facilities are crowded and/or coming to full capacity without room to add relocatables. Potential boundary changes are on the horizon which will affect families and potential loss of student enrolment in RCSD. This could also create increased classroom sizes in those schools that have met full capacity. This creates safety issues in and around the school.

There is a risk that many of the RCSD schools and facilities are nearing the end of their useable life (increasing need for repairs/rebuild; need for replacement of roofs and asbestos; issues around air quality and congestion; not disability friendly, etc.) and the maintenance and replacement plans may not be sufficient to prevent facility degradation, a sub-optimal teaching environment, and higher capital and operating costs over the long-term.

- **Spending Within Means**

There is a risk that RCSD does not have the fiscal capacity to maintain all its current programs and achieve optimal educational outcomes.

- **Health and Well Being of Staff**

There is a risk the RCSD does not have sufficient support for the mental and physical health and well-being of its staff (e.g., anxiety issues; dealing with threats/attacks from students, verbal attacks from parents/guardians; bullying on social media) resulting in lower teacher retention or increased medical leaves.

- **Privacy & Cybersecurity**

This is a risk that RCSD may be incur privacy breeches or cyber-attacks (including ransomware) directly or via partners resulting in legal or reputational impacts.

- **Duty to Accommodate Students**

There is a risk that the RCSD is not equipped or funded to accommodate the growing number of complex and changing needs being presented by families to schools and teachers (extreme behaviors, autism, unspecified learning problems, sexual identity, etc.) and accommodating them may be disruptive to the RCSD's core educational goals. Also making accommodations based on recommendations rather than restrictions may lead to higher costs, additional resources and training requirements and reputational damage when things go wrong.

Demographics

Students

Regina Catholic Schools has experienced unprecedented growth over the past two years. The division's enrolment increased by over 9.3% or 950 students from September 30, 2022 to the September 30, 2023. Approximately 43% or 409 students were English as an Additional Language (EAL).

Students – Regina RCSSD

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	852	753	823	816	881
1	899	861	814	880	948
2	979	910	857	859	991
3	919	977	929	906	953
4	952	927	969	947	1,019
5	958	946	912	1,008	1,046
6	982	952	956	950	1,081
7	943	974	947	961	1,041
8	879	928	969	974	1,024
9	827	854	932	1,009	1,028
10	858	837	853	953	1,055
11	805	850	833	859	978
12	830	842	886	902	929
Total	11,683	11,611	11,680	12,024	12,974
PreK	258	256	302	342	358

Subpopulation Enrolments	Grades	2019-20	2020-21	2021-22	2022-23	2023-24
Self-Identified First Nations, Métis, or Inuit	K to 3	342	296	307	320	341
	4 to 6	374	328	307	276	281
	7 to 9	337	350	349	342	329
	10 to 12	255	253	269	286	309
	Total	1,308	1,227	1,232	1,224	1,260
English as an Additional Language	1 to 3	630	717	701	887	1,067
	4 to 6	488	536	543	741	881
	7 to 9	374	465	369	501	567
	10 to 12	436	532	282	320	343
	Total	1,928	2,250	1,895	2,449	2,858
French Immersion	K to 3	1,045	972	936	907	956
	4 to 6	685	695	679	681	635
	7 to 9	526	552	553	573	584
	10 to 12	317	328	368	391	425
	Total	2,573	2,547	2,536	2,552	2,600

Notes:

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

Source: Ministry of Education, 2023

Staff

The RCSD employs 1,405* staff members. These staff members are included in three employee groups: teachers, education support professionals, and facilities. Approximately 65.6% are teachers, 28.5% are education support professional staff and 5.9% are facilities staff.

Throughout the 2023-24 school year, RCSD responded to significant enrolment increases, student, and staff safety, and learning needs. An area of success the school division experienced for the interim was addressing increases in enrolment through addition of appropriate staff for both high school and elementary schools.

Dedicated planning and accommodations, along with individualized support in navigating all staff leaves, sick, or other were implemented consistently and diligently. The school division staff maintains consistent learning and training opportunities for all staff to support student learning.

Job Category	FTEs
Classroom teachers	845.6
Principals, vice-principals	46.5
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	306.6
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	29.6
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	81.5
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	1.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	8.0
Total Full-Time Equivalent (FTE) Staff	1318.8

Notes:

The numbers shown in the table above represent full-time equivalents (FTEs).

* The number of employees is greater than the table because some people work part-time or seasonally.

Source: Human Resource Services 2024

Senior Management Team

The RCSD organizational structure is headed by Senior Management which includes the Director of Education, Sean Chase. Mr. Chase is responsible for all operational duties within the school division.

As per RCSD Board Policy, Mr. Chase reports directly to the Board of Trustees. The Director is supported by Executive Council who manages and supervises areas within corporate and education services.

Reporting to the Director of Education:

- The Chief Financial Officer, Josh Kramer, has responsibility of the Business and Finance Department overseeing Payroll, Purchasing, Accounting, Project Management and Transportation Services.
- The Superintendent of Human Resource Services, Heidi Hildebrand, has responsibility of overseeing all staffing responsibilities.
- The Superintendents of Education Services, Kelley Ehman, Stacey Gherasim, Joanna Landry and Dave Magnusson have responsibility of overseeing school operations, student services, and all aspects of student achievement. Each is responsible for a group of specified schools.
- The Manager of Facilities, Ryan Robinson, has responsibility of the Facilities Department.
- The Chief Information Officer, Scott Fossenier, oversees Technology Services.



S. Chase



J. Kramer



H. Hildebrand



S. Fossenier



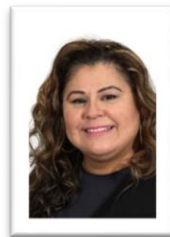
R. Robinson



K. Ehman



S. Gherasim



J. Landry



D. Magnusson

Strategic Direction and Reporting

The Provincial Education Plan

The provincial education plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students in learning what they need for their future, to ensure students feel safe and supported.

The plan focuses on the needs of all Prekindergarten to Grade 12 students. It reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future. The actions support transitions and pathways through the Kindergarten to Grade 12 system toward participation in future learning, work, career, entrepreneurship and adult life.

Central to the plan are the student-centred goals of the education sector:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

Provincial Education Plan – Priority Actions

Four equally important priority actions are being undertaken in the plan. These actions will be assessed and updated over the course of the plan as the work progresses, so that the priorities continue to be responsive to the educational experiences and outcomes of Saskatchewan students.

>>Priority Actions			
Learning & Assessment	Indigenous Education	Mental Health & Well-Being	Student Transitions

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
- Actualize the vision and goals of [Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework](#).
- Enrich and enhance mental health and well-being capacity in students.
- Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

Provincial-Level Targets

The following are provincial-level targets. Progress toward these targets will measure the impact of the plan over time. For each of these targets, the aim will be to achieve equity in outcomes for Indigenous and non-Indigenous students and to see improvement for all students.

Over the life of the plan to 2030:

- Student attendance will improve annually.
- Overall graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.
- Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.
- Student literacy and numeracy outcomes will increase year over year.
- All students will have an increased sense of connection and safety in schools.

Progress in 2023-24: Targets and Measures

The collection and analysis of data for local monitoring and reporting on student progress to support improvement efforts continues within the provincial education plan context. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year to realize the *Framework for the Provincial Education Plan 2020-2030* goals.

Target: Student attendance will improve annually.

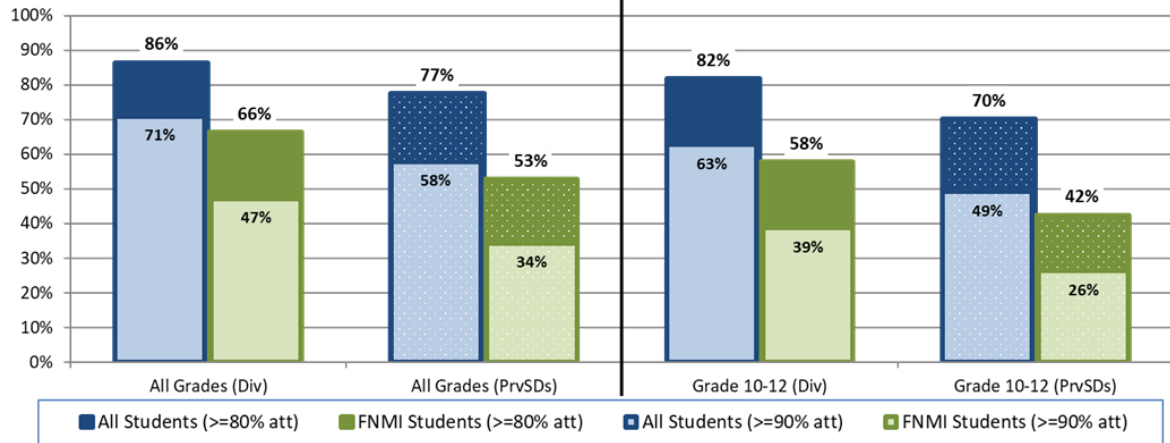
Measures:

- **The percentage of students with at least 80% attendance.**
- **The percentage of students with at least 90% attendance.**

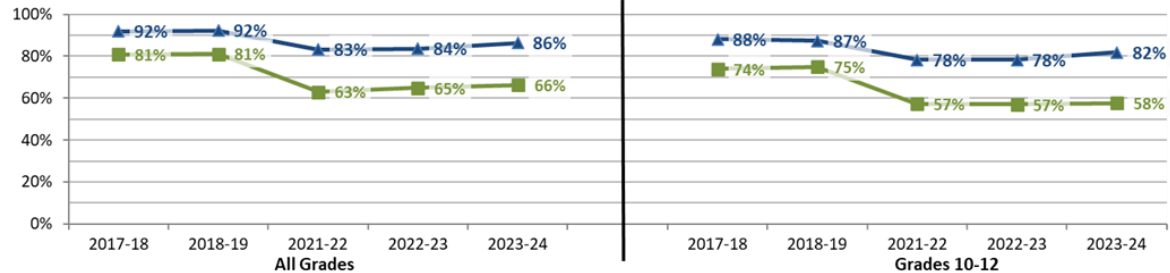
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even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

Percentage of Students With at Least 80% (and 90%) Attendance, Regina RCSSD 81 and Provincial School Divisions, 2023-24



Student Attendance - Pct of Students with at least 80% Attendance, Regina RCSSD 81, 2017-18 to 2023-24



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

Source: Ministry of Education, 2024

Analysis of Results – Attendance

86% of all Regina Catholic students and 66% of First Nations Métis and Inuit (FNMI) students had at least 80% attendance. This is the third consecutive year that RCSD has shown a year over year improvement in overall attendance since the pandemic; thus, achieving the Provincial Education Plan (PEP) target of student attendance increasing annually. RCSD overall attendance continues to be higher than the provincial measure of 77% overall.

84% of all RCSD students achieved at least 80% attendance in 2022-23, and 83% achieved this target in 2021-22 compared to the provincial measures of 65% and 63% respectively. 65% of RCSD FNMI students achieved at least 80% attendance in 2022-23, and 63% achieved this target in 2021-22, again demonstrating a year over year increase and a higher rate than the provincial measure of 53%.

The three-year increase in overall attendance rates since the pandemic demonstrates alignment with division action plans to increase student engagement and places an emphasis on daily attendance with the goal towards at least 90% attendance for all students. 82% of students in Grades 10-12 had an attendance rate of 80%, higher than the provincial average of 70%.

58% of FNMI students in Grades 10-12 achieved an attendance rate of at least 80% indicating that more work needs to be done to inspire success and engage Indigenous students, however, it is noteworthy that RCSD still exceeds the provincial average attendance rates for Grade 10-12 FNMI students by 16%.

Continued focus on attendance is part of the Regina Catholic Graduation Rate Detailed Implementation Plan. The division's *Common Attendance Practice* encourages regular attendance by frequent monitoring of students, mentoring, attendance letters and interventions.

Target: The overall three- and five-year graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.

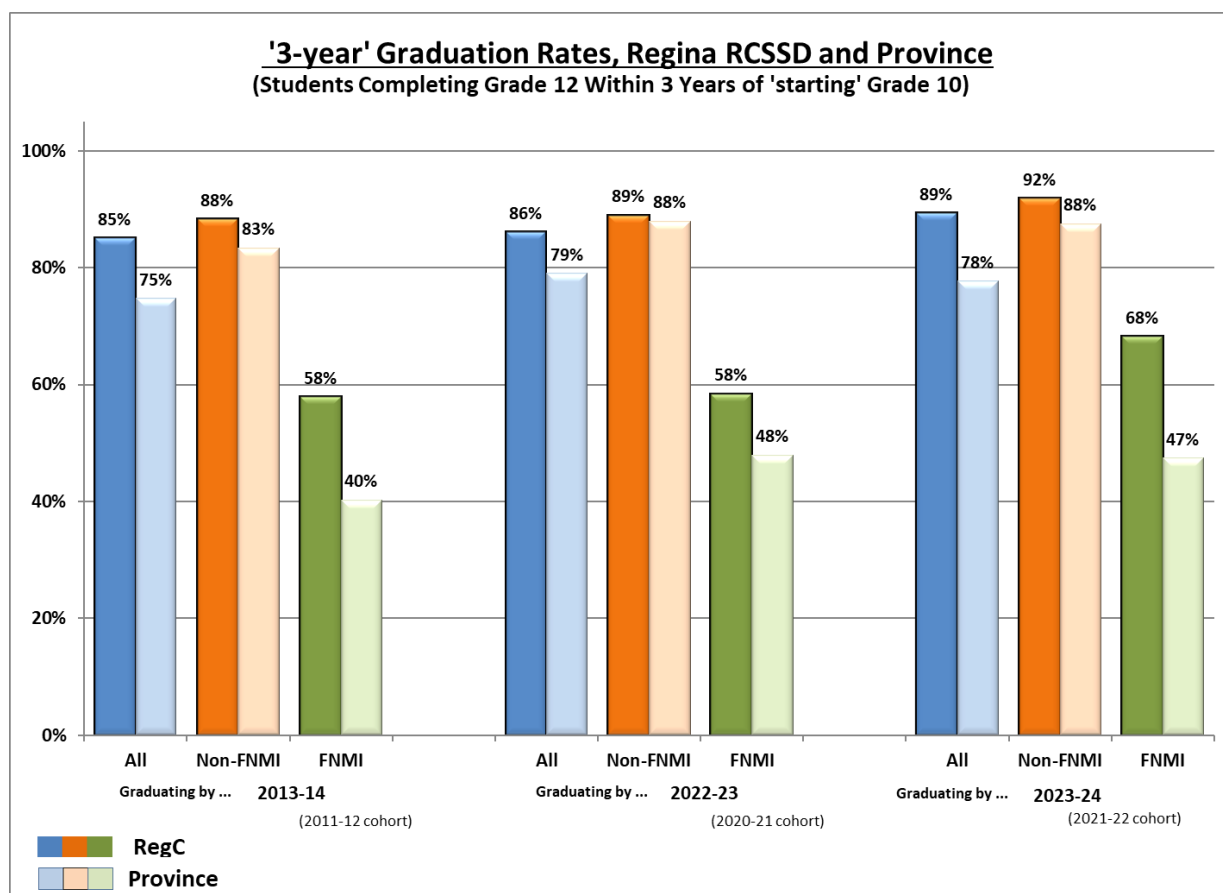
Measure

- The percentage of students who graduate within 3-years of entering Grade 10.

Generally, students who complete Grade 12 have more opportunities for education and work, and experience better health and well-being. More students graduating contributes to a stronger Saskatchewan through an educated and engaged population and to economic growth through the availability of skilled and knowledgeable entrepreneurs and employees.

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

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



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2024

Analysis of Results – Three-Year Graduation Rates

RCSD's overall three-year graduation rate was 89% in 2023-24, up 3 percentage points from 2022-23 results and above the provincial average of 78%. This was only 1 percentage point below the Division SMART goal of an on-time graduation rate of 90%. The increase in overall graduation rates was a result of the significant increase of the on-time graduation rate for FNMI students which increased from 58% in 2022-23 to 68% in 2023-24 and was well above the provincial average of 47%. Success rates for non-FNMI students were 4 percentage points higher than the provincial three-year graduation rate of 88% for non-FNMI students.

The reduction of the on-time and extended-time graduation rates gap between non-FNMI and FNMI can be attributed to the targeted approach by the school division and implemented by the schools. This plan accessed Indigenous Advisors who worked directly with FNMI students and families to create graduation plans, track attendance and task completion through gradebook monitoring groups, track credit attainment, and set plans for credit recovery.

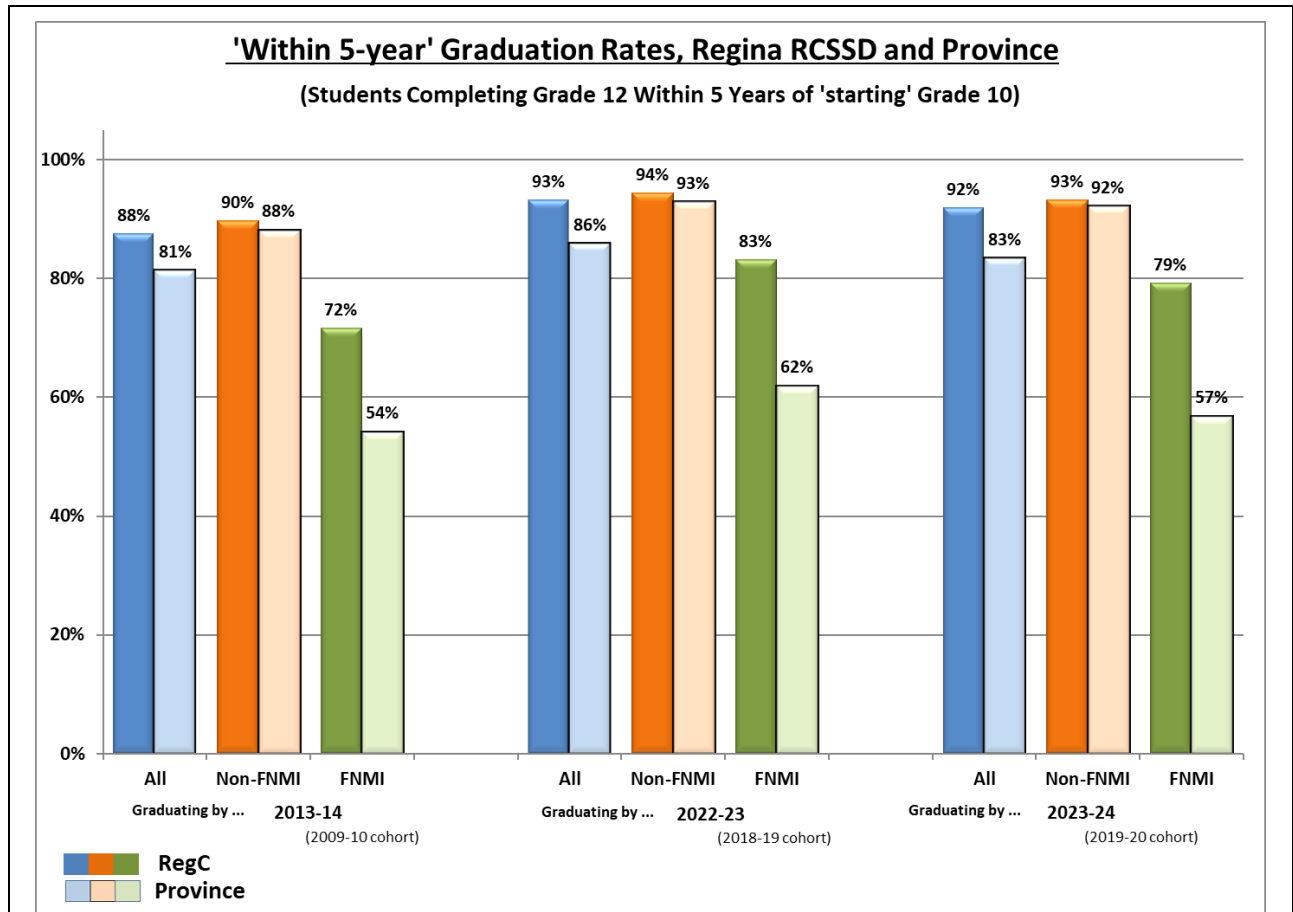
RCSD's Graduation Plan continued to focus on student engagement, smooth Grade 9-10 transition, mentorship, credit tracking and credit recovery, and academic/graduation planning. There was a continued focus on FNMI student success as part of the *Following Their Voices* initiative which entered year two at Archbishop O'Neill Catholic High School and supported FNMI students through equitable opportunities, and culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes. This was supported by Indigenous High School Advisors. These advisors supported students and families by fostering relationships with schools, focusing on attendance, and graduation rates. Advisors connected with all students at least once a month and with all families at the beginning of the school year and as needed throughout the year. Advisors collaborated with teachers to embed Indigenous ways of knowing and doing into the classroom or through extracurricular activities.

Measure

- **The percentage of students who graduate within 5 years of Grade 10.**

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. Graduation rates within five years are one measure of the responsiveness of a school system.

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



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

Source: Ministry of Education, 2024

Analysis of Results – Graduation Rates Within Five Years

In 2023-24, RCSD's overall results for five-year graduation rates continued to be above the provincial average of 83%. 92% of RCSD students graduated within the extended five-year time frame, relatively on par with 2022-2023 results and notably above 90%, a division target.

This success rate continues to correlate with the success of FNMI students graduating within an extended time-period. 79% of FNMI students graduated within the extended time-period compared to the provincial average of 57%. This notable success can be attributed to strategic actions including a focus on relationships and mentoring, transitions, cultural engagement, credit-tracking, credit-recovery, graduation planning, and family engagement.

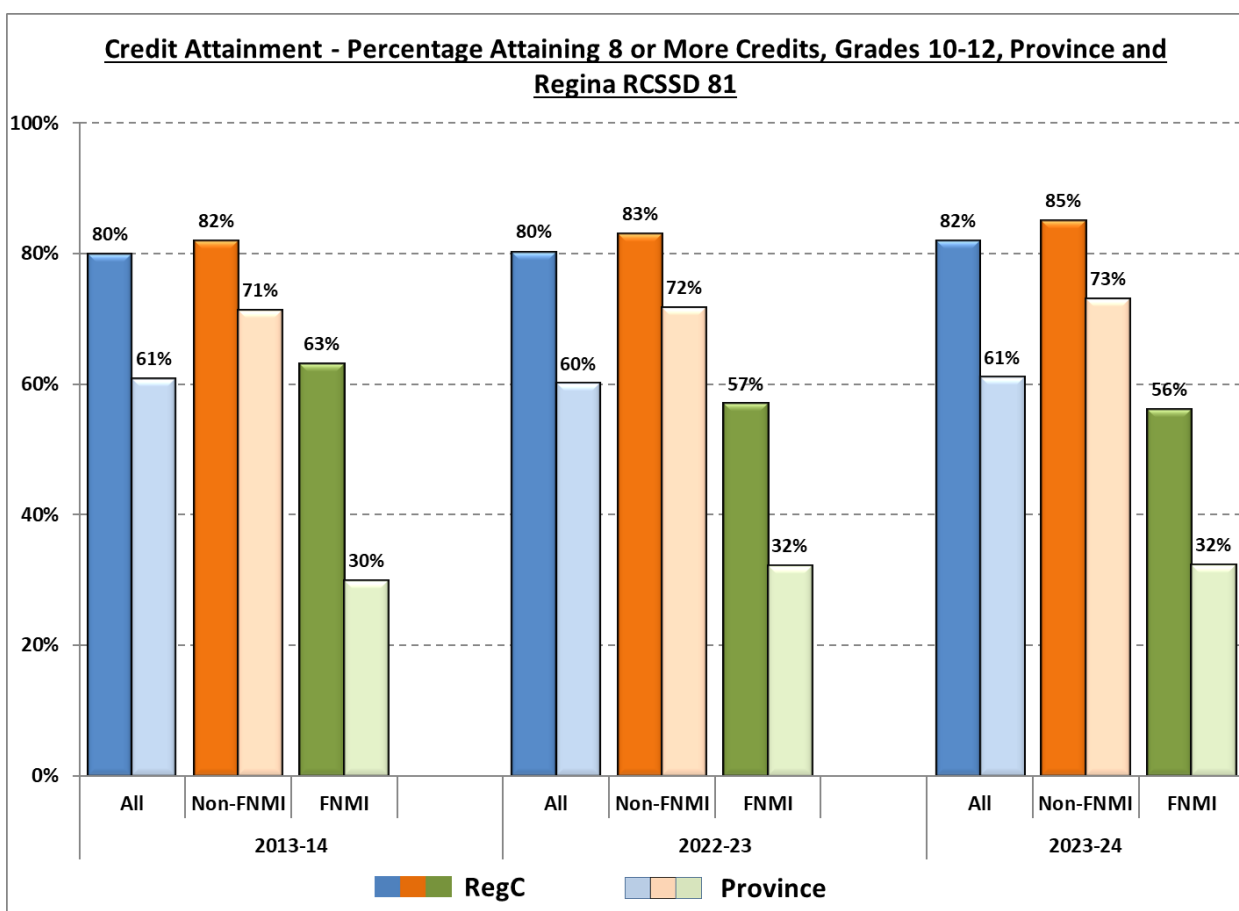
Indigenous High School Advisors supported students and families to build relationships with schools, focusing on attendance and graduation rates and connected regularly with students and families creating opportunities for authentic cultural engagement.

Measure

- The percentage of students attaining 8 or more credits, Grades 10-12.

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

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



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

Source: Ministry of Education, 2024

Analysis of Results – Credit Attainment

Overall, credit attainment results for RCSD in 2023-24 indicated that 82% of secondary students earned eight or more credits. RCSD results significantly exceeded the provincial results of 61%. In 2023-24, 56% of RCSD's FNMI students achieved eight or more credits which was on par with 2022-23 results and 24 percentage points higher than the provincial FNMI results of 32%.

RCSD has set a goal of 75% of FNMI students graduating on time or achieving eight or more credits each year, and the school division continues to work to meet this goal by instituting several tracking measures such as attendance, assignment completion, credit tracking, credit recovery, Indigenous advisors, and graduation coaching.

Additionally, Archbishop M.C. O'Neill Catholic High School, which has the highest FNMI population entered its second year as a *Following Their Voices* school and continues to work towards authentic student and family engagement to inspire success. Cultural support was provided via Elders and Knowledge Keepers and in the form of cultural activities such as drumming, dance, and beading that were coordinated by Indigenous Advisors.

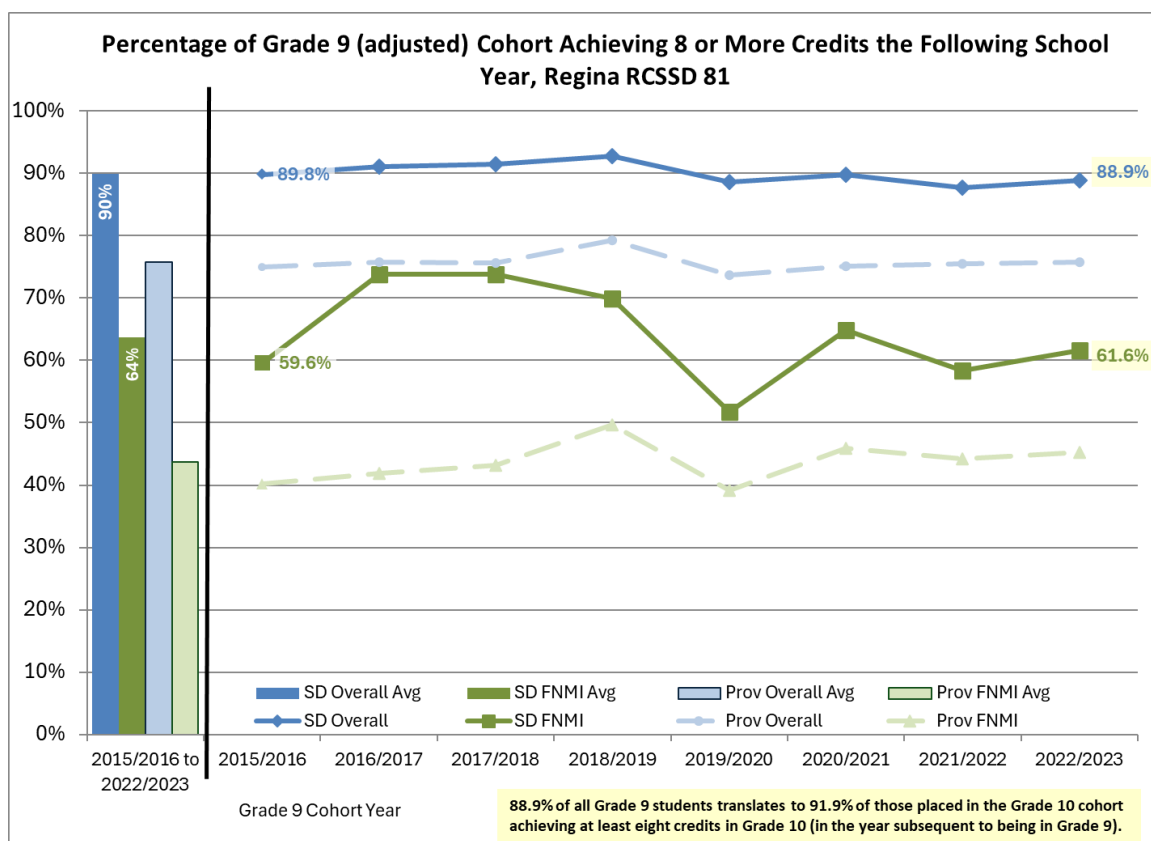
Support for mental health and wellness continued to be a focus for all students, particularly those impacted by trauma. This was supported by implementing *Mindful Minutes*, and education for staff on trauma-informed instructional practices.

Measure:

- The percentage of the Grade 9 cohort achieving 8 or more credits the following school year.

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

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



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

Source: Ministry of Education, 2024

Analysis of Results – Grade 9 to 10 Transition

RCSD's overall rate of Grade 9 students who attain eight or more credits the following school year continues to be around 90%, with 2023-24 results at 88.9%, slightly higher than 2022-23 results and higher than the provincial average. 88.9% of Grade 9 students translates to 91.9% of those placed in the Grade 10 cohort achieving at least eight credits in Grade 10.

The FNMI cohort achievement rate was 61.6% which was lower than the seven-year trend for FNMI credit attainment of 64%. Continued support for attendance, assignment and course recovery, student and family engagement, mentorship and cultural supports are keys to continued improvement in transition.

Transition for high school success begins in Grade 8 and as part of the division's Graduation Detailed Implementation Plan (DIP), smooth transitions were supported by Grade 8 spend-a-days, orientations, parent/guardian information sessions, and transitional activities.

Grade 9's are supported by a Grade 9 mentor who monitors attendance and works with students directly on academic success behaviours. There will be a continued focus on FNMI success supported by Indigenous High School Advisors who will continue to support students and families to build relationships with schools, focusing on attendance and graduation rates.

Attendance and task completion within courses are regularly monitored and completion rates are monitored and reviewed after each semester. These actions align with the Inspiring Success Policy Goals of "Equitable opportunities and outcomes for First Nations and Métis learners".

Target: Student literacy and numeracy outcomes will increase year over year.

Measure:

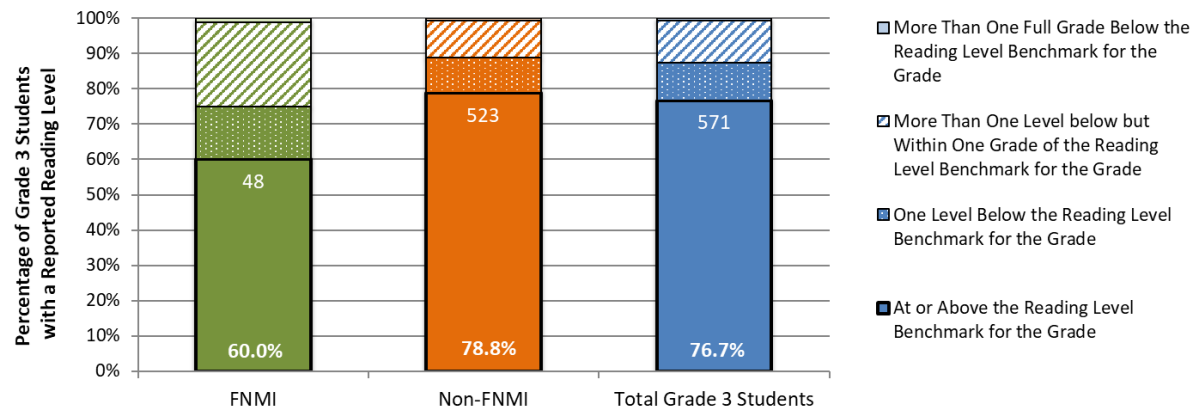
- The percentage of Grade 3 students reading at or above grade level.

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond.

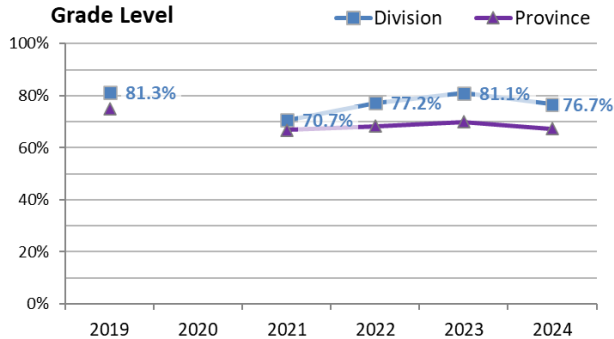
Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results. Saskatchewan students who read at or above the benchmark in Grade 3 had a 20% advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province for the five most recent years. The table shows the proportion of Grade 3 students with reported reading levels. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.

Reading Results Data, Regina RCSSD 81, Grade 3, 2023-24



Percentage of Grade 3 Students Reading at or above Grade Level



Proportion of Grade 3 Students with Reported Reading Levels, 2023-24

	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)	80	92.0%	4.6%	3.4%	87
Division (Total)	744	74.6%	24.8%	0.6%	997
PrvSDs** (FNMI)	2,049	85.4%	11.5%	3.1%	2,399
PrvSDs** (Total)	12,515	83.0%	15.8%	1.1%	15,071

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

Source: Ministry of Education, 2024

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

RCSD's Grade 3 reading results dipped from 81.1% of all Grade 3 students reading at or above grade level in June 2023 to 76.7% of all Grade 3's reading at grade level by June 2024. Although this was a decrease in reading proficiency, the 76.7% is above the provincial average of 67.3% and 10% of all Grade 3 students are only one grade level below the target.

60% of FNMI students are reading at grade level with an additional 15% only one grade level below reading. Possible reasons for a decrease in 2023-24 in the percentage of students meeting end of year reading targets include, but are not limited to the following: increased enrolment throughout the year (some of these students were only in our classrooms for a few months), increased EAL numbers who had a high enough *Common Framework of Reference* (CFR) to be included in the data, but were still not at grade level reading, increased student complexities, lack of fidelity in reading assessment tools and misalignment of instructional practices with new tools (limited or no training on the use of running records for new teachers or teachers new to primary, and a shift to new instructional practices aligned with the *Science of Reading*, new assessment screeners, and new phonics instruction resources).

To mitigate these potential impacts on reading data, the division adopted universal screening strategies to detect reading disabilities or areas of potential concern related to reading acquisition, including an optimal screening period with early detection and intervention as key considerations. Further actions implemented which kept the results higher than the provincial average was the alignment of reading intervention plans with evidence-based practices demonstrated to be effective and necessary for reading development. Professional development and support were provided to staff so they could implement best-practice literacy and reading acquisition strategies that meet the needs of each child and support students with reading disabilities.

Target: All students will have an increased sense of connection and safety in schools.

Measure:

- The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey.

When students feel connected to and safe in school, they will be more engaged in learning. This has always been a key priority of focus for RCSD for several years. Monitoring and responding to student perceptions and experiences helps school divisions to improve school environments to support learning, engagement, mental health and well-being, sense of belonging and safety.

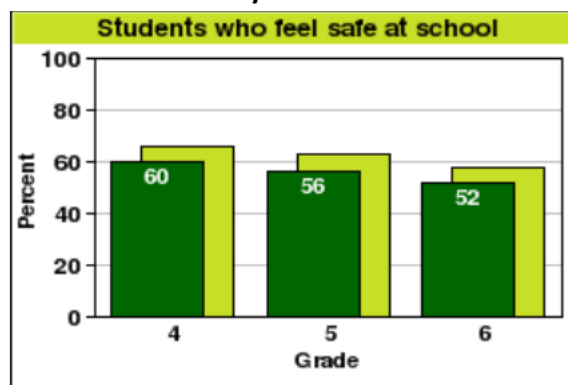
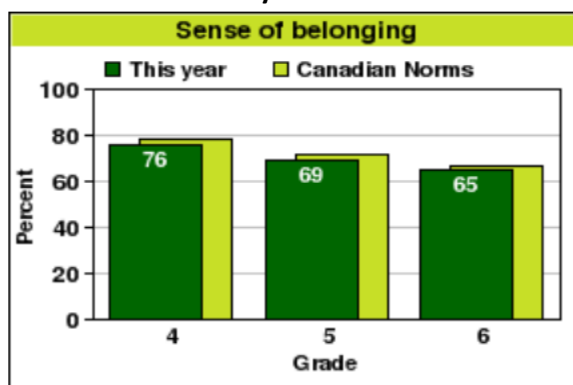
Every year RCSD school division's Grades 7-12 students complete the *OurSCHOOL* survey which allows RCSD to gain an understanding of student perceptions of their school experiences.

- During the 2023-24 school year 2,570 Grade 4 to 6 students in 24 RCSD schools participated in the survey between March 12th and May 31st, 2024.
- During the 2023-24 school year 4,185 Grade 7 to 12 students in 28 schools participated in the survey between March 12th and May 31st, 2024.

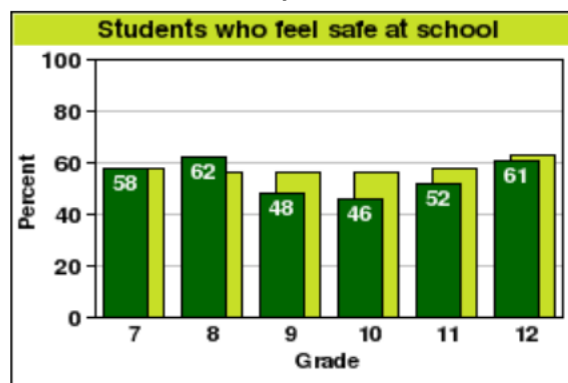
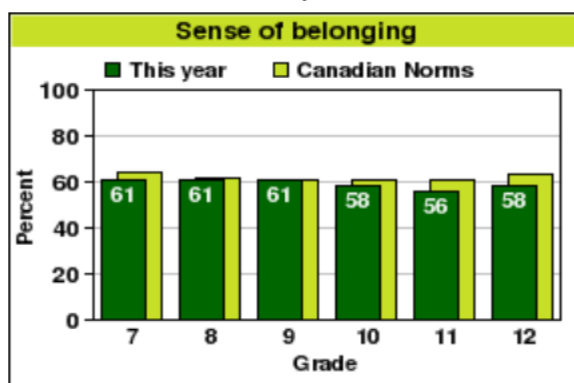
The data has provided the school division with a means to respond to the needs and ensure supports are in place.

School Division Selected Measure for Monitoring Sense of Connection and Safety in Schools

Grades 4-6 Elementary Students have a sense of connection and safety in schools.



Grades 7 to 12 Secondary Students feel a sense of connection and safety in schools.



Analysis of Results

Grades 4-6 students feel a sense of connection and safety in schools.

RCSD Students who feel safe at school as well as going to and from school.

- 56% of students reported feeling safe attending the district. The Canadian norm for these grades is 62%.
- 54% of the girls and 59% of the boys reported feeling safe attending the district. The Canadian norm for girls is 63% and for boys is 62%.

RCSD Students who feel accepted and valued by their peers and by others at their school.

- 70% of students reported a high sense of belonging. The Canadian norm for these grades is 72%.
- 68% of the girls and 74% of the boys in this district reported a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.

RCSD's Grades 7-12 feel a sense of connection and safety in schools.

Students who feel accepted and valued by their peers and by others at their school.

- 59% of students in this district reported a high sense of belonging. The Canadian norm for these grades is 62%.
- 54% of the girls and 66% of the boys in this district reported a high sense of belonging. The Canadian norm for girls is 57% and for boys is 67%.

Students who feel safe at school as well as going to and from school.

- 54% of students reported feeling safe attending the district. The Canadian norm for these grades is 58%.
- 51% of the girls and 60% of the boys reported feeling safe attending the district. The Canadian norm for girls is 54% and for boys is 61%.

We recognize that a sense of belonging and safety in school is critical for students' well-being, academic success, and emotional development. The analysis of data from previous years compared to the current results reveals a modest increase in students' feelings of belonging and safety within the school environment. There have been several actionable strategies that schools have implemented over the years that created a more inclusive, supportive environment for students. Positive changes can be attributed to support resources, including School Support Specialists, Family Support Coordinators, Indigenous Advisors, and School Counselors. These professionals foster ongoing connections and conduct regular check-ins with students while building relationships and opportunities for students and peer engagement. Simple strategies for creating an inclusive and supportive school environment include fostering a welcoming atmosphere, utilizing visual representations, and establishing safe spaces such as Wellness Rooms. Additionally, implementing mentorship programs, encouraging student voice through surveys, and celebrating cultural diversity are essential steps.

While these strategies are vital for improving student outcomes, there is also a strong emphasis on Social Emotional Learning. Specifically, the division has implemented resources like "Character Strong," promoted mindfulness practices, and encouraged collaborative classroom settings. Other initiatives include engaging students and families through events, offering extracurricular activities and clubs, implementing a Positive Behavior program, recognizing student

achievements, and providing staff training in areas such as Trauma-Informed practices and Cultural Competency.

Target: Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year

Measures: The percentage of students at Kindergarten exit ready for learning in the primary grades (Tier 1)

- The percentage of fall-identified Tier 2 students leaving Kindergarten at Tier 1.
- The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 2.
- The percentage of fall-identified Tier 3 student leaving Kindergarten at Tier 1.

Student readiness for learning by the end of Kindergarten sets the foundation for future learning and success in school.

The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify the students most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Response to Intervention (RTI) level. RTI is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until a student experiences failure before providing a response.

Kindergarten EYE is a statistically significant leading indicator of a student's likelihood of reading at grade-level in Grade 3. Longitudinal analyses in the province show children who begin Kindergarten with good skills (Tier 1) in key areas, or who develop good levels of skill during their Kindergarten year, are far more likely to become grade-level readers by the end of Grade 3 in comparison to students who leave Kindergarten programs with lower levels of assessed skills.

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier 1 at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.

2022-23 EYE-TA results displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

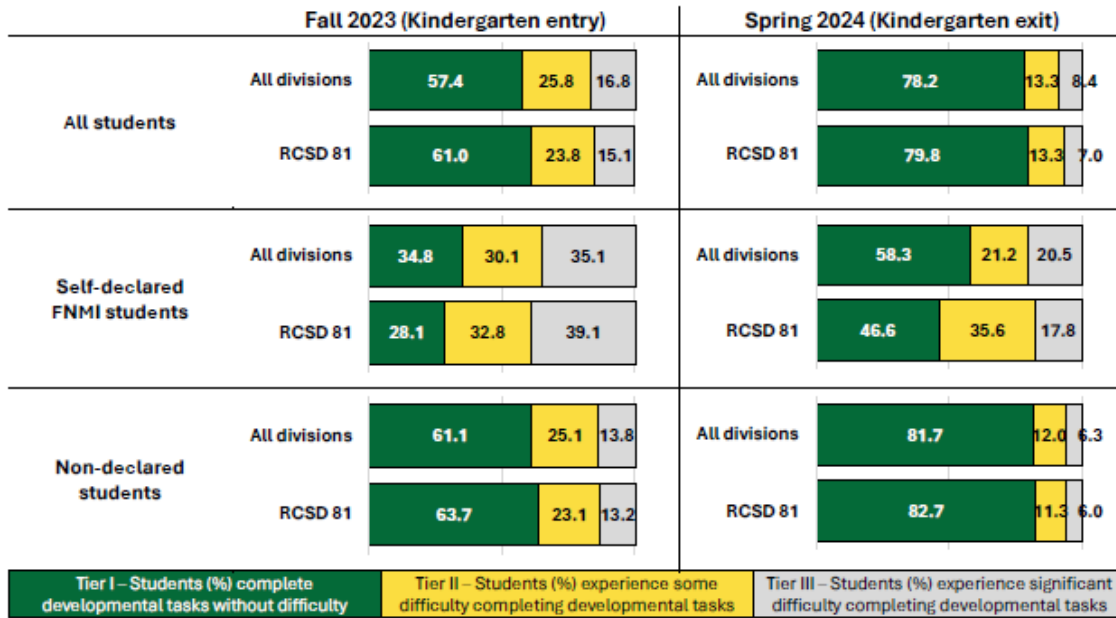
Effectiveness metrics show the percentage of Fall-identified Tier 2 and 3 students who improved to Tier 1, as well as the percentage of fall-identified Tier 3 students who improved to Tier 2 during the Kindergarten year. Effectiveness metrics are shown for both the province (all divisions) and

the school division for the previous school year (left side columns) and the current school year (right side columns).

Students (%) assessed as Tier I at Kindergarten entry / exit charts the share of students assessed as Tier I at both Kindergarten entry and exit for the school division (Δ) relative to the province (all divisions) ($\square$) for the baseline (2014-15), as well as the most recent five cycles. Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 (*) school year.

Percentage of students with valid EYE result at Kindergarten entry / exit compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a universal assessment for learning (every student, every classroom) in provincial Kindergarten programs since 2014-15. These figures are the percentage of students validly assessed against September 30th Official & Reconciled Kindergarten Enrolments (*).

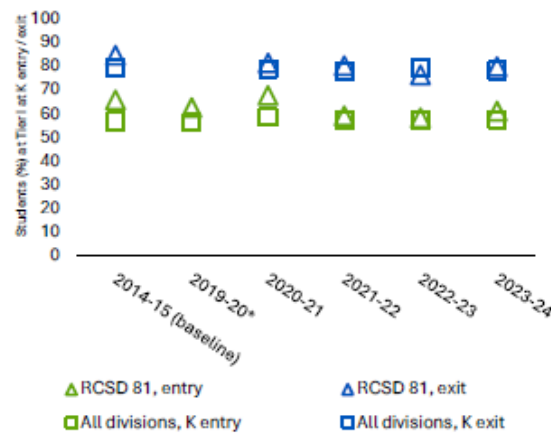
2023-24 EYE-TA results – Regina RCSSD 81 (RCSD 81)



*results for self-declared FNMI & non-declared students are not shown due to too few (or no) students in at least one comparison group.

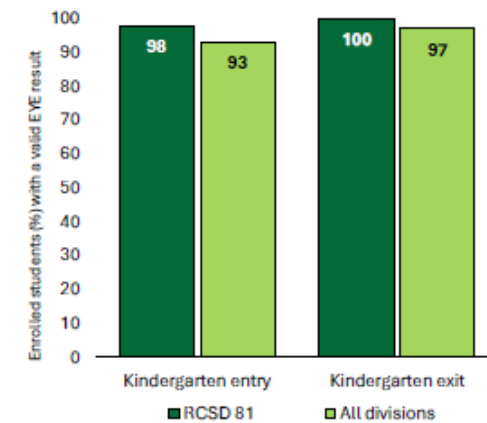
Effectiveness metrics	2022-23 (previous school year)		2023-24 (current school year)	
	RCSD 81	All divisions	RCSD 81	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	67%	73%	69%	72%
Fall-identified Tier 3 students (%) who improved to Tier 2	45%	37%	44%	37%
Fall-identified Tier 3 students (%) who improved to Tier I	11%	22%	20%	22%

Students (%) assessed as Tier I at Kindergarten entry / exit, baseline and most recent five years



*No K exit results for 2019-20 due to school closures / COVID 19

Percentage of students* with a valid EYE result at Kindergarten entry / exit, 2023-24



*against official, reconciled September 30th 2023 Kindergarten Enrollment

Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important

skills at Kindergarten entry are also reassessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their support and responses. Children assigned Tier 1 RTIs can complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

2023-24 EYE-TA results figures show results for self-declared First Nations, Métis or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2024

Analysis of Results – Early Years Evaluation

RCSD established an Early Years SMART goal that by June 2024 children aged 0-6 would be supported in their development to ensure 85% of students exiting Kindergarten were ready for learning in the primary grades. Fall 2023 data indicated that 61% of all Kindergarten students were demonstrating Tier 1 readiness skills (able to complete developmental tasks without difficulty), with only 28% of FNMI students at Tier 1 readiness to learn in primary grades compared to 63% of non-FNMI students. Spring 2023 exit data indicated that nearly 80% of all Kindergarten students were at Tier 1 readiness, which was below the Division's target of 85% and slightly above the provincial average of 78%.

Notably, FNMI students improved to approximately 47% in Tier 1 in the Spring exit data, an increase of 18% from the Fall 2022. RCSD FNMI Kindergarten students at exit were about 12% lower than the provincial results, indicating this is still an area of concern and a continued focus. Success interventions were implemented at high-rate, high-count schools to support an increase in Tier 1 results at Kindergarten exit. High-rate, high-count schools are where there is both a high percentage and a high number of students who are at Tier 2 and 3 at school entry.

Strategies implemented included the following: classroom teacher and Instructional Assistant targeted professional development on high yield strategies, daily *Heggerty Phonemic Awareness* activities, prioritization of Learning Catalyst Teacher (LCT) support for literacy in the Kindergarten classrooms, incorporation of sorting, patterning and sequencing skills, the re-allocation of EAL teacher time to support both Prekindergarten and Kindergarten students to develop oral language, vocabulary, and phonemic awareness from November to February, take home family engagement kits and family supports. As a result, one high-rate, high-count school increased from 40% to 80% of students demonstrating grade one readiness from fall to spring data.

Communication and personal-social domains continue to be areas for growth.

RCSD experienced a 5%-point increase in Kindergarten enrolment during the 2022-23 school year with 863 students assessed in fall 2023 and 907 students assessed in spring 2024. This change was primarily due to immigration. Changing enrolment needs to be considered when comparing year over year results.

Early learning continues to be a focus for the school division with professional development target the following: the use of phonemic awareness tools and screeners, inclusive practices and tools, self-regulation and co-regulation strategies, play activities and oral language strategies.

Progress in 2023-24: School Division Strategic Activity in support of the Provincial Education Plan Priority Actions

Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

Effective assessment practices were part of RCSD Division Implementation Plans (DIPs) across several areas: Early Learning; Reading, Writing, and Math; and Graduation Plans. Ongoing professional development with a focus on assessment for learning was offered at two institute days, new teacher orientation sessions, optional sessions throughout the year and ongoing classroom-level support and collaboration by the division's Consultants, Coordinators, Coaches, and Education Leaders.

All professional development was in alignment with the Ministry of Education's *Supporting Student Assessment in Saskatchewan (2022)* document. Grade level assessments and screeners were utilized with data entered into *Clever* forms which generated heat maps that were analyzed by division and school teams to support responsive instruction and intervention.

1. Formative data sources and new initiatives for 2023-24 included the following:

- Universal screening of foundational literacy through *Phonics and Heggerty Phonological Awareness* literacy screener for all students in Grades 1-3.
- Utilized universal screening strategies to detect areas of potential concern related to reading acquisition in Grades 4-8.
- Continued school data meetings throughout the year. School teams met to discuss assessments and plan for tiered supports as follows: yearly *Ages and Stages Questionnaire* (ASQ3) results, two times per year EYE-TA results, phonological awareness and phonics data reviewed every six to eight weeks by Learning Catalyst teacher to determine intervention schedule, school teams and Early Learning and Literacy Consultant conversations and collaboration took place two times per year with follow up instructional plans.
- The division team of curriculum and assessment Consultants and Coordinators met three times per year to analyze data and discuss action plans to support school learning goals.
- *Number Strand* outcome data collected throughout the school year in Grades 1, 3, 5, 7 and the use of pre-assessments prior to teaching grade-level outcomes.
- Teachers utilized pre-assessments prior to teaching grade-level outcomes to address knowledge gaps.
- *On-Demand Writing Assessment* completed in Grades 2, 4, 6, 8 and 9 English and French to inform instruction around writing.

- Introduced Monitor Groups for high school students – Grade 9 mentors, Indigenous Advisors, Learning Resource Teachers, and Guidance Counsellors had increased access to gradebook and assignment tracking and followed up with weekly meetings. They created monitor groups for students at risk of not completing credit requirements based on *Edsby* gradebook task completion and worked with teachers on differentiation strategies and the implementation of adaptations to support student success. Individual graduation plans and credit attainment and recovery action plans for each student were developed after the completion of both semesters.
 - Education leaders at each high school led professional learning communities six times yearly (three each semester).
2. Additionally, timely reporting of student progress and parent/guardian engagement around assessment was a focus and was achieved through the following actions:
- Use of a digital portfolio to document growth, facilitate student reflection and strengthen family engagement.
 - Utilization of parent portal in the *Edsby* gradebook. This was a particular focus for high school families where over 90% of our families were connected to the student gradebook to view tasks, due dates, and grades.
 - Stakeholder feedback – conducted a *ThoughtExchange* with students and parents/guardians around high school assessment practices to improve understanding and gather feedback on the implementation of the *Supporting Student Assessment in Saskatchewan*, division grading practices, and communication tools.

Priority Action: Enrich and enhance mental health and well-being capacity in students.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

RCSD SMART Goal: By June 2024, all schools in RCSD will use division and community resources to support Mental Health and Well-being in a variety of areas.

1. School Culture - Students

Created a safe, inclusive, caring, and positive school culture and climate for students through the following actions.

- Facilitated and promoted relationship-building throughout the school year.
- Embedded *Character Strong Social Emotional* resources regularly each week.
- Embedded Truth & Reconciliation and Indigenous ways of knowing and doing into school assemblies and lessons.

Implemented Social and Emotional Learning instruction into the classroom through the following actions.

- Schools transition from Level 1 & 2 Learn & Explore, to Level 3 Integration on the *Character-Strong Continuum Implementation Scale*.
- The *Mental Health Capacity Building* (MHCB) Program effectively reached out to enhance capacity in the five high schools.
- Schools staff were building mindfulness strategies with students where mindfulness practices were built into daily instruction in Grade 9 and some Grade 10-12 as time allowed.
- The MHCB Team continued to promote and deliver prevention strategies around mental health initiatives.

2. Social Emotional Learning (SEL)

Implemented Social and Emotional Learning instruction into the classroom and school-wide practices (PreK to 8) through the following actions.

- Modeled and taught strategies to develop emotional regulation skills as part of social emotional learning (self-awareness, self-management, social awareness, responsible decision-making, and relationship skills).
 - Schools referred to RCSD resource titled *Tier 1 and 2 Continuum of Supports: Learning Environment* for suggested practices and resources.
 - The *Character Strong Resource* for PreK-8 Classrooms was incorporated into multiple curricular areas – ELA, Health, and Religion.
 - Following the *Character Strong's* Tiered Continuum process (Level 1/2 Learn & Explore to Level 3 Integration, schools were encouraged to use various strategies such as morning meetings, check-ins, and building calming spaces.

3. School counselors collaborated, modeled, and supported the implementation of SEL instruction.

Implemented Mindfulness practices into daily instruction in Grade 9 transition through the following actions.

- Mindfulness practices were built into daily instruction in Grade 9 and some Grade 10 to 12 classrooms as much as possible.

Schools identified students who require Tier 3 and 4 levels of support (PreK to 12) through the following actions.

- School Support Teams created plans for students requiring Tier 3 support delivered by in-school staff, with additional division staff, such as student success plans.
- Counsellor and Student Services on-site staff facilitated access to outside agency supports.

Dr. Martin LeBoldus Catholic High Schools Mental Health Capacity Building (Grades 9 to 12) Team continued to promote and deliver prevention strategies around mental health initiatives through the following actions.

- The development of a student support booklet *A Guide to Surviving High School* that was given to every Grade 9 student (in partnership with the Canadian Mental Health Association).
- Wellness camps with associate schools, Grades 1 to 7 (referral basis) took place in July 2024.
- High school transition program for associate schools, Grade 8 occurred in August 2024.
- Ongoing team collaboration occurred to deliver community mental health and wellness sessions offered to parents/guardians throughout the school year.

Priority Action: Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

Foster Connections with Families

Smooth transitions and stakeholder engagement is a through line in the Division's Detailed Implementation Plans (DIPs) around the goals of Early Learning, Indigenous Education, English as an Additional Language (EAL), Reading, Writing, and Math, Mental Health and Well-Being, Graduation Rates, and Faith Permeation. The division is focused on fostering connections with families and the school to enhance smooth transitions from PreKindergarten to graduation.

1. Early Learning

- PreKindergarten families were connected with monthly family engagement sessions, provided take home readiness kits to support fine motor and literacy skills, and were kept updated through digital portfolio posts which shared their child's learning and work to support the social/emotional, physical, spiritual, intellectual domains.
- Kindergarten families were connected through June 2023 parent/guardian information and orientation sessions. At these sessions parents/guardians and students were introduced to the school community and families invited to be actively involved in their child's learning and preparation for Kindergarten with take home readiness kits for fine motor and literacy skills to work through prior to the start of Kindergarten in Fall 2023. Continued connection existed throughout the school year via digital portfolio pieces which showed evidence of learning around curricular outcomes. Special classroom presentations, as well as Celebration of Learning events two times per year invited parents/guardians to attend the school in person and stay connected.

2. Grades 1 – 8

- Open gradebooks with a parent portal allowed parents/guardians to see real-time attendance and grades around tasks linked to curricular outcomes. Additional learning products and artifacts were shared through digital portfolios. These digital tools supplemented the two times per year parent-student-conferences and report card distribution.
- *Response to Intervention* (RTI) was supported by student support teams in the buildings who worked to create tiered interventions, record of adaptations, and where needed, Inclusion and Intervention Plan (IIPs). Parents/guardians were connected and informed of the intervention strategies and engaged in the IIP process.
- Further support for transition and mental health and well-being was provided by wellness camps for associate schools, Grades 1 to 7, and wellness days which invited parents/guardians to presentations or speakers where strategies for coping with anxiety, depression and resilience coaching were offered. Additionally, the division's Student Services team with support from the division's MHCB Coordinator offered

parent/guardian information evenings promoted through schools and school community councils.

- Newcomer families were connected to the school through Newcomer Family Welcome/Information Night hosted at schools with guests from outside organizations as well as information for supporting students and answering questions at the school level. Additionally, Multicultural Days hosted at schools (prayers, messages, etc. in various languages) invited parents/guardians to participate and share their cultural traditions with students.
- Liturgical events including school liturgies and masses with connection to parishes welcomed parent/guardian attendance and participation, as did school assemblies/awards evenings recognizing student success.
- Grade 8 Farewell Celebrations included parent/guardians committees who planned student events/activities to support the liturgy and ceremony planned by the school.

3. Transition to High School and Graduation Plans

- The Mental Health Capacity Building Team developed a student support booklet *A Guide to Surviving High School* given to every Grade 8 students and families prior to entering high school and supported through camps held at the high school prior to the start of the 2023-24 school year.
- All high schools hosted parent/guardian information nights for Grade 8 parents/families in Spring of 2024 and hosted an opening Grade 9 orientation day where parents/guardians were invited to attend the opening assembly.
- High School Student support teams met with each of their feeder school Student Support Teams to review data and put in transition plans for each student that had an Record of Adaptation (ROA) or Transition Learning Plan (TLP) or other identified supports which were shared with parents/guardians as part of the transition to high school.
- EAL teachers focused on smooth transitions to high school by having elementary and high school EAL teachers meet to discuss EAL support and placement for students transitioning into high school with engagement with parents/guardians regarding support plans.
- Indigenous High School Advisors supported students and families to build relationships with schools, focusing on attendance and graduation rates. They connected with all families of self-declared students at the beginning of the school year with regular touch-base points throughout the year. They also created opportunities for authentic family engagement in extracurricular activities and/or learning activities.
- As part of the *Following Their Voices* program at Archbishop M.C. O'Neill Catholic High School, families regularly hosted in person or digital survey engagement opportunities.
- Parents/guardians were encouraged to attend in person conferences offered twice annually and 92% of all high school students had one or more parent/guardian linked to

the open gradebook parent portal where they could access real-time attendance, tasks linked to outcomes, and assessment information.

Parent/guardian information nights for subject selection Grades 10 -12 were held in March at all four high schools where graduation requirements and checklists and post-secondary information was reviewed. Parents/guardians have access to scholarship information via school websites and information evenings and career planning events throughout the year including career fairs and spotlights.

Priority Action: Actualize the vision and goals of Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

Indigenous Education for All

1. All teachers embedded Indigenous ways of knowing and doing into curricula through their year-plans, subject areas, and interdisciplinary kits developed by the Indigenous Education Coordinator and collaboration with the Achievement Team.
2. Treaty Education was taught in Grades K-12 with appropriate resources and embedded into curriculum. Treaty Education outcomes were communicated with parents/guardians through portfolios and in the report cards.
3. All students and staff gained a better understanding of Indigenous spirituality or ceremony by learning about Indigenous traditional ways of doing or learning from the land in partnership with Elders and Knowledge Keepers.

Supporting Indigenous Learners

- **Indigenous High School Advisors supported students and families to build relationships with schools, focusing on attendance and graduation rates. High School Advisors:**
 - Connected with all students at least once a month.
 - Connected and created opportunities to engage with all families at the beginning of the school year with regular touch-base points throughout the year.
 - Collaborated with teachers to embed Indigenous ways of knowing and doing into the classroom or through extracurricular activities.
 - Tracked meetings with parents/guardians and students.
 - Monitored and reviewed attendance and class completion rates.
- **Schools created an environment for success where students feel supported, including:**
 - Creating a welcoming environment.
 - Developing relationships with families.
 - Ensuring resources are representative (authors, families, etc.).
 - Analyzing and using data (EYE, Numeracy, Literacy, Graduation Rates, *OURSchool*) to support student success.

Truth and Reconciliation

1. **RCSD reaffirmed our commitment to the *Truth & Reconciliation Calls to Action* (TRC) 62-64 each year.**
 - School *Calls to Action* were aligned with the division's *Calls to Action*.
 - Division-wide expectation for all schools.

- Shared and promoted the *Inspiring Success: First Nations and Metis PreK-12 Education Policy Framework* to guide our work.
 - All schools created a TRC Year Plan:
 - Templates provided as a starting point for TRC teams.
 - Included completion of School Based Administrators (SBAs) & Teacher Self-Assessment Rubrics.
 - Submitted and shared with Area Superintendent with School Improvement Plan (SIP).
 - Reviewed as part of SIP meetings (three times a year).
 - Schools participated in Orange Shirt Day, National Indigenous History Month, Treaty Four Days, Indigenous Storytellers Month.
2. **All staff participated in professional development.**
 - Required for all staff: *Four Seasons of Reconciliation*.
 - Blanket Exercise opportunities for staff.
 - Staff Retreats – *The Spirit of Creation*.
 - Truth & Reconciliation professional development for SBAs.
 - Six sessions offered at the Teacher Institute.
 3. **All Grade 10 students took part in a Blanket Exercise.**
 - Delivered as part of the Catholic Studies 10 Course.
 - Chaplains and Indigenous HS Advisors lead/participated, in conjunction with the class teachers (team approach).
 - Completed early in the semester to be able to embed into learning throughout the semester.
 4. **The *Indigenous Education Responsibility Framework (IERF)* was used to support Indigenous Learning for all, Indigenous learners, and Truth and Reconciliation.**
 - Completed at a division level with the DIP team.
 - IERF was presented to the Circle of Voices Advisory Committee at the June 2024 meeting.
 - Aligned all action items in the Indigenous Education DIP with one or more of the stepping stones of the IERF.

Progress in 2023-24: School Division Local Priority

RCSO was committed to seven priorities and the Detailed Implementation Plans (DIPS) were reflected in each School Improvement Plan (SIP) which also includes locally determined goals in response to the uniqueness of each school community. The SIP was co-created with staff and supported by the Catholic School Community Council. Detailed Implementation Plan results based on these seven priorities were presented to the Board of Trustees throughout 2023-24 school year.

Four of these priorities including Mental Health & Well-Being, Early Years, Indigenous Education and Graduation Rates have been detailed within the Provincial Education Plan – Priority Actions sections of this report.

The three other local division priorities will be further highlighted in the following sections and includes:

1. Faith Permeation
2. English as an Additional Language
3. Reading, Writing and Math



Local Priority: 1. Faith Permeation

The following key actions were undertaken by the school division during the 2023-24 school year in support of this local priority.

1. Faith Permeation

- Kindergarten *Growing in Faith, Growing in Christ* - Professional development session for kindergarten teachers hosted at August 31, 2023 Teacher Institute.
- Facilitated New Teachers Faith Formation professional development.
- Faith retreat was held for CEC division office staff in December 2024.
 - CEC staff engaged with Catholic partners, community service organizations and long-term care facilities and volunteered as part of staff retreat day.
- Faith retreats were held for students at each of the schools.
- Faith retreats were held for staff at each of the schools.
- Provided opportunity for all staff faith leaders to plan school faith calendar of events.
- Maintained liturgical resource library for staff.

- Includes resources for LGBTQ2Si+, linked to the Archdiocese of Regina
 - Online FAQ / Forum on faith questions.
 - Support for Diversity, Equity, Inclusion and Accessibility (DEIA) through Catholic Faith.
 - Led by DEIA Lead and RCSD Staff DEIA Committee.
 - DEIA Lead and Coordinator of Catholic Education Services are developing framework. around Student Alliances for Gender and Sexual Diversity for elementary schools.
 - Resource “A Pastoral Guide to Support Students in the development and understanding of their Sexuality”.
 - Coordinated division wide “All Belong” Liturgy in June 2024.
 - Faith Formation for classroom teacher who do not have their two religion courses by facilitating “Growing in Wisdom and Grace” series.
 - Indigenous land-based learning including tanning buffalo hides.
 - Remembrance Day celebrations held throughout the division.
 - Recognition of September 30th National Day of Truth and Reconciliation Day as a non-instructional/non-workday, and throughout the year schools acknowledged Indigenous days of significance including Orange Shirt Day, National Indigenous History Month, Treaty Four Days, Indigenous Storytellers Month.
2. **Our school division faith theme will be permeating all school activities – “Welcome”**
- Division Opening Mass and Faith Day.
 - Theme of “All Belong: Welcome, Embrace, Celebrate”; liturgies and masses prepared with focus on the “Welcome” theme.
 - Minimum of two school-wide masses for 2023-24.
 - Daily prayer is held at all schools.
 - Seasonal monthly liturgies held (opening celebrations, All Saints/All Souls/Advent, etc.).
 - Reconciliation during Advent and Lent.
 - Saskatchewan Catholic School Board Association (SCSBA) included Faith Permeation resources.
 - Employee Performance Management included naming a Faith Permeation goal.
 - Celebrated Catholic Education Week in May 2024.
 - Investigated deeper links between *Character Strong* and Faith/Virtues & Values / Beatitudes.
3. **Faith Community Partnerships**
- Further opportunities for parish/Archdiocesan linkages and involvement continue to be explored (Deanery linkages and various Diocesan offices such as Social Justice and ecumenism).
 - Encouraged RCSD commissioning service with all parish communities during the school year.
 - Connected school and parishes through liturgies and Masses.
 - Included Catholic partners in celebrations such as Visitation House, Marian Centre, Santa Maria, Archdiocese, Souls Harbour/Food Bank, Miriam Family, Campion College.

Local Priority: 2. English as an Additional Language

The following key actions were undertaken by the school division during the 2023-24 school year in support of this local priority.

Administrators

- 1. School administration and Coordinator collaborated, as needed, throughout the year.**
 - Achievement Team Consultant/Coordinator – informal visits to the school (celebrations, possibilities for growth, supports needed to actualize action plan).
 - EAL teacher was part of the literacy team at the school; coordinator supported this work.
- 2. Professional development (PD) for administrators was delivered, targeting family engagement.**
 - PD for all administrators –This was based on results from the previous year's *ThoughtExchange* results and requests from secondary owners.
 - PD for administrators featured presentation EAL teachers was delivered at their schools, focusing on translation and interpretation tools.
- 3. Schools improved family engagement with a focus on overcoming language barriers, creating inclusive conversations, and promoting higher participation.**
 - Made family connections before conferences (Welcome theme, start of the year connection).
 - Administrators reached out to newcomer families encouraging participation in CSCC.
 - Created visual displays (infographic, etc.) translated about how to be involved in the CSCC, welcome, etc.
 - Multicultural events throughout the school year (holidays-Christmas, Thanksgiving, PreK family days).
 - Family engagement sessions for all families or Immigrant/newcomer families.
- 4. School administrators will regularly collaborate with EAL teachers.**
 - School administration and EAL teachers planned to deliver PD for school staff (Staff meetings, PD days, etc.)

EAL Teachers

- 1. Professional development for teachers was provided by the EAL teacher at every school.**
 - EAL teachers delivered PD at staff meetings or during PD days.
 - Coordinator provided a PowerPoint for EAL teachers to share with school staff.
- 2. EAL teachers submitted CFR data twice per year.**
 - CFR Progress Reports were submitted twice a year through Edsby. It was part of the regular report card.
- 3. EAL teachers and Coordinator engaged in data-driven conversations and collaboration three times per year.**

- Met to discuss data and how to use this to support their students.
 - Coordinator led refresher training at the beginning of the year regarding data pulls.
4. **EAL teachers supported second language acquisition learning using a push-in model in Grades 1 - 8.**
 - EAL teachers used a push-in model in Grades 1-3 to lead a language-based center throughout the year.
 - EAL teachers used a push-in model in Grades 4-8 to lead a center or co-teach to support second language acquisition learning throughout the year (partnering EAL teacher with a classroom teacher).
 5. **EAL teachers provided pull-out support, as needed.**
 - Provided EAL support (safer spaces) following the pull-out model in small group instruction in schools or grades where this model was needed.
 6. **EAL teachers developed language-rich portfolios and digital activities for their students.**
 - EAL teachers used a chosen platform for students at the A2 CFR level. This began in November. All teachers had a minimum of two submissions.
 - PD was provided for new EAL Teachers and support for continuing EAL teachers.
 7. **EAL teachers focused on smooth transitions to high school.**
 - Elementary and high school EAL teachers met to discuss EAL support and placement for students transitioning into high school.
 8. **EAL class selection for high school students was done collaboratively to support students.**
 - High school EAL teachers worked with administrators and counsellors to determine what EAL classes would be offered each semester to support students at the various CFR levels.

Classroom Teachers

1. **Professional development focused on the *Literacy Playbook*.**
 - PD was done at the Teacher Institute.
 - Modelled lessons/coaching in identified classrooms.
2. **Supports provided for Tier 2 and Tier 3 students using a push-in model once a year in a four-to-six-week block.**
 - EAL teacher, Learning Resource Teacher / Learning Catalyst and classroom teacher led language-based centers to support oral language and literacy development.

Local Priority: 3. Reading, Writing and Math

The following key actions were undertaken by the school division during the 2023-24 school year in support of this local priority.

1. Responsive Instruction & Assessment

- Use of portfolios to document growth in a variety of ways, facilitate student reflection and assessment, and strengthen family engagement.
- Every school actualized the Tiered Continuum of Supports.
- School data meetings held a minimum three times per year to plan Tier 1, Tier 2, and Tier 3 supports.

2. Writing

- Writing Assessment data submitted two times per year (English: Grades 2, 4, 6, 8; French Immersion: Grades 4, 6, 8).
- Offered professional development throughout the year that targeted writing instruction responsive to student needs.
- Writer's Workshop reflected on weekly schedule, Grades 1-8.
- Developed plans, including further T3 and T4 adaptations, interventions, and supports responsive to student needs.

3. Math

- *Number Strand* outcome data collected throughout the school year in Grades 1, 3, 5, 7.
- Utilized pre-assessment prior to teaching grade level outcomes to address knowledge gaps.
- Offered PD throughout the year that targeted numeracy instruction responsive to student needs.
- Implemented Year Two of a three-year roll out for the new math resource *MathUP* (English and French Immersion K-8).

Community Partnerships

Within the RCSD, elementary and high schools have established a wide range of formal and informal partnerships to support and to promote student learning and ensure that school experiences for students are both positive and successful.

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. RCSD partners include Regina District Industry Education Council (RDIEC), Saskatchewan Polytechnic, the Service Hospitality Safety Association (SHSA), and Regina Trades and Skills Centre.

Regina District Industry Education Council

One of the school division's most noteworthy partnerships continues to be with the RDIEC. This cohesive partnership involving the RCSD, the Regina Public School Division, Prairie Valley School Division, and the File Hills Qu'Appelle Tribal Council continues its mandate to develop career connections between senior students and local businesses. RDIEC provided a blend of in person site visits and virtual presentation during the 2023-24 school year.

The blend of virtual and in person presentations allowed RDIEC to reach a greater audience. Classroom teachers were able to stream the presentations live to their entire class. Students could access all the materials from the RDIEC website. Online views, and student interest level continued to grow as more students explore opportunities in the trades.

RDIEC hosted its annual Grade 9 *Try a Career Days* at the Balgonie Rink and Multiplex. Just over 1,200 RCSD students were able to attend in-person and enjoy the activities and information sharing. The goal of the day is to assist students in thinking about their post-secondary/career plans and encourage them to start investigating possible career futures, and by doing so, it is hoped that students will carefully consider their course selections in Grades 10, 11 and 12. Students also participated in a presentation from *Work Safe Saskatchewan*.

Saskatchewan Polytechnic

The RCSD's partnership with Saskatchewan Polytechnic continued during the 2023-24 school year. Students had access to dual credit opportunities offered by Saskatchewan Polytechnic. The opportunity to receive both a Saskatchewan Polytechnic credit and a high school credit is a valuable educational pathway in the province.

Service Hospitality Safety Association

Another highlight was the RCSD's partnership with the SHSA, which focuses on safety at home, school, play, and work. This program reached over 1,000 of RCSD's Grade 4, 6, 7, 8 and high school students. In addition, approximately 1,000 Grade 8 students participated in presentations related to mental health and resiliency skills. SHSA continued to virtually host their *Youth Safety Education Week* in September. This allowed all RCSD high schools to participate with a focus on Practical and Applied Arts (PAA) classes. The event was well attended and enjoyed by the students.

Mental Health Capacity Building

The Mental Health Capacity Building (MHCB) Program is supported by Saskatchewan Health Authority (SHA), located in Dr. Martin LeBoldus Catholic High School. MHCB promotes collaboration between schools and communities to recognize and address barriers to well-being through evidence-informed prevention and mental health promotion efforts and activities. The goal of the MHCB initiative is to promote positive mental health in children, youth, families, and school staff, as well as the surrounding communities with a vision to shift school community culture. The MHCB Program delivers evidence-based programs and services which promote mental well-being for pupils and their school community. RCSD is an original pilot site for Saskatchewan. RCSD's MHCB program is seen as a model for other school divisions. The MHCB program continues to have a positive impact for students and supports the provincial Mental Health and Well-Being Priority.

United Way Regina

The RCSD has a longstanding and valuable partnership with United Way Regina. United Way is a strong supporter of education and learning. The Campaign for Grade Level Reading continued at four of our schools – St. Augustine Community School, Sacred Heart Community School, St. Francis Community School, and St. Michael Community School.

The United Way campaign focuses on the following four pillars:

- **School Readiness**

We were thrilled that all four schools were able to run a Kinder Camp this past year. Readiness Bags were distributed to all four schools to ensure students had the supplies they needed to be successful at school.

- **Access to Books**

The United Way is committed to students having more access to books through classroom libraries. These grade-appropriate books allow students easy access to books in their classroom. Each year, more libraries are added into classrooms at all schools for students in Grades 1-3.

- **Chronic Absence**

This campaign focuses on supporting students to be at school every day and so a van was donated to support this initiative by picking students up who may need assistance getting to school. This included various attendance initiatives supported by local businesses and organizations. The United Way supported attendance through the addition of book vending machines. These were used to encourage continued reading and/or attendance. Schools tailor their incentive programs to meet the needs of the students. *Read Across Regina Day* was recognized again last year. Participating Grades K-3 classrooms tracked their attendance over a specific timeframe, with a focus on increased attendance percentage. *Read Across Regina* kits were distributed to all schools for the classroom with the greatest attendance percentage increase.

- **Summer Learning Loss**

All four schools engaged in *Summer Success Camps* in 2024. The United Way provided food items for families, books to build libraries at home, and backpacks filled with school supplies.

Métis Nation-Saskatchewan – Michif Early Learning Program

- **Overview**

Through support from Métis Nation of Saskatchewan since 2020, the RCSD has taken steps to incorporate Michif language and culture in an early learning setting with support from the Michif Early Learning Program (MELP) grant.

Participation in the program supports Indigenous Education goals as set by the Ministry and aligns with the *Inspiring Success Framework*, more specifically under the area of *First Nations and Métis Languages and Cultures are Valued and Supported*.

- **History**

In its start, the MELP was located at Sacred Heart Community School and was solely a Kindergarten classroom. Being centrally located, the MELP program was an option to families throughout the city. If they chose to register their child for the MELP kindergarten option, they were transported to and from Sacred Heart regardless of which community they lived in. Upon completion of their Kindergarten year, student participants were then required to continue their education in their home communities.

After two years of program delivery and enrolment numbers consistently low, a review of the program was needed as the end goal of the RCSD is to provide quality programming and equitable opportunities for all learners.

- **Collaborative Michif Language and Early Learning Program**

With approval of Métis Nation Saskatchewan, the Collaborative Michif Language and Early Learning Program was created in 2022-23 and was continued in the 2023-24 school year. In this model, the Michif language and culture specialist worked collaboratively with Prekindergarten and Kindergarten colleagues in a seven-week block collaborative delivery approach. Shifting to this approach has increased student exposure to Michif Language and Culture (from a single Kindergarten class in one school to eight Prekindergarten and eight Kindergarten classrooms in five schools). This approach has impacted the practice and cultural awareness of eight additional teachers. Selection of participating schools was determined based on self-declaration demographic data.

In this approach, the Michif Specialist Teacher onboards teacher colleagues into the program with resources, professional development, and planning. For seven weeks, learning focuses on the infusion of Michif Language and Culture into other curricular outcomes and early learning experiences. Classroom teachers continued the learning after the seven-week block. Families engaged in learning the language and culture through monthly engagement activities. The Michif Classroom at Sacred Heart Community School was used for planning, site visits, and family days. Language Keepers and Old Ones played an active role in the classrooms. Expert teachers continued to work with colleagues across Saskatchewan.

Regina Food Bank

The Regina Food Bank (RFB) supports families with food insecurity. Proper nutrition is essential for kids to learn. To support schools, RFB provides programming that we are not able to provide through RCSD nutrition funds. RFB continued to work with two RCSD schools in this program. They provided snack kits that go home with students on Fridays, a pantry program (dry and canned goods for families), and hampers for families. The RFB provided the food, and RCSD Nutrition Workers, School Support Specialists, and Administrators put the snack packs and hampers together to send home for families. RCSD schools have shared that they would not have been able to support their families in this way without the RFB. Inflation has increased the costs of providing a nutrition program with little increase to nutrition funding. The school division is grateful for this partnership with the RFB.

City of Regina Joint Use Agreement

In 2022, RCSD, along with Regina Public School Division (RPSD), revised and renewed a joint use facilities agreement with the City of Regina to maximize the use of city and division facilities for recreational and community purposes. Schools are provided free or reduced rate access to designated City of Regina facilities and programs during designated school hours (defined as 6:00 am until 6:00 pm Monday to Friday).

Reciprocally, the City of Regina has access to designated facilities within RCSD for defined users from 6:00 pm - 10:00 pm Monday to Friday and from 8:00 am - 10:00 pm on weekends. This partnership provides students enriched recreational opportunities as part of physical education, outdoor education, and athletics had a greatly reduced rate. The City of Regina Joint Use Committee meets several times a year to review the designated sites, the terms of the agreement to ensure that it is equitable for all.

University of Regina

The RCSD works closely with the University of Regina (U of R) to provide opportunities for smooth transitions for students wishing to explore post-secondary programs. Through the U of R Transitions Committee, which has representation from several school divisions surrounding Regina, support is provided for university tours, enrolment services, and access to Accelerated Courses for Grade 12 students. The U of R Transitions Committee meets several times a year to discuss smooth transitions from high school to post-secondary in terms of study skills, research skills, writing skills, and equitable opportunities for all students. Additionally, the school divisions and the university team share professional development opportunities for staff.

Infrastructure and Transportation

School Facilities	Grades	Location
Deshaye Catholic School	PreK-8	37 Cameron Crescent
École St. Angela Merici *	K-8	6823 Gillmore Drive
École St. Elizabeth *	K-8	5149 E Green Brooks Way
École St. Mary *	PreK-8	140 N. McIntosh Street
École St. Pius X *	K-8	3161 Lakeview Avenue
Holy Rosary Community School +	PreK-8	3118-14th Avenue
Sacred Heart Community School	PreK-8	1325 Argyle Street
St. Augustine Community School	PreK-8	2343 Edgar Street
St. Bernadette School	K-8	727 N. McIntosh Street
St. Catherine Community School	PreK-8	150 Brotherton Avenue
St. Dominic Savio School	K-8	195 Windfield Road
St. Francis Community School	PreK-8	45 Mikkelsen Drive
St. Gabriel School	K-8	3150 Windsor Park Road
St. Gregory School	K-8	302 Upland Drive
St. Jerome School	PreK-8	770 Rink Avenue
St. Joan of Arc School	PreK-8	10 Dempsey Avenue
St. Josaphat School	K-8	140 Greenwood Crescent
St. Kateri Tekakwitha School **	K-8	4415 James Hill Road
St. Maria Faustina School	K-12	425-15th Avenue
St. Marguerite Bourgeoys School	K-8	2910 E. Shooter Drive
St. Matthew School	PreK-8	4710 Castle Road
St. Michael Community School	PreK-8	431 Hamilton Street
St. Nicholas School	K-8	7651 Mapleford Boulevard
St. Peter School	PreK-8	150 Argyle Street
St. Theresa School	PreK-8	2707 – 7th Avenue E.
St. Timothy School	PreK-8	280 Sangster Boulevard
Archbishop M.C. O'Neill Catholic High School **	9-12	134 Argyle Street
Dr. Martin LeBoldus Catholic High School **	9-12	2330 – 25th Avenue
Michael A. Riffel Catholic High School	9-12	5757 Rochdale Boulevard
Miller Comprehensive Catholic High School**	9-12	1027 College Avenue
St. Luke School	K-12	625 Elphinstone Street
Mother Teresa Middle School ***	6-8	1975 2nd Avenue N.
Ancillary Facilities	Grades	Location
Catholic Education Center (CEC) +	Division Office	2160 Cameron Street
Maintenance Shop	Facilities	348 Park Street

* French Immersion

** English and French Immersion

*** Associate School

+ Holy Rosary Community School and CEC closed June 30, 2024.

Infrastructure Projects

The RCSD's facilities:

- 32 school facilities and two ancillary facilities which are all located within in the City of Regina limits.
- The average age of all RCSD schools is +/- 50 years with 5 schools under 10 years old and 14 schools older than 50 years.
 - The oldest school, Holy Rosary Community School, is 110 years old (built in 1914) and was closed at the end of June 2024 due to building fatigue including structural issues and antiquated equipment.
 - The newest school is École St. Pius X, a joint use rebuild project with the Regina Public School Division (Argyle Park School). It was opened for RCSD students in September 2023.
- In September 2023, the school division purchased a new facility at 2550 Sandra Schmirler Way, to replace the existing head office building, the Catholic Education Centre. After months of planning and phased renovations, staff previously located in three locations throughout the city will move into the building in early Fall 2024. The 56,000 sq ft building also provides room for division storage space as well as opportunities for two shared tenant spaces with the Saskatchewan Distance Learning Corporation and Regina Early Learning Centre (Airport location).
 - ⊖ RCSD has entered into an agreement to sell the current Catholic Education Centre and Holy Rosary Community School land to the Archdiocesan of Regina. The buildings are scheduled to be demolished in late Fall 2024.
- The school division also has an independent Maintenance Shop located in the city. The shop is used for storage of furniture, materials and supplies, as well as 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.
- School portables are relocated each summer where possible to right size school areas based on enrollment growth, pending Ministry of Education funding. In 2023-24, RCSD was approved for six new portables and two existing portable moves.

School	Number of Relocatables	New or Move
St. Augustine School	1	New
St. Gabriel School	1	New
St. Marguerite Bourgeois School	2	Move
St. Maria Faustina School	1	New
St. Timothy School	1	New
St. Nicholas	2	New

The school division recognizes the link between facility condition and student outcomes. All schools were cleaned and repaired over the summer break.

Major and minor infrastructure projects including LED light replacements, re-roofing and some minor interior renovations were completed over the summer months or at times when students are away.

Infrastructure Projects			
School	Project	Details	2023-24 Cost
Catholic Education Centre	Major Renovations	Code and building renovations and upgrades.	1,200,000
St. Matthew School	Roof Replacement	Roof replacement to sections 1-5	438,000
Dr. Martin LeBoldus Catholic High School	Roof Replacement	Roof replacement to sections 5-8 & 11-14	1,750,000
Total			\$3,388,000

Transportation

The RCSD contracts out its transportation services to First Student, Inc. (First Canada ULC) and Regina Paratransit.

In the 2023-24 school year, the division implemented double bus runs—where one bus completes a route to pick up and drop off students, then returns to pick up a second group—to allocate more resources directly to classroom learning.

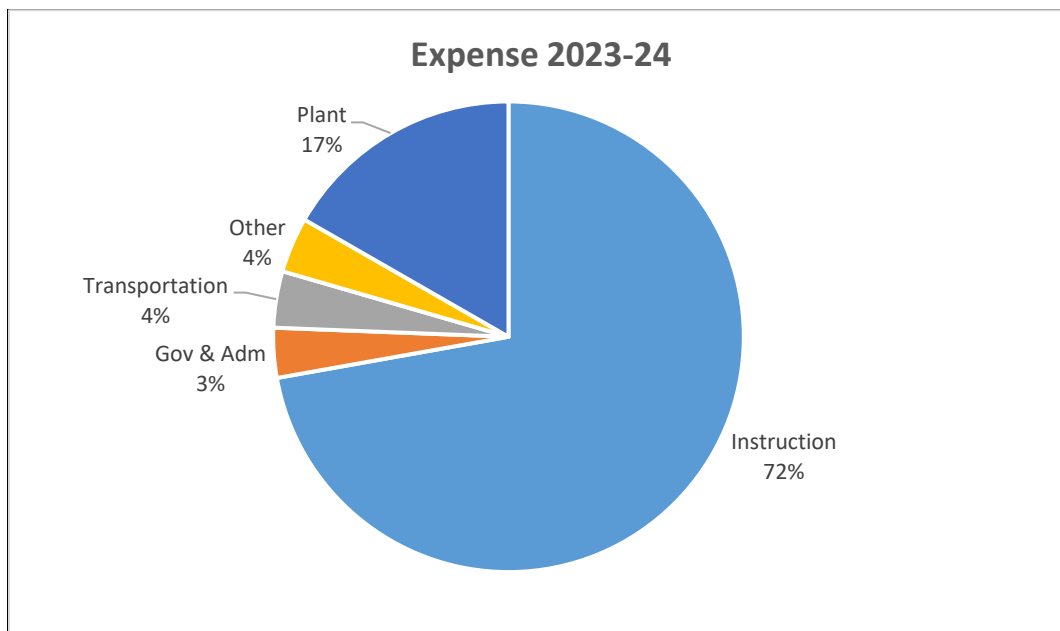
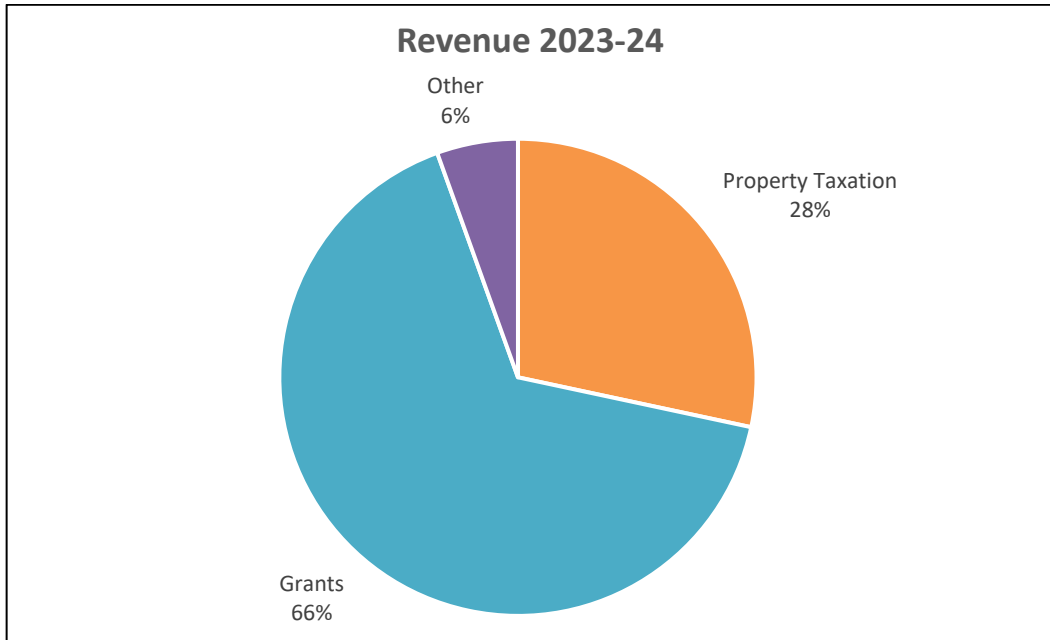
Almost half of RCSD’s elementary students were transported by school bus, vans and Paratransit.

Transportation Statistics	
Students Transported	4,747
Transportation Runs	103
Average One-Way Ride Time	12 minutes
Longest One-Way Ride Time	56 minutes
Average Capacity Utilized on Buses	83.5%
Average Age of Bus	2.8 years

Source RCSD Transportation - Performance Indicators for 2023-24

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2024	2024	2023	Budget to Actual Variance	Budget to Actual % Variance	
	Budget	Actual	Actual Restated	Over / (Under)		Note
REVENUES						
Property Taxation	46,202,732	45,846,066	45,769,225	(356,666)	-1%	
Grants	93,240,080	106,952,328	93,125,550	13,712,248	15%	1
Tuition and Related Fees	84,218	93,039	86,091	8,821	10%	2
School Generated Funds	1,915,489	1,986,996	2,108,204	71,507	4%	
Complementary Services	1,511,625	1,811,625	1,506,672	300,000	20%	3
External Services	1,078,984	2,021,350	1,649,386	942,366	87%	4
Other	1,390,757	2,975,557	5,753,057	1,584,800	114%	5
Total Revenues	145,423,885	161,686,961	149,998,185	16,263,076	11%	
EXPENSES						
Governance	660,788	570,050	599,522	(90,738)	-14%	6
Administration	4,608,984	4,507,254	4,694,596	(101,730)	-2%	
Instruction	103,244,009	107,133,303	101,516,310	3,889,294	4%	
Plant	22,394,532	24,788,098	22,967,596	2,393,566	11%	7
Transportation	6,064,999	5,750,025	5,828,551	(314,974)	-5%	8
Tuition and Related Fees	144,211	153,500	101,324	9,289	6%	9
School Generated Funds	1,956,499	1,719,506	2,115,424	(236,993)	-12%	10
Complementary Services	1,230,538	1,675,208	1,509,487	444,670	36%	11
External Services	1,153,875	2,087,043	1,428,696	933,168	81%	12
Other Expenses	10,162	6,925	21,316	(3,237)	-32%	13
Total Expenses	141,468,597	148,390,912	140,782,822	6,922,315	5%	
Surplus (Deficit) for the Year	3,955,288	13,296,049	9,215,363			

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

Note	Explanation
1	More than budgeted grants due to updated funding for enrolment growth; additional capital grant funding for portables and new builds; and timing of receipt of property taxes which offset grants received.
2	More than budgeted tuition fees received from other school boards for online learning.
3	More than budgeted complementary service revenue due to Early Learning Intensive Support Program moved from grants to complementary services.
4	More than budgeted external service revenue due to Early Years Family Resource Centre moved from grants to
5	More than budgeted other revenue due to aggressive investment strategy; and change in previous years asset retirement obligation estimate.
6	Less than budgeted governance expenditures due to one less trustee resulting in savings.
7	More than budgeted plant expenditures due to increase in preventative maintenance and renewal and minor renovations expense.
8	Less than budgeted transportation expenditures due to more double runs than anticipated.
9	More than budgeted tuition and related fees expenditures due to increase in transportation fee expenditures.
10	Less than budgeted school generated funds expenditures due to decrease in student related expenditures.
11	More than budgeted complementary service expenditures due to Early Learning Intensive Support Program moved from instruction to complementary services.
12	More than budgeted external service expenditures due to Early Years Family Resource Centre moved from instruction to external services; additional revenue resulting in additional expenditures for Follow Their Voices; and additional expenditures for driver training.
13	Less than budgeted interest expense.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
BAST, RYAN J **	\$40,826	-	-	\$1,542	\$1,070	-	\$43,438
BONNELL, E. VICTORIA	37,558	-	-	975	3,808	-	42,341
BRESCIANI, ROBERT	39,096	-	-	560	2,810	-	42,466
BUSHI, OBIANUJU	1,091	-	-	-	-	-	1,091
KOWALCHUK, ROBERT	33,967	-	-	619	2,587	-	37,173
WENINGER, SHAUNA *	45,324	-	-	1,210	4,242	-	50,776
WILCOX, DARREN	34,167	-	-	244	-	-	34,411

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

Listed are payees who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more.

Name	Amount
ABERO, KYLE D.	\$ 50,888
ABUAN, VENANCIO	52,130
ABUSADA, SHAWNA	91,691
ADAM, JANALEE	92,337
ADAM, MICHAELA	65,885
ADAMS, CHELSEA	91,256
ADEDEJI, OLUSHOLA	96,444
AGAR, JASON C	96,700
AGUSTIN, GERARDO	55,269
AKINPELU, OLUWAKEMI	100,577
ALCANTARA, DENNIS-MARC	58,841
ALCANTARA, EFREN	51,958
ALDERMAN, CHARMANE	89,689
ALEXANDER, BYRON	68,838
ALIMBUYAO, SARAH	82,859
ALLA, ARMEL	72,067

Name	Amount
ALLAN, STACY	100,034
ALLEN, ALLISON	96,318
AMADI, JESSICA	77,242
AMICHAND, MANDY	92,225
ANANFACK KOWO, ANNIE	75,194
ANAQUOD, DENISE	90,252
ANDER, AMAYA	52,174
ANDERSON, ALISON	95,969
ANDERSON, LISA	93,108
ANDERSON, NICOLE	95,148
ANONAS, NENITA	95,882
APPELL, TAMMY	120,636
ARAYA, GHEZAE	51,889
ASTROPE, KYLENE	93,107
AULIE, MARISSA	61,064
BABYAK, SARAH	91,175

Name	Amount
BACHELU, BLAIR	94,639
BACHIU, MARIA	91,414
BAGE, NICHOLAS	60,925
BAITON, LEAH	90,745
BAKER, ALISSA	96,161
BALABERDA, CORY	78,985
BALBUENA, MARIA	66,678
BALL, MARCHELLE	90,650
BARAGAR, JODI	100,472
BARBER, EMILY	55,101
BARNES WILCOX, BARBARA	94,934
BARNES, LEANNE	78,433
BARNES-PITKA, RHONDA	95,140
BARON, KEVIN	91,199
BARTLETT, WADE	94,793
BAST, NICOLE	91,045
BASTOCK, LEANNE	95,750
BAUDU, KALEA	81,096
BAUER, CHRISTINE	94,640
BAUI, KARL	71,109
BAUMGARTEN, JAYMIE	67,413
BAUMGARTNER, ALANA	100,025
BAYDA, AMBER	72,736
BECKEL, SUZANNE	97,161
BEHNKE, RAYMOND	57,005
BELAIR, LINDSAY	91,676
BELANGER, NICOLE	80,786
BELISLE, PAULETTE	128,736
BELL, JESSICA	51,915
BELLAVANCE, SARA	63,635
BELOF, JILL	99,687
BELVEDERE, DEREK	97,489
BENHAM, CATHERINE	90,252
BENKO, DEAN	113,059
BENKO, KIRSTEN	95,795
BERNAUER, CYMONE	100,766
BERNER, ANDREA	92,666
BERNHARDT, REBECCA	96,157
BERRY, KYRIE	91,562
BESKOWINEY, STEPHAN	109,549

Name	Amount
BIEGLER, LAWRENCE	136,643
BIEVER, CODY	55,421
BIRD, JESSI SKY	102,996
BIRRELL, NATHAN	99,895
BISSON, NICHOLAS	62,956
BLACKLOCK, ROMONA	100,107
BLADYKO, AMY	97,176
BLOOS, MEGAN	68,560
BOAST, MEAGHAN	100,922
BODNARCHUK, PETER	96,398
BOEHM, LEEANNE	94,639
BOGDAN, TYLER	114,532
BOHN, CIARA	90,256
BOHNET, DORINA	51,886
BOKURE, ABEDE	62,585
BONDY, CARI	78,037
BORSA, KYLE	57,184
BORYS, HEATHER	90,772
BORYS, JOANNA	90,252
BOTTERILL, BRITTANY	63,140
BOURQUIN, ALLYSHA	80,082
BOUTILIER, KRISTINA	97,897
BOUTIN, STEVEN	64,347
BOWEN-DIAZ, ALEJANDRA	64,761
BOYACHEK, CHERYL	57,315
BOYLE, TIANNA	69,965
BRACKEN, JENNA	96,756
BRASS, COLIN	91,760
BRASS, JAYLENE	119,861
BRAY, MORGAN	62,746
BRCIC, MARLEY	84,073
BRENNAN, PATRICK	95,177
BRESCIANI, ANGELINA	91,207
BRESCIANI, MATTHEW	100,691
BRESCIANI, MITCHELL	87,607
BRESCIANI, OLIVIA	62,365
BREZINSKY, ASHLEY	57,885
BRIDGEMAN, JANNA	92,834
BRISEBOIS, CHELSI	62,448
BROCHU, SCOTT	85,586

Name	Amount
BRODNER, LANDON	98,322
BROUWERS, JENNIFER	70,369
BROWN, CORRINE	90,987
BROWN, DANIEL	92,689
BRUCE, YVONNE	53,830
BRUNDIGE, JANE	69,416
BRYDEN, TEAGAN	81,352
BUCSIS, COURTNEY	54,891
BUENO, JOEL	52,209
BUETTNER, KELSEY	67,305
BUHLER, STEPHANIE	64,496
BURANT-MAHER, ROLANDE	124,264
BURCHI-LITTLE, BRENDA	91,064
BURKE, NAVANGA	94,853
BURNS, CHRISTINA	85,691
BURNS, MORGAN	92,272
BUSBY, CHRISTOPHER	114,732
BUSCH, EMMA	62,050
BUZASH, ALEX	62,013
BZDELL, CORINNE	92,098
BZDELL, PAULA	90,313
CABURAO, JOSHUA	56,430
CABYLIS, DEMETRIOS	77,508
CAMALARI, GABRIELA	76,667
CAMPBELL, HEIDI	91,135
CAMPBELL, JOSHUA	80,359
CAMPBELL, SARAH	76,481
CANNON, BRIANNA	67,363
CARDINAL, BRANDON	55,682
CARIGNAN, TODD	91,078
CARLSON, HAYLEE	61,448
CARLSON, LAUREN	62,040
CASPER, STEPHANIE	113,458
CEREDON, STEPHEN	61,890
CHABOT, LAURA	95,525
CHAGNON, KIMBERLEY	90,518
CHAPPLE, SARAH	91,188
CHARANDUK, CORY	109,401
CHASE, EMILY	67,830
CHASE, SEAN	239,253

Name	Amount
CHASE, SHERRY	145,166
CHASSE, AMANDA	88,157
CHASTEL, JESSICA	51,263
CHAY, LES	70,801
CHERWATY, RYAN	79,156
CHEVRIER, NATALIE	93,261
CHICILLO, CANDACE	59,821
CHOMOS, PATRICE	91,603
CHOMYN, CAMERON	74,172
CHRISTOPH, JESSICA	111,470
CHRISTOPHERSON, JACQUELINE	97,980
CHRISTOPHERSON, KELLY	114,608
CHURCH, CAMERON	94,639
CLARK, DRYDEN	66,033
CLARK, SAMANTHA	61,624
COLCLOUGH, SHINA	71,325
CONGER, MELODY	90,828
CONLY, CHARIS	86,631
COOK, MICHELLE	91,608
COOLICAN, SARAH	96,901
COOPER, LISA	94,639
CORNISH, DAVID	94,639
COTE, BARTLEY	123,299
COTE, TERRI	136,036
COTTENIE, ALEXANDRA	63,458
COTTRILL, BRETT	75,028
COTTRILL, KIERSTEN	73,833
COTTRILL, NAT	65,746
COURCHENE, RACHEL	88,298
COZINE, DANIEL	120,906
COZINE, KELLY	97,647
CRANE, JILLIAN	58,556
CROMARTY-ZECH, TOBI	91,928
CROMPTON, CATHERINE	90,636
CROMPTON, HOLLY	90,252
CRONIN, SARA	95,214
CRONK, SHERI	73,716
CRUICKSHANK, MEAGAN	94,635
CSADA, ROBERT	95,594
D SOUZA, YVETTE	101,764

Name	Amount
DALES, HEATHER	105,716
DALY, MARIAN	153,230
DANAHER, JOHN	88,260
DAUPHINAIS, GILLES	121,359
DAVIES-ELTOM, COLETTE	96,357
DAY, KALI	67,254
DAY, RON	51,953
DE PAZ, CARINA	51,986
DEAN, ASHLEY	66,443
DECH, SAMANTHA	72,832
DECOSSE, RYAN	94,877
DEJONG, WAYNE	55,420
DELOREY, PATRICIA	96,767
DEMARIA, DIANA	82,345
DEMETER, MELINDA	96,917
DESAUTELS, KIMBERLY	94,899
DEVINE, DAWN	97,208
DIACON, MIKAELA	70,402
DIETRICH, DANIELLE	101,246
DIHIO, SUZANNE	92,161
DIZY, MICHELLE	101,747
DOBSON, MEAGAN	73,641
DODD, CASSIE	59,493
DOEPKER, CHRISTINA	90,650
DOMBOWSKY, SHAUNA	93,882
DORNSTAUDER, ELIZABETH	65,054
DORNSTAUDER, ROSE-MARIE	95,436
DOYLE, JIL	68,750
DREWS, AIMEE	60,403
DROTAR, JEREMY	100,555
DUCZEK, JASON	94,639
DUCZEK, NANCY	96,201
DUFFY, CATHERINE	64,760
DUFOUR JERRETT, STEPHANIE	95,295
DUMBA, ALICE	59,425
DUREAULT, RENEE	93,714
DZIADUCK, CAREY	90,513
EBENDA MBOUTOU, YVETTE	71,257
ECHTNER, NICOLE	80,855
EDMANDS, JASON	94,474

Name	Amount
EDMANDS, TARA	90,279
EDQUILANE, TRISTAN	80,672
EHMAN, KELLEY	178,130
EHRMANTRAUT, JACQUELYN	69,089
ELENDU, CANDINA	89,972
ELL, ANITA	54,384
ELL, BRENDA	90,475
ELL, DWAYNE	105,259
ELLERY, KARI-ANNE	91,058
EMBURY, EYTON	56,683
ENDICOTT, DENISE	100,025
ENGDOHL, CHELSIE	81,757
ENGELE, SHELBY	85,096
ENGLOT, RHYS	63,402
ENNS, DARRIAN	65,905
ERBACH, CHELSEA	80,208
ERLENDSON, TRICIA	121,906
ERNST, PEYTON	69,029
ESTATE OF FARIS, ROBERT	83,444
ETTIEN, ACKAH	68,881
EURAOBA, JOHN	60,310
EVANGELISTA, GILBERT	94,393
EWERT, AMANDA	75,904
EXNER, COLLEEN	73,214
FAIRBAIRN, JESSICA	74,045
FANOUS, FEBY	64,077
FARIS, HEATHER	100,135
FARRIS, LYNNETTE	110,137
FEARNSIDE, ANNELIESE	94,238
FELLNER, FRANCESCA	91,500
FERGUSON, TAMMY	50,311
FERRARA HORNE, CHERYL	94,921
FESCIUC, KELLY	58,506
FETSCH, KEVIN	101,443
FETTES, LOGAN	58,319
FIDDLER, LAURA	66,587
FIRNESZ, JACQUELINE	91,025
FIRNESZ, MATTHEW	96,722
FIRNESZ, NOLAN	102,145
FIRNESZ, RYLEND	66,705

Name	Amount
FIRNESZ, SIMON	90,250
FISCHER, GREGORY	90,364
FISCHER, TARA LEE	91,151
FISCHER, TARA-LYNN	101,030
FISHER, TARA LYNN	101,373
FISKE, MICHELLE	75,721
FLEGEL, AIMEE	89,578
FLETCHER, MICHELLE	94,639
FLOREK, MATTHEW	91,183
FLUTER, CAROLYN	80,853
FOLK, RYAN	90,250
FONAGY, BRENNIA	58,827
FOORD, JOHN	104,184
FORAIE, AMANDA	87,185
FORD, CLAYTON	101,084
FORD, ERIN	77,156
FORREST, LEANNE	121,653
FORREST, RYAN	91,771
FOSSENIER, SCOTT	153,230
FOX, WEBSTER	64,516
FRANCIS, JANELLE	53,894
FREI, CHANDRA	53,684
FREI, TAYLOR	75,135
FREY, NADINE	67,254
FRIESEN, CATHERINE	92,690
FRITZ, JACOB	60,127
FROHLICK, D'ARCY	112,668
FUCHS, LARRY	113,393
FUHRMANN, LUCRÉCIA	63,585
FUNG, FRANCINE	68,990
GABOURY, LAURA	105,639
GALLAGHER, RYAN	71,928
GALLOWAY, STEPHANIE	90,252
GAREAU, PAUL	58,720
GAREAU, ROBERT	98,082
GARINGER, LEE	120,795
GARINGER, MONICA	109,672
GARTNER, TAMARA	95,196
GATES, KRISTA	99,948
GAUDET, JESSIE	62,708

Name	Amount
GAVIN, BERNADETTE	86,118
GEBREANDRIAS, ZEREMARIAM	66,538
GEBREMEDHIN, LISA	53,755
GEIGER, KELLY	71,140
GEISS, COURTNEY	73,742
GELINAS, DEANA	102,117
GELINAS, FRANCOIS	100,492
GEREIN, CARMELLE	79,246
GHERASIM, SCOTT	91,022
GHERASIM, STACEY	178,130
GHIGLIONE, NADINE	90,253
GIBBS, KORY	94,639
GIBSON, JENNIFER	101,134
GIBSON, SHERI	80,084
GIESBRECHT, LACEY	76,839
GIESBRECHT, RYAN	90,392
GIESBRECHT, SHAYNA	87,858
GILBERT, GEOFFREY	127,372
GIRODAT, RILEY	64,742
GIROUX, MAEGAN-ANN	89,606
GOBEIL, MALLORY	77,027
GOLDEN, CHLOE	69,494
GONZALES, RONALD	101,937
GOODMAN, DEBORAH	61,188
GOULET-BROWN, MELANIE	62,072
GRAD, ROB	55,270
GREENOUGH, ALLISON	118,321
GROHS, ABIGAIL	59,944
GUAY, JENNIFER	91,272
GUEGUEN-NIELSEN, NINA	112,537
GULASH, CHELSEA	61,095
GYOERICK, KRISTIN	96,843
HACKL, WADE	142,528
HAGGARD, BARENT	60,860
HALL, MAY PUI-YEE	100,025
HALLETT, KARYN	91,026
HALVORSEN, JUANITA	95,693
HAMBLETON, DAVID	94,639
HAMILTON, ANGUS	69,042
HAMMETT, MIRANDA	68,430

Name	Amount
HAMMETT, TANA	65,665
HAMMOND, ANITA	103,831
HAMMOND, GAETAN	100,025
HANCOCK, JODIE	65,503
HANNANT, TRACY	90,659
HANSON, LISA	105,810
HANUS, SHAUNA	90,252
HARBUS, MINDY	95,552
HARDING, ANGELA	96,301
HARLEY, JORDAN	71,498
HARPER, SHAE-ANN	76,360
HARRISON, SHERYL	101,043
HART, ANDREA	95,949
HARTNEY, DESMOND	100,839
HAUTCOEUR, LISA	95,206
HAYDUK, KATHERINE	94,981
HAYES, GRAHAM	110,095
HAYWARD, ASHLEY	91,603
HEGI, MICHALA	95,531
HEIDT, SYLVIA	51,923
HEISLER, AMANDA	90,248
HENRIKSON, KENNEDIE	58,319
HERMAN, KATHLEEN	83,495
HESZHEIMER, KIM	77,192
HIBBERT, JORDAN	62,701
HICKEY, JUSTINE	69,160
HICKS, RYAN	94,859
HILDEBRAND, HEIDI	178,130
HILSENDAGER, NATHAN	63,458
HINDLE, ERIN	93,087
HINDMARCH, TRINA	89,575
HISCHEBETT, LEAH	90,589
HISCUTT, DOUGLAS	55,269
HODGES, EDWARD	94,638
HOEVING, ALEXANDRA	61,918
HOEVING, RYAN	52,081
HOFFMAN, SYDNEY	63,335
HOGNERUD, KATRINA	94,639
HOLLAND, LORI	79,609
HOLLIDAY, SHARLENE	100,025

Name	Amount
HOLLINGER, JANNA	100,135
HOLLINGER, KELSEY	59,967
HOLLINGER, NICOLE	91,775
HOLT, NICOLE	91,564
HOPE, LEAH	80,435
HOPFAUF-SLIVA, CARLY	67,518
HORNUNG, SHERI	97,549
HORSMAN, COURTNEY	84,519
HOUK, RODNEY	96,642
HOUK, SHANNON	54,891
HOVDEBO, MARCIA	72,396
HRYNKIW, JILL	82,862
HUBER, JESSICA-LYNN	78,598
HUEL, CHAD	91,150
HUERTO, JENNY	58,496
HUNTER, ELISABETH	62,651
HYGARD, ALEXANDRA	65,174
HYND, SARA	91,166
HYNES, CURTIS	100,233
IBON, ROBERT	51,986
JACEK-FLAMAN, AMANDA	90,264
JACKSON, ALANNAH	108,349
JACKSON, ERIC	90,906
JAMES, RYAN	85,147
JANECZKO, KYLE	91,196
JANZEN, KEIRA	72,225
JARIKRE, EJIROGHENE	86,450
JEANNOT, BRIAN	118,069
JEFFERS, PATRICK	64,643
JENDRASHESKE, TESS	50,914
JENSEN, RYLAN	70,749
JEROME, KASSIDY	64,903
JOHNSON, CHANTEL	95,567
JOHNSON, MAUREEN	63,522
JONES, DAWN	96,030
JONES, TIFFANY	89,108
JOSIE, JOELLE	90,484
JOST, JANET	95,716
JOST, THOMAS	100,741
JUZYSZYN, STEPHANIE	88,411

Name	Amount
KAISER, APRIL	77,239
KAJATI, ALISON	67,307
KALENCHUK, HEATHER	100,566
KAMINSKI, MEGAN	95,714
KAMPMAN, CHRISTOPHER	107,249
KAMPMAN, MATTHEW	75,522
KAUF, ARKIN	110,844
KAVIMBA MUBENGA, CLARIS	62,692
KEEN, DARLA	91,874
KEITH, MELANIE	121,775
KELETA, ZERESLASIE	58,608
KELLN, MACKENZIE	51,061
KEMPLING, CORY-ANN	60,971
KENDALL, HEATHER	81,218
KENDEL, KRISTA	97,584
KENNEDY, DONALD	100,025
KENTZ, CARLY	58,535
KERR, TREVOR	92,080
KEZEMA, CONNER	66,194
KHAN, SABA	64,383
KIKOMEKO, MIKE	52,186
KILKENNY, JACLYN	93,649
KIRKUP, DARREN	51,839
KLEIN, KRISTOPHER	87,090
KLEISINGER, ABBIGAYLE	62,976
KLEISINGER, CURTIS	196,388
KLEISINGER, JAMES	86,342
KLEISINGER, PATRICK	57,098
KLIPPENSTEIN, ALISA	94,641
KNIGHT, CHARMAINE	92,402
KNIGHT, MICHAEL	120,648
KOBELSKY, CAROLYNNE	93,647
KONDZIELEWSKI, MARIE	92,871
KOROLUK, KAREN	95,160
KOSKIE, DANIEL	82,138
KOSLOSKI, TAYLER	61,900
KOT, GARRETT	90,252
KOWALSKI, MARCELLINA	96,766
KOWALYK, BAILEY	74,872
KOZAK, COLLEEN	93,920

Name	Amount
KRAMER, JOSHUA	180,618
KRISTOFF, COLIN	100,555
KRUEGER, PATRICE	100,025
KRYZANOWSKI, MARGUERITE	94,639
KUNTZ, CHERYL	52,327
KUNTZ, KEVIN	91,285
KUNTZ, LISA	89,100
KUNTZ, SCOTT	95,505
KUPPER, SHERI	95,471
KUSTER, JODY	95,223
KUSTER, SHAWN	100,025
LABELLE, KRISTA	68,357
LACELL, TREVOR	52,249
LACH, KAREN	90,252
LAFORTUNE, MARLENE	54,701
LAMB, NANCY	91,386
LANDRY, JOANNA	178,130
LANDRY, JULIUS	93,192
LANG, CARTER	90,615
LANG, JOHN	115,021
LANG, LYDELL	90,253
LANGEN, ALEXIS	95,016
LANGEN, AMY	95,218
LAREAU, JOEL	77,791
LARSON, BRAYDEN	62,628
LARTER, ANDREA	63,885
LAURSEN, JILLIAN	102,194
LAUZON, JENNIFER	87,101
LAVOIE, LAUREN	76,135
LEBLANC, NATALIE	96,152
LEBLOND, RYAN	91,449
LEBOLDUS, SARA	90,949
LECOUFFE, SHANNON	91,925
LEFEBVRE, CHLOE	50,673
LEIBEL, KAREN	98,375
LEITNER, SARAH	84,893
LENIC, AMBER	94,779
LEWIS, RILEY	98,890
LIEBEL, LAURA	74,351
LING, RACHEL	91,928

Name	Amount
LIPP, KELSEY	94,200
LIZEE, DANIEL	129,700
LIZEE, HONNI	105,161
LOCKERT, ANGELE	51,119
LOGAN, MIQUEL	77,579
LORENCZ, BRITTANY	70,693
LORENCZ, CHERI	69,160
LORENCZ, LAURA	97,217
LOZINSKI, CINDY	66,592
LUCE, MAVIS	90,252
LUCE, RAYMOND	51,502
LUCERO, ANNA	90,251
LUCYK, APOLLINE	88,736
LUCYK, LEONORA	91,274
LUECK, MEGAN	78,526
LUKIWSKI, RYLAND	70,200
MACLEOD, LINDSEY	97,048
MAFFENBEIER, BRYCE	60,407
MAGNUSSON, DAVID	178,130
MAGNUSSON, HANNAH	62,472
MAGNUSSON, JENNA	73,304
MAGNUSSON, KELLY	90,252
MAH, WILLIAM	73,657
MAHAJAN, RENEE	101,744
MAIER, LEAH RENEE	100,049
MAJEWSKI, ALAINA	50,524
MALAWSKI, NICOLE	74,152
MALICK, MARIE	77,468
MANASTYRSKI, JORDAN	74,213
MANN-FELSKE, BRADIE	90,731
MANNION, EDWARD	95,140
MANTUHAC, NONILO	52,851
MANTYAK MCDONALD, JENNIFER	91,057
MARCHAND, APRIL	90,979
MARCOTTE, AMANDA	65,847
MARCOTTE, LISA	101,294
MARIN, BRIAN	92,845
MARINOS, ALYSSA	64,110
MARION, BRIAN	90,252
MARKOWICZ-TROY, ELENA	72,079

Name	Amount
MARSHALL, MICHELLE	97,557
MARTIN, DAYLIA	72,173
MARTIN, HANNAH	67,394
MARWICK, JAEDEN	63,936
MASAOAY, CRISANTO	73,676
MASSEY, MEGAN	91,511
MATLOCK, BRETT	101,844
MATT, CHELSEE L	95,681
MATTIES, JODI	111,727
MAZDEN, SHELLEY	88,620
MAZUR, MARIAH S	76,368
MBANZA, MUTANGILAYI	74,413
MCBETH, TRISHA	100,025
MCCALLUM, CASSIE	68,435
MCCALMON, ERIC	97,021
MCCALMON, LAURA	94,378
MCCANN, LISA	95,949
MCCARTHY, CAITLIN	82,808
MCCLARE, SABRINA	92,361
MCCLOY, CHANTEL	67,583
MCCULLOCH, ROBERT	101,476
MCREE, JAYDE	75,790
MCGEOUGH, JACOB	79,676
MCGILL, ANDREA	72,829
MCKECHNIE, SHARON	92,153
MCLEAN, WADE	96,113
MCLENNAN, LEANNE	67,139
MCMANUS, AMY	91,449
MCMILLAN, HARMONY	70,582
MCMILLAN, SUZANNE	91,775
MEADOWCROFT, CHERI	91,629
MEDHIN, KEBREAB	58,259
MEICKEL, MARK	51,947
MEJIA, ANDRE	86,021
MELNYCHUK, SHERRI	91,565
MENHART, MILOS	95,180
MENSAH, ROBERT	82,031
MERCADO, EUMIR	79,220
MERK, JANET	91,761
MERK, SHELLEY	86,342

Name	Amount
MESSER, CHRISTINE	109,072
METZ, CASSIE	67,954
MEUCHEL, STEPHANIE	56,912
MEYER, VINCENT	90,252
MIHAL, KATHERINE	82,887
MILIOKAS, LYDIA	68,196
MILLETTE, EMERY	61,893
MILLETTE, THERESA	53,452
MILLS, CELINE	84,028
MILO, TAMMIE	109,008
MILOS, PAMELA	66,608
MISSENS, AMANDA	66,097
MITCHELL, NATALIE	116,463
MOAT, OLIVIA	64,086
MOHR, NICOLE	95,975
MOLESKY, RENEE	78,067
MOLLEKEN, STACEY	90,788
MOLNAR-FLUTER, NATASHA	70,272
MONTAGUE, RYAN	91,704
MONTENEGRO, RENEE	90,252
MONTERO DE MOORE, NORA	110,068
MORAN, GLEN	55,391
MORGAN, TERRY	110,146
MORHART, LINDSAY	110,801
MOSER, LAURA	63,129
MRAZEK, JAMIE	90,311
MURRAY, CLAYTON	111,128
MURRAY, JACQUELINE	94,697
MUSHUMANSKI, AMANDA	94,775
MYERS, JAMIE	68,468
NAGEL ZELLER, KIMBERLY	104,636
NAMETH, CASSANDRA	62,514
NEAL LANGDON, MARY	92,956
NEILES, SUSAN	90,773
NELSON, DAVID	101,336
NELSON, JO-ANNE	86,257
NELSON, JOELLE	76,003
NELSON, KENNA	114,962
NELSON, ROBERT	94,639
NEUFELD, TEENA	79,930

Name	Amount
NEUMANN, JASON	94,639
NEUMANN, TRICIA	90,780
NICOLSON, CARMEL	110,200
NICOLSON, COLE	72,553
NICURITY, RENEE	89,706
NIELSEN, RUSSELL	97,902
NIELSEN, SARAH	52,922
NISHNIK, KYLA	65,501
NISHNIK, LYNETTE	63,337
NORMINTON, JENNIFER	91,076
NORRIS, MONICA	72,138
NORTON, AMANDA	95,457
NOVAK, LISA	90,665
NOWOSAD, MICHAEL	83,859
NTAWUHORAGEZE, ERNEST	72,762
NYHAGEN, SKYLA	63,531
OCAMPO, ZEDECIAH	56,716
O'DONNELL, JESSICA	70,169
OGUNSEYE, BOLUTIFE	67,977
OLSEN, BRIGITTE	90,351
ONJARO, GRACE	65,500
ONRAIT, MORGAN	95,181
ONZA, PEDRO	59,658
ORR, ALYSSA	75,375
ORTMAN, PAMELA	98,852
ORTMAN, REEGAN	70,004
OSZUST, JOANNE	101,084
OTTENBREIT, KYLE	97,624
OTTENBREIT, TYLER	110,323
OWENS, JENNIFER	105,042
OWENS, PAUL	118,847
PADERANGA, IDONA	59,016
PAEZ, ADALUZ	101,176
PAIDEL, KATE	74,066
PALAGITSKA-KENYUK, SVITLANA	68,177
PALAZZO, CHANDRA	62,468
PALMARIN, DANIEL	94,382
PAPANDREOU, BARBARA	97,277
PARISIEN, CLAYTON	93,497
PARISIEN, KIMBERLY	92,311

Name	Amount
PASCAL, LYNETTE	65,634
PATENAUDE, CHLOE	51,911
PATENAUDE, CINDY	62,206
PATTERSON, HANNAH	100,337
PAUL, HANNAH	79,374
PAUL, MARLA	91,896
PAWLIW, SHIRLEY	64,045
PAYSEN, JAIMIE	94,638
PEARCE, SHAWN	127,055
PEAT, JACQUELINE	129,474
PELLERIN, KYLE	89,512
PELLETIER, GREGORY	95,914
PELLETIER, TYRA	71,968
PERRAULT, CONNIE	71,744
PERRAULT, LESLEY	94,469
PERREAUX, JOHNNY	55,269
PERREAUX, ROBIN	102,194
PERRON, CINDY	91,232
PERRON, LINDA	91,844
PETERS, JENNA	90,772
PETTIGREW STEADMAN, TAMMIE	100,952
PHAIR, MICHELLE	94,543
PIEDAD, MANOLITO	51,798
PILKEY, CAITLYN	51,545
PILON, DEREK	100,880
PINNOW-WEBER, JOCELYN	94,721
PITZEL, MANDY	89,914
POIRIER, CELINE	94,281
POIRIER, COURTNEY	53,375
POOL, MICHELLE	94,639
PORTER, DIANA	95,416
PORTER, JACOB	84,182
POWERS, MEGHAN	90,042
POWLEY, CARTER	75,736
PRIFTI, SPYROS	59,658
PRIFTI, VASILA	62,584
PRUVOT, GUILLAUME	53,652
PUSCH, AMY	92,464
PUSCUS, JORDAN	69,060
QUIROZ-NORMAN, KARE	116,787

Name	Amount
RADONS, GLENN	62,584
RADONS, RICHARD	65,306
RAMDEZ, PAULA	95,389
RANGER, SAMANTHA	66,313
RATCLIFFE, MELISSA	91,951
RATH, SERENA	95,626
RAU, MELISSA	88,180
REAVIE, MICHAEL	115,021
REDING, YVONNE	90,784
REDLER, JESSICA	96,217
REDLER, TREVOR	109,981
REED, ELLEN	96,808
REED, PATRICK	92,170
REGIER, LILA	67,750
REITER, AMY	63,549
RESCH, JENNIFER	116,907
RICHARDS-BAILEY, LUNA	90,788
RICHTER, ADAM	91,561
RICHTER, MICHELLE	60,065
RIDDLE, ARDEN	54,054
RIEDER, EMILY	64,475
RIEGER, KORRIN	92,184
RIEGER, SHELDON	98,351
RIFFEL, PETRA	91,705
RING, GABRIELLE	86,397
RIPPLINGER, MICHEAL	73,178
ROBERTS, JOCELYN	97,861
ROBERTSON, DAPHNIE	94,639
ROBINSON, RYAN	65,542
ROCKABAR, ERIN	70,706
ROCKTHUNDER, AUDREY	82,909
RODRIGUEZ, GENNA	111,026
ROFLIK, MARCUS	54,937
ROMANYK, CHELSEA	93,112
ROSE, TAMMY	66,868
ROSS, DAWN	90,540
ROUNDELL, SHANTELE	101,216
RUDD, CHELSEY	95,140
RUSCHIENSKY, AMANDA	91,836
RYALL, REBECCA	91,149

Name	Amount
RYHORCHUK, DANIELLE	90,590
SACKVILLE, CAROLINE	73,472
SAENZ AGUILERA, MARIA	56,533
SAFINUK, AMY	65,653
SALIM, AMANDA	80,214
SALTER, RYAN	67,602
SANDERCOCK, JEANNIE	63,990
SANVILLE, AMY	115,558
SARVARI, ALEX	62,607
SATHER, KENDALL	78,357
SAWATZKY, BEVERLIE	97,189
SAWORSKI, ALICIA	74,769
SAYER, THERISA	93,259
SAYER, WHITNEY	64,006
SAZYNSKI, ANGELA	91,034
SCHAAF, SUSAN	90,252
SCHAAN, BERNADETTE	88,674
SCHAAN, ROBERT	100,206
SCHAFER, PAMELA	97,050
SCHEIBEL, SHELLEY	95,515
SCHIEMAN, KAREN	102,429
SCHMIDT, BRENDA	95,740
SCHMIDT, EMMA	72,295
SCHMIDT, JULIA	90,591
SCHMITZ, MALLORY	94,640
SCHMITZ, RYAN	95,845
SCHOFF, DANNA	77,142
SCHOFF, LEE AN	91,672
SCHULKOWSKY, SHELAN	92,426
SCHULTZ, CARLY	64,717
SCHULTZ, CHANTEL	62,425
SCHULTZ, DORINDA	96,250
SCHULTZ, JADE	52,018
SCHWEBIUS, DEAN	122,395
SCOLLAN, AMBER	97,908
SCOLLAN, PAUL	100,080
SEARS, DOUGLAS	134,350
SECK, BROOKLYNN	63,646
SEIDLER, JASON	62,854
SEITZ, HEATHER	69,160

Name	Amount
SELINGER, SANDRA	120,091
SEMPLE, NATASHA	74,030
SENGER, STACI	96,009
SENGER, STEPHANIE	82,232
SENTES, BRIAN	58,486
SENTES, CYNTHIA	62,343
SHAW, LINDSAY	91,400
SHERAR, MITCHEL	94,639
SHUBA, DIANA	94,437
SHYIAN, OLENA	90,739
SHYNKARUK, TRICIA	115,160
SIFERT, ERIN	85,410
SILVERMAN, KELLY	94,756
SIRDAR, YVONNE	122,156
SIRKE, KARA	81,053
SIROIS, NATALIE	52,207
SITTER, SHALYN	50,511
SKIEHAR, BRODI	59,229
SKOTNITSKY, PAULA	94,639
SMADU, JOACHIM	116,423
SMADU, MEGAN	65,237
SMITH, BAILEY	80,694
SMITH, MITCHELL	68,937
SMITH, SHANE	52,327
SNYDER, CLAIRE	53,133
SOKALOFKY, TANNER	77,158
ST AMAND, COLE	71,266
ST AMAND, MAURICE	121,821
ST AMAND, TIMOTHY	98,661
STADNYK, FULVIA	101,103
STARK, ASHLEY	92,871
STARK, EMILY	62,987
STEPHEN, KENNETH	65,200
STEPHENSON, ELIZABETH	96,273
STEWART, RACHEL	84,920
STEWART-MITCHELL, JENNIFER	115,071
STOCKBRUGGER, CARIE	99,000
STOJA, ILDA	69,584
STOLL, KALE	64,054
STOM-ANTHONY, SAMANTHA	100,049

Name	Amount
STONECHILD, ELVIE	53,503
STOPPA, ANNLISE	77,823
STORMS, KERRI	100,835
STRAFACE, TATIYAANA	60,494
STRATILO-CAMPBELL, ELISABETH	91,324
STRICKER, MACKENZIE	69,946
STRUEBY, KRISTA	100,025
STRUEBY, NADINE	90,815
STRUEBY-DENKERT, JOLENE	98,143
SULLIVAN, FAWN	54,088
SUTHERLAND, WENDY	90,214
SUTTER, CHLOE	65,278
SUTTER, NYKA	73,162
SUWALA, BERNADINE	95,541
SWARTZ, JESSICA	73,066
SYLVESTRE, VANESSA	90,499
SYNK, ROSALIE	95,843
TCHHEMEBE KUEMEGNE, VALERY	78,549
TENDLER, LAURA	67,523
THELLEND, ERIC	84,607
THIELE, LAURIE	90,252
THOLL, CHRISTINE	61,393
THOMPSON, KENDRA	94,809
THOMPSON, RACHAEL	61,557
THURMAN, KERRI	52,207
THURMEIER, ERIN	92,823
TKACHUK, DEANNA	87,065
TOCHOR, CLAIRE	73,432
TOCKER, RUSSELL	73,180
TODD, JOSEPH	62,977
TOKARZ, ALLISON	91,324
TOKARZ, SARA	61,324
TOMPOROWSKI, SAMANTHA	71,374
TONIELLO, PAUL	73,354
TONITA, JEFFREY	103,171
TOURIGNY, PAUL	126,350
TRAPANE, JEANETTE	73,910
TREMBLAY, JOANNE	75,938
TREPTAU, CHRISTINE	90,773
TROY, TREVOR	119,549

Name	Amount
TRUELLE, KATHY	93,167
TURCOTTE, MARTIN	95,769
TURLOCK, KIRSTEN	84,648
UNTEREINER, JENNIFER	96,358
URSAN, JODI	91,607
URSZULAN, DARREL	70,801
VADEBONCOEUR, TEREYNE	95,209
VALIQUETTE-NORTON, GENEVIEVE	96,724
VAN BENDEGEM, JOYCE	96,577
VAN BETUW, CHRISTINA	79,191
VAN BETUW, PAUL	127,181
VAN JARIKRE, AN	94,720
VAN PARYS, CRAIG	94,639
VANY, CARRIE	127,040
VATAMANIUCK, SARAH	67,058
VAUGHN, WENDY	92,400
VELLACOTT, SARAH	83,959
VENDRAMIN, DEAN	108,794
VENEZIANO, MARTINA	95,703
VOLLET, TINA	127,569
VOLPE, LUCA	67,046
VON STADEN, ANNA	98,758
WAHL, JAMES	129,578
WAHL, MONIQUE	110,784
WALL, AMANDA	94,881
WALLACE-PERKINS, JESSE	66,468
WALLICK, BRUCE	51,980
WARD, ADAM	102,597
WARD, ANDREA	145,166
WARK, MELODIE	90,252
WARNECKE, KYLA	100,445
WARONEK, LOUISE	91,186
WASHKOWSKY, ALEXANDER	63,322
WASYLIW, KATIE	81,088
WATT, ADAM	70,691
WEBB, CARLA	92,996
WEBB, KYLE	98,353
WEBER, KELLY	95,641
WEIR, WILLIAM	121,629
WEISBRODT, JASON	50,834

Name	Amount
WEISGERBER, ANGELA	53,362
WELLER, TANYA	55,586
WENAU, LEAH	77,958
WERNIKOWSKI, JILLIAN	74,452
WERNIKOWSKI, MARK	135,921
WEST, TERESA	89,791
WEST, TWYLLA	100,343
WHALEN, COURTNEY	63,416
WHITE, SHAWN	94,639
WHITE, STEPHANY	94,701
WHITESTAR, EVAN	73,528
WHITNEY, JENNIFER	90,568
WICKENHEISER, DAVID	100,214
WILCHYNSKI, COLE	59,788
WILD, BRITTNEY	90,211
WILKINS, MELANIE	93,291
WILLFONG, LOGAN	59,409
WILLFORD, JILLANA	73,929
WILLIAMS, DREW	62,889
WILLIAMS, KATHERINE	96,643
WILLSON, KIMBERLY	98,990
WILSON - RAIWET, SAMANTHA	50,717
WINGERT, KIMBERLEY	88,482
WINSLOW, HILARIE	79,402
WINTER, MARK	90,291
WISEMAN, VANESSA	92,019
WOLENSKY, LEANNE	91,693
WOLF, CHRISTINE	100,853
WOLF, MICHAEL	100,663
WONG, JASMINE	65,813
WOOLLEY, CONOR	77,592
WOYTOWICH, LOGAN	98,690
WRIGHT, MURRAY	53,196
WRIGHT, TYLER	138,443
WYLLYCHUK, DONNA	54,344

Name	Amount
YAKICHUK, MARC	92,081
YANG, CHANDRIA	64,574
YANKO, ROBIN	76,629
YANO, CRYSTA	92,066
YAREMKO, BRENNAN	94,817
YATES, DEANNA	69,314
YEO, GAIL	92,590
YOUNG, LYNSEY	100,788
YU, JIMMY	52,117
YULE, NATHANIAL	54,957
YUNG, SANDRA	91,803
ZACHARIAS, CAITLIN	75,702
ZACHARIAS, CASSIDY	70,761
ZAHAR, KYMBER	54,864
ZAMPESE, DEENA	92,288
ZAMPESE, LEANNE	97,278
ZATYLN, BENEDICT	52,412
ZATYLN, DANIELLE	95,272
ZATYLN, KEN	97,502
ZAWACKI, CARLA	90,698
ZECH, ANTON	90,302
ZERAI, BERHE	53,945
ZERE, TADAWIS	58,481
ZERR, JEFFREY	68,526
ZIEGLER, DANINE	57,117
ZOLDY, GERIANN	93,175
ZOOK, MARAYA	87,962
ZORN, JENNIFER	91,205
ZUBOT, TYLER	63,066
ZUCK, DENISE	59,219
ZUMSTEIN, MARCUS	78,206
ZWART, ALLYSA	89,931
ZWARYCH, OKSANNA	60,045
ZWARYCH, SHAUNA	56,178
ZYLAK, MICHAEL	81,360

Transfers

There are no transfer payments.

Supplier Payments

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

Name	Amount
1080 ARCHITECTURE, PLANNING	\$257,865
ABSTRACT CONSTRUCTION	282,384
ACCELERATED DRIVING ACADEMY LTD.	162,778
ACTION ROOFING LTD.	269,125
AGILEWALLS INC.	61,035
AINSWORTH INC.	287,230
AMAZON.CA	311,501
AON CANADA INC.	639,799
APPLE.COM	55,282
ATLAS-APEX ROOFING (SASKATCHEWAN)	1,889,750
BRIAN LISTROM	171,231
CATTAN TECHNOLOGIES INC.	349,108
CHRISTIE MECHANICAL LTD.	301,814
CITY OF REGINA	537,718
COLLEGE BOARD	65,775
CONCEPT3 BUSINESS INTERIORS LTD.	118,846
CP DISTRIBUTORS LTD.	63,908
DALRYMPLE CONSTRUCTION LTD.	541,140
EDCO PLUMBING & HEATING	1,012,235
EXECUTIVE PROTECTION SERVICES	72,522
EXTOL DEVELOPMENTS INC.	199,398
FIRSTCANADA ULC	5,905,518
GENX SOLUTIONS	79,263
GORDON FOOD SERVICE CANADA LTD.	52,878
GROUP2 ARCHITECTURE INTERIOR DESIGN	448,244

Name	Amount
HBI OFFICE PLUS INC.	486,307
HEGGERTY LITERACY RESOURCES	53,840
IMPERIAL DADE CANADA INC.	317,924
INLAND AUDIO VISUAL LTD.	209,702
JCK ENGINEERING INC.	56,219
JOHNSON CONTROLS INC.	153,228
JPH CONSULTING LTD.	86,970
KRESS ELECTRIC LTD.	63,741
L S SECURITY	80,444
LEARNING A-Z	56,764
LIFETOUCH CANADA	74,901
LORAAS DISPOSAL SOUTH LTD.	84,179
MACPHERSON ENGINEERING INC.	98,601
MCKERCHER LLP	6,083,683
MENGEL FLOOR AND WINDOW FASHION	140,286
MLT AIKINS	54,124
MOLSON, TARA	141,841
MOMENTUM HVAC SERVICES	82,032
MR. B'S DRIVING SCHOOL	163,036
NELSON EDUCATION LTD.	55,202
NRB INC.	638,898
NUMBER TEN ARCHITECTURAL GROUP	62,295
ONX ENTERPRISE SOLUTIONS LTD.	50,661
PALMERS ELECTRIC LTD.	200,698
PEARSON EDUCATION CANADA	131,895
PLAIN VIEW MEDIA	59,739
POWERLAND COMPUTERS LTD.	55,012

Name	Amount
POWERSCHOOL	121,539
QUOREX CONSTRUCTION SERVICES LTD.	1,395,473
RANCH EHRLO SOCIETY	151,500
REAL CANADIAN WHOLESALE #67	287,899
REGINA AIRPORT AUTHORITY INC.	108,064
REGINA DISTRICT INDUSTRY EDUCATION COUNCIL	83,110
REGINA HIGH SCHOOLS ATHLETIC ASSOCIATION	150,718
RMIS ENGINEERING	101,224
ROYALE DRIVING ACADEMY	185,009
SASKENERGY	826,738
SASKATCHEWAN FINANCE REVENUE DIVISION	58,247
SASKATCHEWAN WORKER COMPENSATION BOARD (WCB)	453,086
SASKPOWER	1,787,635
SASKTEL	335,143
SCHOLASTIC CANADA LTD	115,537
SEAL-IT UP ROOFING LTD.	203,235
SHANAHAN'S LIMITED PARTNERSHIP	171,908
SILVER SCREEN INC.	54,369

Name	Amount
SOMERSET EQUIPMENT FINANCE LTD	1,073,862
SOUTH COUNTRY EQUIPMENT	54,935
SPORTFACTOR INC.	51,938
STRATEGIC PRAIRIE ALLIANCE (SPRA) - A JOINT VENTURE	386,966
STAPLES	353,446
SUPREME OFFICE	68,230
THE HOME DEPOT	51,873
TOSHIBA BUSINESS SOLUTIONS	230,265
TRADE WEST EQUIPMENT LTD.	442,033
TUFF EXTERIORS INC.	66,267
ULTIMATE INSULATION FOAM AND FIRE	155,400
UNITED LIBRARY SERVICE	54,502
US BANK NATIONAL ASSOCIATION	5,146,544
VIPOND INC.	117,002
W.K.S. PROFESSIONAL DRIVING	192,936
WAL-MART SUPERCENTER	66,811
WALTER'S INDUSTRIAL MECHANICAL	103,337
WESTERN ELECTRICAL MANAGEMENT	351,752
WESTRIDGE CONSTRUCTION LTD.	12,880,583

Other Expenditures

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

Name	Amount
CUPE LOCAL UNION 1125	\$77,877
LONDON LIFE INSURANCE COMPANY	2,546,660
RECEIVER GENERAL FOR CANADA	28,602,070
REGINA CATHOLIC SCHOOLS TEACHERS ASSOCIATION	164,609
SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD	100,678

Name	Amount
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,715,904
SASKATCHEWAN TEACHERS FEDERATION	9,375,990
TEACHERS SUPERANNUATION COMMISSION	140,351

Appendix B – Management Report and Audited Financial Statements

[REDACTED]

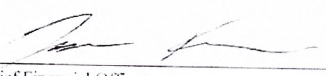
Audited Financial Statements

[REDACTED]

Of the Regina Roman Catholic Separate School Division No. 81

School Division No. 2160000

For the Period Ending: August 31, 2024



Chief Financial Officer

DUDLEY & COMPANY
SUITE 200, 2255-13TH AVE.
REGINA, SASK. S4P 0V6

Auditor

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

[REDACTED]

Saskatchewan 

Management's Responsibility for the Financial Statements

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

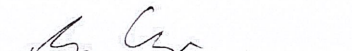
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained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

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

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

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


Board Chair


CEO/Director of Education


Chief Financial Officer

November 25, 2024

INDEPENDENT AUDITORS' REPORT

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

Opinion

We have audited the financial statements of the Regina Roman Catholic Separate School Division No. 81, which comprise the statement of financial position as at August 31, 2024 and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the school division as at August 31, 2024, and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the school division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the information, other than the financial statements and our auditors' report thereon, in the Annual Report.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Annual Report prior to the date of this auditors' report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in this auditors' report. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the school division's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management intends to dissolve the school division or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the school division's financial reporting process.

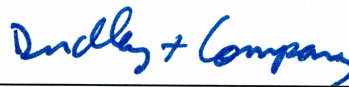
Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the over-ride of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the school division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the school division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the school division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



Dudley & Company LLP
Chartered Professional Accountants

Regina, Saskatchewan
November 28, 2024

Regina Roman Catholic Separate School Division No. 81
Statement of Financial Position
as at August 31, 2024

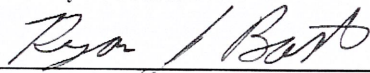
	2024	2023
	\$	\$
Financial Assets		Restated (Note 2i)
Cash and Cash Equivalents	36,326,416	45,078,376
Accounts Receivable (Note 6)	10,513,372	2,814,098
Total Financial Assets	46,839,788	47,892,474
Liabilities		
Accounts Payable and Accrued Liabilities (Note 7)	18,479,243	15,267,205
Liability for Employee Future Benefits (Note 4)	3,684,800	3,763,700
Deferred Revenue (Note 8)	3,568,611	5,168,480
Total Liabilities	25,732,654	24,199,385
Net Financial Assets	21,107,134	23,693,089
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	144,910,134	127,863,118
Prepaid Expenses	1,490,276	2,655,288
Total Non-Financial Assets	146,400,410	130,518,406
Accumulated Surplus (Note 11)	167,507,544	154,211,495

Contingent Liabilities (Note 13)

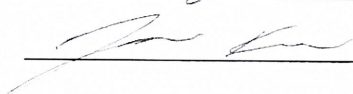
Contractual Obligations (Note 14)

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

Approved by the Board:



Chairperson



Chief Financial Officer

Regina Roman Catholic Separate School Division No. 81
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$ (Note 12)	\$	\$ Restated (Note 2i)
REVENUES			
Property Taxes and Other Related	46,202,732	45,846,066	45,769,225
Grants	93,240,080	106,952,328	93,125,550
Tuition and Related Fees	84,218	93,039	86,091
School Generated Funds	1,915,489	1,986,996	2,108,204
Complementary Services (Note 9)	1,511,625	1,811,625	1,506,672
External Services (Note 10)	1,078,984	2,021,350	1,649,386
Other	1,390,757	2,975,557	5,753,057
Total Revenues (Schedule A)	145,423,885	161,686,961	149,998,185
EXPENSES			
Governance	660,788	570,050	599,522
Administration	4,608,984	4,507,254	4,694,596
Instruction	103,244,009	107,133,303	101,516,310
Plant Operation & Maintenance	22,394,532	24,788,098	22,967,596
Student Transportation	6,064,999	5,750,025	5,828,551
Tuition and Related Fees	144,211	153,500	101,324
School Generated Funds	1,956,499	1,719,506	2,115,424
Complementary Services (Note 9)	1,230,538	1,675,208	1,509,487
External Services (Note 10)	1,153,875	2,087,043	1,428,696
Other	10,162	6,925	21,316
Total Expenses (Schedule B)	141,468,597	148,390,912	140,782,822
Operating Surplus for the Year	3,955,288	13,296,049	9,215,363
Accumulated Surplus from Operations, Beginning of Year	154,211,495	154,211,495	144,996,132
Accumulated Surplus from Operations, End of Year	158,166,783	167,507,544	154,211,495

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, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$ (Note 12)	\$	\$
Net Financial Assets, Beginning of Year	23,693,089	23,693,089	18,926,868
Changes During the Year			
Operating Surplus, for the Year	3,955,288	13,296,049	9,215,363
Acquisition of Tangible Capital Assets (Schedule C)	(19,091,000)	(22,676,447)	(8,425,401)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	139,871	3,520,283
Net Gain on Disposal of Capital Assets (Schedule C)	-	(139,871)	(3,417,928)
Amortization of Tangible Capital Assets (Schedule C)	5,572,712	5,629,431	5,120,966
Net Change in Other Non-Financial Assets	-	1,165,012	(1,247,062)
Change in Net Financial Assets	(9,563,000)	(2,585,955)	4,766,221
Net Financial Assets, End of Year	14,130,089	21,107,134	23,693,089

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, 2024

	2024	2023
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus for the Year	13,296,049	9,215,363
Add Non-Cash Items Included in Surplus (Schedule D)	5,489,560	1,703,038
Net Change in Non-Cash Operating Activities (Schedule E)	(5,000,993)	1,583,996
Cash Provided by Operating Activities	13,784,616	12,502,397
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(22,676,447)	(8,425,401)
Proceeds on Disposal of Tangible Capital Assets	139,871	3,520,283
Cash Used in Capital Activities	(22,536,576)	(4,905,118)
(DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(8,751,960)	7,597,279
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	45,078,376	37,481,097
CASH AND CASH EQUIVALENTS, END OF YEAR	36,326,416	45,078,376

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, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue	(Note 12)		
Tax Levy Revenue			
Property Tax Levy Revenue	43,497,656	43,120,269	43,057,858
Revenue from Supplemental Levies	161,146	166,217	86,064
Total Property Tax Revenue	43,658,802	43,286,486	43,143,922
Grants in Lieu of Taxes			
Federal Government	565,362	567,459	617,821
Provincial Government	1,978,568	1,992,121	2,007,482
Total Grants in Lieu of Taxes	2,543,930	2,559,580	2,625,303
Total Property Taxes and Other Related Revenue	46,202,732	45,846,066	45,769,225
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	76,023,543	82,121,438	81,203,425
Operating Grant PMR	2,487,743	2,538,574	2,487,743
Other Ministry Grants	2,721,533	2,883,957	3,133,490
Total Ministry Grants	81,232,819	87,543,969	86,824,658
Other Provincial Grants	381,261	191,558	185,576
Federal Grants	-	182,832	-
Total Operating Grants	81,614,080	87,918,359	87,010,234
Capital Grants			
Ministry of Education Capital Grants	11,626,000	19,033,969	6,115,316
Total Capital Grants	11,626,000	19,033,969	6,115,316
Total Grants	93,240,080	106,952,328	93,125,550

Regina Roman Catholic Separate School Division No. 81

Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Tuition and Related Fees Revenue	(Note 12)		
Operating Fees			
Tuition Fees			
School Boards	24,218	40,189	24,189
Individuals and Other	60,000	52,850	61,902
Total Tuition Fees	84,218	93,039	86,091
Total Operating Tuition and Related Fees	84,218	93,039	86,091
Total Tuition and Related Fees Revenue	84,218	93,039	86,091
School Generated Funds Revenue			
Curricular			
Student Fees	362,521	385,953	390,467
Total Curricular Fees	362,521	385,953	390,467
Non-Curricular Fees			
Commercial Sales - Non-GST	20,728	30,561	27,859
Fundraising	655,142	507,525	653,621
Grants and Partnerships	11,123	12,421	22,511
Students Fees	841,943	928,358	911,373
Other	24,032	122,178	102,373
Total Non-Curricular Fees	1,552,968	1,601,043	1,717,737
Total School Generated Funds Revenue	1,915,489	1,986,996	2,108,204
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,511,625	1,511,625	1,506,672
Other Ministry Grants	-	300,000	-
Total Operating Grants	1,511,625	1,811,625	1,506,672
Total Complementary Services Revenue	1,511,625	1,811,625	1,506,672

Regina Roman Catholic Separate School Division No. 81

**Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2024**

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
External Services	(Note 12)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	489,885	512,836	488,620
Other Ministry Grants	-	470,956	268,000
Other Provincial Grants	-	178,435	9,817
Other Grants	467,549	730,592	737,850
Total Operating Grants	957,434	1,892,819	1,504,287
Fees and Other Revenue			
Other Revenue	121,550	128,531	145,099
Total Fees and Other Revenue	121,550	128,531	145,099
Total External Services Revenue	1,078,984	2,021,350	1,649,386
Other Revenue			
Miscellaneous Revenue*	700,757	535,596	850,833
Sales & Rentals	365,000	331,852	268,327
Investments	325,000	952,921	1,215,969
Gain on Disposal of Capital Assets	-	139,871	3,417,928
Change in Previous Years ARO Estimate	-	1,015,317	-
Total Other Revenue	1,390,757	2,975,557	5,753,057
TOTAL REVENUE FOR THE YEAR	145,423,885	161,686,961	149,998,185

	2024 Budget	2024 Actual	2023 Actual
Miscellaneous Revenue*			
Reimbursements	490,580	336,278	654,494
Noon Hour Supervision Fees	175,000	159,036	161,904
Other	35,177	40,282	34,435
	700,757	535,596	850,833

Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Governance Expense	(Note 12)		
Board Members Expense	299,419	232,029	257,480
Professional Development - Board Members	43,050	19,667	33,628
Grants to School Community Councils	39,000	35,915	38,947
Elections	11,807	8,219	1,499
Other Governance Expenses	267,512	274,220	267,968
Total Governance Expense	660,788	570,050	599,522
Administration Expense			
Salaries	3,702,768	3,772,948	3,794,435
Benefits	558,179	424,544	582,314
Supplies & Services	245,168	221,897	229,135
Non-Capital Furniture & Equipment	-	1,019	2,005
Communications	15,078	12,620	12,969
Travel	13,386	4,500	12,154
Professional Development	73,350	66,037	57,895
Amortization of Tangible Capital Assets	1,055	3,689	3,689
Total Administration Expense	4,608,984	4,507,254	4,694,596
Instruction Expense			
Instructional (Teacher Contract) Salaries	73,319,337	77,049,242	73,055,838
Instructional (Teacher Contract) Benefits	4,502,788	4,546,065	4,335,658
Program Support (Non-Teacher Contract) Salaries	12,597,997	12,739,569	11,454,223
Program Support (Non-Teacher Contract) Benefits	2,660,474	2,868,682	2,597,078
Instructional Aids	2,511,894	2,835,814	2,730,972
Supplies & Services	2,297,028	1,542,741	1,451,576
Non-Capital Furniture & Equipment	2,855,351	2,805,517	3,066,788
Communications	55,972	156,397	66,159
Travel	49,042	97,317	107,061
Professional Development	470,000	409,713	493,966
Student Related Expense	669,628	757,648	860,054
Amortization of Tangible Capital Assets	1,254,498	1,324,598	1,296,937
Total Instruction Expense	103,244,009	107,133,303	101,516,310

Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 12)		
Salaries	5,504,384	5,416,146	5,319,048
Benefits	1,085,396	1,249,394	1,136,238
Supplies & Services	293,433	1,340,990	161,157
Non-Capital Furniture & Equipment	315,084	69,157	62,124
Building Operating Expenses	10,800,700	12,325,985	12,401,817
Communications	30,665	19,275	20,179
Travel	74,204	107,832	88,533
Professional Development	14,517	3,068	4,329
Amortization of Tangible Capital Assets	4,121,754	4,135,521	3,653,441
Amortization of Tangible Capital Assets ARO	154,395	120,730	120,730
Total Plant Operation & Maintenance Expense	22,394,532	24,788,098	22,967,596
Student Transportation Expense			
Salaries	75,923	75,418	75,206
Benefits	17,806	17,004	17,720
Contracted Transportation	5,971,270	5,657,603	5,735,625
Total Student Transportation Expense	6,064,999	5,750,025	5,828,551
Tuition and Related Fees Expense			
Tuition Fees	137,129	136,300	92,227
Transportation Fees	7,082	17,200	9,097
Total Tuition and Related Fees Expense	144,211	153,500	101,324
School Generated Funds Expense			
Academic Supplies & Services	382,963	298,120	396,661
Cost of Sales	43,446	34,187	39,848
School Fund Expenses	1,489,080	1,342,549	1,632,989
Amortization of Tangible Capital Assets	41,010	44,650	45,926
Total School Generated Funds Expense	1,956,499	1,719,506	2,115,424

Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Complementary Services Expense	(Note 12)		
Instructional (Teacher Contract) Salaries & Benefits	1,072,707	1,077,548	1,022,182
Program Support (Non-Teacher Contract) Salaries & Benefits	134,691	589,315	474,656
Instructional Aids	23,140	3,698	4,674
Supplies & Services	-	90	-
Non-Capital Furniture & Equipment	-	4,145	6,986
Professional Development (Non-Salary Costs)	-	-	78
Student Related Expenses	-	169	554
Contracted Transportation & Allowances	-	-	114
Amortization of Tangible Capital Assets	-	243	243
Total Complementary Services Expense	1,230,538	1,675,208	1,509,487
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	489,885	768,957	494,027
Program Support (Non-Teacher Contract) Salaries & Benefits	104,132	142,710	106,093
Instructional Aids	-	8,323	-
Supplies & Services	467,549	946,653	819,014
Non-Capital Furniture & Equipment	-	8,949	964
Building Operating Expenses	-	199,306	-
Communications	-	981	-
Travel	-	307	-
Professional Development (Non-Salary Costs)	-	3,122	6,602
Student Related Expenses	92,309	7,735	1,996
Total External Services Expense	1,153,875	2,087,043	1,428,696
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	10,162	6,925	21,316
Total Interest and Bank Charges	10,162	6,925	21,316
Total Other Expense	10,162	6,925	21,316
TOTAL EXPENSES FOR THE YEAR	141,468,597	148,390,912	140,782,822

Regina Roman Catholic Separate School Division No. 81
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2024

	Tangible Capital Assets - at Cost											Restated (Note 2i)	
	Buildings		Buildings		Other		Furniture and Equipment		Computer Hardware and Equipment		Assets Under Construction		
Land	Buildings	Short-Term	ARO	Vehicles	Equipment	Audio Visual	Software	Construction	2024	2023			
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Opening Balance as of September 1	6,999,263	138,907,605	26,214,688	9,480,071	534,118	12,054,381	1,141,322	282,955	19,763,390	215,377,793	208,857,634		
Additions/Purchases	-	9,270,341	2,238,399	-	-	442,314	117,115	48,738	10,559,540	22,676,447	8,425,401		
Disposals	-	(591,850)	-	-	-	(800,203)	(49,469)	(62,943)	-	(1,504,465)	(1,905,242)		
Write-Downs	-	-	-	(1,015,317)	-	-	-	-	-	(1,015,317)	-		
Closing Balance as of August 31	6,999,263	147,586,096	28,453,087	8,464,754	534,118	11,696,492	1,208,968	268,750	30,322,930	235,534,458	215,377,793		
Tangible Capital Assets - Amortization													
Opening Balance as of September 1	-	57,219,649	14,921,973	7,177,894	417,017	7,333,244	296,448	148,450	-	87,514,675	84,196,596		
Amortization of the Period	-	3,024,987	986,965	120,730	31,556	1,169,649	241,794	53,750	-	5,629,431	5,120,966		
Disposals	-	(591,850)	-	-	-	(800,203)	(49,469)	(62,943)	-	(1,504,465)	(1,802,887)		
Write-Downs	-	-	-	(1,015,317)	-	-	-	-	-	(1,015,317)	-		
Closing Balance as of August 31	N/A	59,652,786	15,908,938	6,283,307	448,573	7,702,690	488,773	139,257	N/A	90,624,324	87,514,675		
Net Book Value													
Opening Balance as of September 1	6,999,263	81,687,956	11,292,715	2,302,177	117,101	4,721,137	844,874	134,505	19,763,390	127,863,118	124,661,038		
Closing Balance as of August 31	6,999,263	87,933,310	12,544,149	2,181,447	85,545	3,993,802	720,195	129,493	30,322,930	144,910,134	127,863,118		
Change in Net Book Value	-	6,245,354	1,251,434	(120,730)	(31,556)	(727,335)	(124,679)	(5,012)	10,559,540	17,047,016	3,202,080		
Disposals													
Historical Cost	-	591,850	-	-	-	800,203	49,469	62,943	-	1,504,465	1,905,242		
Accumulated Amortization	-	591,850	-	-	-	800,203	49,469	62,943	-	1,504,465	1,802,887		
Net Cost	-	-	-	-	-	-	-	-	-	-	102,355		
Price of Sale	-	139,871	-	-	-	-	-	-	-	139,871	3,520,283		
Gain on Disposal	-	139,871	-	-	-	-	-	-	-	139,871	3,417,928		

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Buildings with a net book value of \$5,651,915 (2023-\$6,382,407) include an asset retirement obligation for the removal and disposal of asbestos) (Note 7)

Regina Roman Catholic Separate School Division No. 81**Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2024**

	2024	2023
	\$	\$
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	5,629,431	5,120,966
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(139,871)	(3,417,928)
Total Non-Cash Items Included in Surplus	5,489,560	1,703,038

Regina Roman Catholic Separate School Division No. 81**Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2024**

	2024	2023
	\$	\$
Net Change in Non-Cash Operating Activities		
(Increase) Decrease in Accounts Receivable	(7,699,274)	1,419,697
Increase in Accounts Payable and Accrued Liabilities	3,212,038	747,469
Decrease in Liability for Employee Future Benefits	(78,900)	(16,800)
(Decrease) Increase in Deferred Revenue	(1,599,869)	680,692
Decrease (Increase) in Prepaid Expenses	1,165,012	(1,247,062)
Total Net Change in Non-Cash Operating Activities	(5,000,993)	1,583,996

Regina Roman Catholic Separate School Division No. 81

Schedule F: Detail of Designated Assets
for the year ended August 31, 2024

	August 31 2023	Additions during the year	Reductions during the year	August 31 2024
	\$	\$	\$	\$ (Note 11)
External Sources				
Contractual Agreements				
Metis Nation of Saskatchewan	168,000	-	168,000	-
Total Contractual Agreements	168,000	-	168,000	-
Jointly Administered Funds				
School generated funds	1,685,826	1,986,996	1,719,506	1,953,316
Total Jointly Administered Funds	1,685,826	1,986,996	1,719,506	1,953,316
Ministry of Education				
Designated for tangible capital asset expenditures	2,667,114	6,211,206	965,747	7,912,573
PMR maintenance project allocations	3,890,730	2,538,574	3,749,462	2,679,842
Specialized Classroom Support	-	300,000	-	300,000
Teacher Innovation Fund	-	75,000	-	75,000
Designated for tangible capital assets from sale of St. Andrew	4,267,353	-	4,267,353	-
Early Years Family Resource Centre	268,000	470,956	343,771	395,185
Total Ministry of Education	11,093,197	9,595,736	9,326,333	11,362,600
Total	12,947,023	11,582,732	11,213,839	13,315,916
Internal Sources				
Board governance				
Board Elections	60,000	-	-	60,000
Total Board governance	60,000	-	-	60,000
Curriculum and student learning				
Curriculum Renewal	300,000	-	-	300,000
Total curriculum and student learning	300,000	-	-	300,000
Facilities				
Non School Building	1,500,000	-	-	1,500,000
Administrative building	4,479,227	-	3,627,986	851,241
Relocatable Classroom	1,600,000	-	-	1,600,000
Total facilities	7,579,227	-	3,627,986	3,951,241
Information technology				
IT Replacement	3,541,184	-	-	3,541,184
Total information technology	3,541,184	-	-	3,541,184
Other				
Foundation Operating Grant/Tax Payment timing difference	9,485,253	7,863,824	9,485,253	7,863,824
Total Other	9,485,253	7,863,824	9,485,253	7,863,824

Regina Roman Catholic Separate School Division No. 81

Schedule F: Detail of Designated Assets
for the year ended August 31, 2024

	August 31 2023	Additions during the year	Reductions during the year	August 31 2024
	\$	\$	\$	\$ (Note 11)
Professional development				
LINC professional development	78,932	73,094	78,814	73,212
Total professional development	78,932	73,094	78,814	73,212
Transportation				
Vehicles	950,000	-	-	950,000
Total transportation	950,000	-	-	950,000
Total	21,994,596	7,936,918	13,192,053	16,739,461
Total Designated Assets	34,941,619	19,519,650	24,405,892	30,055,377

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

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

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

a) Basis of Accounting

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).

b) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$3,684,800 (2023 - \$3,763,700) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$45,846,066 (2023 - \$45,769,225) because final tax assessments may differ from initial estimates.
- estimated accrued salaries of \$ 2,822,199 (2023 - \$0) related to anticipated future settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023, because actual expense may differ significantly from estimates.
- useful lives of capital assets and related accumulated amortization of \$90,624,324 (2023 restated - \$87,514,675) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$7,949,327 (2023 - \$9,480,071) because actual expense may differ significantly from valuation estimates.

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, 2024

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

c) Financial Instruments

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

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

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

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

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

d) Financial Assets

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

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

Accounts Receivable includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances. Provincial grants receivable represent capital grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met and there is no stipulations strong enough to create a liability.

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

e) Non-Financial Assets

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

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

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

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

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

*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful live reassessed and increased by 2-38 years.

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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

Pooled assets in furniture and equipment, computer hardware and audiovisual equipment, and computer software are written down when the tangible capital assets in its current capacity can no longer contribute to the school divisions ability to provide services or the value of future economic benefits associated with the tangible capital asset is less than its net book value, and there is no alternative use for the asset.

Building assets held by the school division that were constructed and continue to be managed/maintained under a Joint-Use agreement are recognized at cost which represent fair value using the weighted average cost of capital in the agreement and are amortized over the estimated useful life.

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

f) Liabilities

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

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

Asset Retirement Obligation (ARO) consists of buildings that contain asbestos and vermiculite. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and amortized on the same basis as the underlying asset. The school division does not utilize discounting in the measurement of its ARO. The uncertainty regarding the timing and ultimate amount to settle the ARO makes it unlikely that discounting would significantly improve the measurement of the ARO.

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

g) Employee Pension Plans

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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

Multi-Employer Defined Benefit Plans

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

Defined Contribution Plans

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

h) Revenue Recognition

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

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

i) Government Transfers (Grants)

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

ii) Property Taxation

Property tax is levied and collected on a calendar year basis. Uniform education property tax mill rates are set by the Government of Saskatchewan and agreed to by the board of education, although separate school divisions have a legislative right to set their own mill rates. Tax revenues are recognized on the basis of time with 1/12th 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.

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

On January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan became the taxing authority for education property tax. The legislation provides authority to separate school divisions to set a bylaw to determine and apply their own mill rates for education property taxes. For both 2023 and 2024 taxation years, the school division does have a bylaw in place.

iii) Fees and Services

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Revenues from transactions with performance obligations, which are enforceable promises to provide specific goods or services to the specific payor in return for promised consideration, are recognized when (or as) the school division satisfies a performance obligation and control of the benefits associated with the goods and services have been passed to the payor. For each performance obligation, the school division determines whether the performance obligation is satisfied over a period of time or at a point in time. The school division will need to consider the effects of multiple performance obligations, variable consideration, the existence of significant concessionary terms and non-cash considerations when determining the consideration to be received.

Revenues from transactions with no performance obligations are recognized when the school division has the authority to claim or retain an inflow of economic resources and has identified a past transaction or event that gives rise to an asset. For each transaction with no performance obligation, the school division recognizes revenue at its realizable value.

iv) Interest Income

Interest is recognized as revenue when it is earned.

v) Other (Non-Government Transfer) Contributions

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

i) Accounting Changes

i) Retroactive with adjustment of opening accumulated surplus with restatement of prior period comparatives

As at September 1, 2023 the school division implemented a new accounting policy to conform to the new Public Sector Accounting standard for Public Private Partnerships (PS 3160). The standard has been accounted for using the retroactive

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

application with restatement of prior period comparative amounts. The impact on the school division's financial statements is summarized as follows

	Previously Stated August 31, 2023	(Decrease)	Restated August 31, 2023
Tangible Capital Assets	\$ 222,750,274	\$ (7,372,481)	\$ 215,377,793
Accumulated Amortization	88,488,051	(973,376)	87,514,675
Accumulated Surplus from Operations	160,610,600	(6,399,105)	154,211,495

ii) Prospective

Effective September 1, 2023, the school division adopted the Public Sector Accounting Board's (PSAB) new standard for the recognition, measurement, and disclosure of revenue under PS 3400 Revenue. The new standard establishes when to recognize and how to measure revenue and provide the related financial statement presentation and disclosure requirements. Pursuant to these recommendations, the change was applied prospectively, and prior periods have not been restated. Previously, the school division recognized revenue as performance obligations were met. Under the new standard, revenue is differentiated between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions". There was no impact on the financial statements from the application of the new accounting recommendation.

3. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2024 Actual	2023 Actual
Governance	\$ 232,029	\$ 338,021	\$ -	\$ -	\$ 570,050	\$ 599,522
Administration	4,197,492	306,073	-	3,689	4,507,254	4,694,596
Instruction	97,203,558	8,605,147	-	1,324,598	107,133,303	101,516,310
Plant Operation & Maintenance	6,665,540	13,866,307	-	4,256,251	24,788,098	22,967,596
Student Transportation	92,422	5,657,603	-	-	5,750,025	5,828,551
Tuition and Related Fees	-	153,500	-	-	153,500	101,324
School Generated Funds	-	1,674,856	-	44,650	1,719,506	2,115,424
Complementary Services	1,666,863	8,102	-	243	1,675,208	1,509,487
External Services	911,667	1,175,376	-	-	2,087,043	1,428,696
Other	-	-	6,925	-	6,925	21,316
TOTAL	\$ 110,969,571	\$ 31,784,985	\$ 6,925	\$ 5,629,431	\$ 148,390,912	\$ 140,782,822

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

4. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, severance benefits and retirement gratuity. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at April 30, 2024 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2024 .

Details of the employee future benefits are as follows:

	2024	2023
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.00%	4.40%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	2.70%	3.00%
Expected average remaining service life (years)	13	13

Liability for Employee Future Benefits	2024	2023
Accrued Benefit Obligation - beginning of year	\$ 2,845,000	\$ 2,953,300
Current period service cost	209,300	212,700
Interest cost	127,700	119,800
Benefit payments	(352,100)	(308,600)
Actuarial losses (gains)	516,000	(132,200)
Accrued Benefit Obligation - end of year	3,345,900	2,845,000
Unamortized net actuarial gains	338,900	918,700
Liability for Employee Future Benefits	\$ 3,684,800	\$ 3,763,700

Expense for Employee Future Benefits	2024	2023
Current period service cost	\$ 209,300	\$ 212,700
Amortization of net actuarial (gain)	(63,800)	(40,700)
Benefit cost	145,500	172,000
Interest cost	127,700	119,800
Total Employee Future Benefits Expense	\$ 273,200	\$ 291,800

5. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION No. 81
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2024

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

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

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

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

STRP: Effective July, 2018 to June 30, 2024 member contributions are 9.50% of salary up to the year's maximum pensionable earnings (YMPE) and 11.70% of salary over the YMPE. Effective July 1, 2024 member contributions are a flat rate of 10% on all pensionable earnings. YMPE for the 2022 calendar year was \$64,900, for the 2023 calendar year was \$66,600 and for the 2024 calendar year was \$68,500.

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

	2024			2023
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1071	1	1072	1024
Member contribution rate (percentage of salary)	see above	see above	-	-
Member contributions for the year	\$ 7,720,577	\$ 5,678	\$ 7,726,255	\$ 7,527,124

Defined Contribution Plans

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

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Details of the Canada Life Plan are as follows:

	2024	2023
Number of active School Division members	386	367
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	\$ 1,292,137	\$ 1,253,153
School Division contributions for the year	\$ 1,262,528	\$ 1,222,974

6. ACCOUNTS RECEIVABLE

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

	2024			2023		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 177,137	\$ -	\$ 177,137	\$ 118,375	\$ -	\$ 118,375
Provincial Grants Receivable	8,340,614	-	8,340,614	1,107,127	-	1,107,127
Other Receivables	1,995,621	-	1,995,621	1,588,596	-	1,588,596
Total Accounts Receivable	\$ 10,513,372	\$ -	\$ 10,513,372	\$ 2,814,098	\$ -	\$ 2,814,098

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2024	2023
Accrued Salaries and Benefits	\$ 5,717,244	\$ 2,140,892
Supplier Payments	4,461,892	3,457,424
Liability for Asset Retirement Obligation	7,949,327	9,480,071
Funds Held for Award and Deferred Salary	95,533	80,554
Negotiated Professional Development Carryover	73,094	78,814
Audit Fees	30,000	29,450
Payable to Other Boards	152,153	-
Total Accounts Payable and Accrued Liabilities	\$ 18,479,243	\$ 15,267,205

The school division recognized an estimated liability for asset retirement obligation of \$7,949,327 (2023 - \$9,480,071) for the removal and disposal of asbestos and vermiculite. The nature of the liability is an estimate of future costs related to remediation of asbestos and vermiculite in buildings. The assumptions used in estimating the liability include estimated future costs to remediate asbestos and vermiculite based on material type and related risks

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associated with removal of the asbestos and vermiculite.

Liability for Asset Retirement Obligations	2024	2023
Asset Retirement Obligations, beginning of year	\$ 9,480,071	\$ 9,595,161
Liabilities Settled	(515,427)	(115,090)
Revision in Cashflow Estimates	(1,015,317)	-
Asset Retirement Obligations, end of year	\$ 7,949,327	\$ 9,480,071

8. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2023	Additions during the Year	Revenue recognized in the Year	Balance as at 2024
Non-Capital Deferred revenue:				
City of Regina tax revenue	\$ 5,168,480	\$ 3,568,611	\$ 5,168,480	\$ 3,568,611
Total Deferred Revenue	\$ 5,168,480	\$ 3,568,611	\$ 5,168,480	\$ 3,568,611

9. COMPLEMENTARY SERVICES

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

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

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Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2024	2023
Revenue:			
Operating Grant	\$ 1,811,625	\$ 1,811,625	\$ 1,506,672
Total Revenue	1,811,625	1,811,625	1,506,672
Expenses:			
Salaries & Benefits	1,666,863	1,666,863	1,496,838
Instructional Aids	3,698	3,698	4,674
Supplies and Services	90	90	-
Non-Capital Furniture & Equipment	4,145	4,145	6,986
Professional Development	-	-	78
Student Related Expenses	169	169	554
Contracted Transportation & Allowances	-	-	114
Amortization of Tangible Capital Assets	243	243	243
Total Expenses	1,675,208	1,675,208	1,509,487
Excess (Deficiency) of Revenue over Expenses	\$ 136,417	\$ 136,417	\$ (2,815)

10. EXTERNAL SERVICES

External services represent those services and programs that are outside of the school division's learning/learning support and complementary programs. These services have no direct link to the delivery of the school division's K-12 programs, nor do they directly enhance the school division's ability to deliver its K-12 programs.

Following is a summary of the revenue and expenses of the External Services programs operated by the school division:

Summary of External Services Revenues and Expenses, by Program	Cafeteria	Associate School Mother Teresa Middle School	Early Years Family Resource Centre	Driver Training	Following Their Voices	2024	2023
Revenues:							
Operating Grants	\$ -	\$ 512,836	\$ -	\$ -	\$ -	\$ 512,836	\$ 488,620
Other Ministry Grants	-	-	470,956	-	-	470,956	268,000
Other Provincial Grants	-	-	-	-	178,435	178,435	9,817
Grants from Others	-	-	-	730,592	-	730,592	737,850
Sales and Rentals	128,531	-	-	-	-	128,531	145,099
Total Revenues	128,531	512,836	470,956	730,592	178,435	2,021,350	1,649,386
Expenses:							
Salaries & Benefits	112,474	512,836	30,237	-	256,120	911,667	600,120
Instructional Aids	-	-	7,503	-	820	8,323	-
Supplies and Services	124,170	-	94,387	728,096	-	946,653	819,014
Non-Capital Equipment	261	-	8,464	-	224	8,949	964
Building Operating	-	-	199,306	-	-	199,306	-
Communication	-	-	981	-	-	981	-
Travel	-	-	307	-	-	307	-
Professional Development	-	-	1,290	-	1,832	3,122	6,602
Student Related Expenses	-	-	1,296	-	6,439	7,735	1,996
Total Expenses	236,905	512,836	343,771	728,096	265,435	2,087,043	1,428,696
(Deficiency) Excess of Revenues over Expenses	\$ (108,374)	\$ -	\$ 127,185	\$ 2,496	\$ (87,000)	\$ (65,693)	\$ 220,690

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11. ACCUMULATED SURPLUS

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

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

Details of accumulated surplus are as follows:

	August 31 2023 Restated	Additions during the year	Reductions during the year	August 31 2024
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 127,863,118	\$ 22,676,447	\$ (5,629,431)	\$ 144,910,134
Less: Liability for Asset Retirement Obligation	(9,480,071)	-	1,530,744	(7,949,327)
	118,383,047	22,676,447	(4,098,687)	136,960,807
Designated Assets (Schedule F)	34,941,619	19,519,650	(24,405,892)	30,055,377
Unrestricted Surplus	886,829	955,197	(1,350,666)	491,360
Total Accumulated Surplus	\$ 154,211,495	\$ 43,151,294	\$ (29,855,245)	\$ 167,507,544

12. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 26, 2023, and the Minister of Education on August 31, 2023.

13. CONTINGENT LIABILITIES

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

14. CONTRACTUAL OBLIGATIONS

Significant contractual obligations of the school division are as follows:

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- The school division and Regina Public School Division No. 4 are constructing a North Regina Joint-Use School (Tawaw- St. Raphael). The total construction contract is for \$62,455,522 and our school division's portion is \$28,326,031. To be paid over the next two years is \$16,242,250.
- The school division and Regina Public School Division No. 4 are constructing a Harbour Landing West Joint-Use School. The total project management and design services contract is for \$3,884,993 and our school division's portion is \$1,835,312. To be paid over the next three years is \$1,002,404
- The school division is also responsible for the land development of the new Harbour Landing West Joint-Use School. The development contract is for \$3,353,148 and will be paid over the next year.
- The school division has a contract for the renovation of the new board office. The construction contract is \$2,046,052. Expenditures to date are \$1,259,424 leaving a balance to be paid over the next year of \$786,627.

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:					
2025	\$ 2,464	\$ 6,036,430	\$ 167,830	\$ 475,237	\$ 6,681,961
2026	-	6,246,914	167,830	207,205	6,621,949
2027	-	6,464,055	167,830	29,925	6,661,810
2028	-	6,688,506	-	-	6,688,506
Total Lease Obligations	\$ 2,464	\$ 25,435,905	\$ 503,490	\$ 712,367	\$ 26,654,226

15. RISK MANAGEMENT

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

i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include close

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monitoring of overdue accounts. The school division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case-by-case basis to determine if a valuation allowance is necessary to reflect an impairment in collectability.

The aging of grants and other accounts receivable as at August 31, 2024, was:

August 31, 2024					
	Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 8,340,614	\$ 8,340,614	\$ -	\$ -	\$ -
Other Receivables	866,230	653,058	175,919	1,145	36,108
Net Receivables	\$ 9,206,844	\$ 8,993,672	\$ 175,919	\$ 1,145	\$ 36,108

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

ii) Liquidity Risk

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

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

August 31, 2024					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 18,479,243	\$ 10,434,383	\$ -	\$ 95,533	\$ 7,949,327
Total	\$ 18,479,243	\$ 10,434,383	\$ -	\$ 95,533	\$ 7,949,327

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, 2024.

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The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency;
- managing cash flows to minimize utilization of its bank line of credit; and
- investing in GICs and term deposits for short terms at fixed interest rates.

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.