



Holy Family Roman Catholic Separate School
Division #140
2019-20 Annual Report

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School Division Contact Information

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Rooted in Christ, Serving in Love

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Letter of Transmittal

Honourable Dustin Duncan
Minister of Education

Dear Minister Duncan:

The Board of Education of Holy Family RCSSD #140 is pleased to provide you and the residents of the school division with the 2019-20 annual report. This report presents an overview of Holy Family RCSSD #140's goals, activities and results for the fiscal year September 1, 2019 to August 31, 2020. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Bruno Tuchscherer
Chairperson

Introduction

This annual report presents an overview of the Holy Family Roman Catholic Separate School Division's (RCSSD) goals, activities and results for the fiscal year September 1, 2019 to August 31, 2020. It provides a snapshot of Holy Family RCSSD, its governance structure, students, staff, programs and facilities and other components as outlined in the table of contents. This report outlines how the division deploys the Education Sector Strategic Plan in relation to its strategic plan. Fewer results of student progress are available in this report compared to previous years because several end-of-year data collections were interrupted due to the COVID-19 pandemic.

The report also outlines the adjustments made in March 2020 in response to the COVID-19 pandemic which included having staff work from home and offering remote supplemental learning opportunities for students for the remainder of the school year. By August 31, plans were in place to ensure a safe return to school buildings for students and staff for the new school year.



The Board of Education

Governance

The Board of Education provides policy governance for Holy Family RCSSD as a whole and School Community Councils provide advice to individual schools.

Holy Family RCSSD is governed by a nine-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”. Holy Family RCSSD is organized into five subdivisions for purpose of elections, but once elected the members of the Board of Education represent all students in Holy Family RCSSD and are committed to providing the best education for each and every student. Board of Education members as of August 31, 2020 are:

Subdivision 2Teresa Vandesype
Subdivision 3Robert Cossette
Subdivision 4Rocky Sidloski
Subdivision 5Kathleen Yanko
Subdivision 6Kathleen MacLean
City of Weyburn (Members at Large)..... Bruno Tuchscherer (Chairperson), Jerome Sidloski
City of Estevan (Members at Large).....Karen Melle (Vice-Chairperson), Bev Hickie

School Community Councils

In each school, an actively engaged School Community Council (SCC) contributes to the life of the school. SCCs work together with school administration to achieve the improvement goals established each year. School level goals are included and aligned with the Education Sector Strategic Plan. Plans in 2019-20 included improvements to facilities and grounds, well-being of students, as well as targeting the culture and climate of schools. SCCs are aware of school improvement plans and their activities help embrace school goals.

Holy Family RCSSD has an operational SCC in each of its five elementary schools, with each having the required members. Given Holy Family RCSSD’s small Indigenous population, and that there are no students living on-reserve attending division schools, there is no First Nation representation on the SCCs.

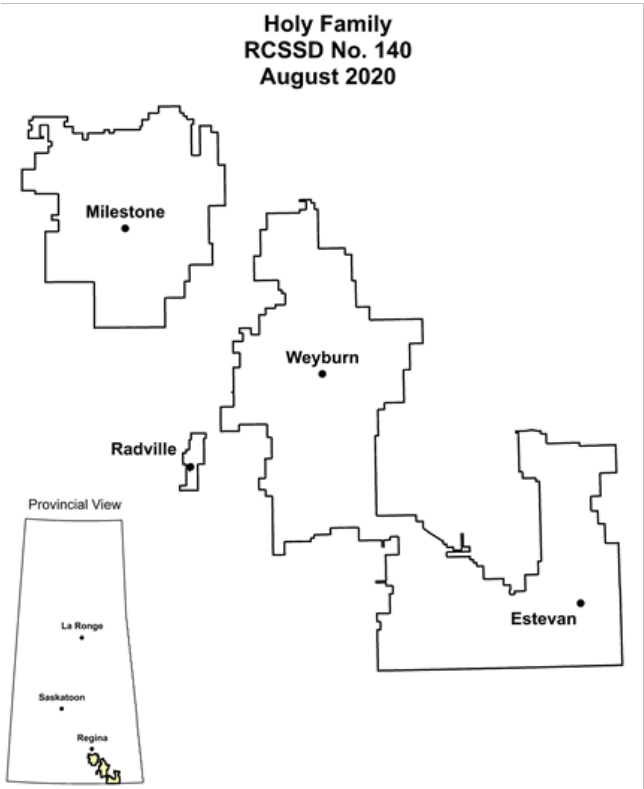
Holy Family RCSSD provides opportunity for an SCC Forum annually. The SCC Forum involves leadership from the SCC presidents. In 2019-20, SCCs were provided a \$3500 budget to cover the annual SCC Forum and a grant to each SCC to cover operational costs. This year the SCC forum could not be held due to the pandemic. Holy Family RCSSD had keynote speaker Jean Clinton available and have rescheduled her for the 2020-21 Forum.

School Division Profile

About Us

Holy Family RCSSD is an urban/rural elementary school division with five schools located in four communities. The division is located in southeastern Saskatchewan. It spans a geographic area from Estevan in the south, Wilcox in the north, Radville in the west, and Weyburn in the center. The map to the right shows the geographic location of Holy Family RCSSD. Holy Family RCSSD is divided into five subdivisions and two urban centers for purposes of board representation. For a more detailed map showing the five subdivisions, our cities and the other major towns and highways, go to our website www.holyfamilyrcssd.ca.

Much of Holy Family RCSSD is rural, punctuated by a few large towns and two cities: Weyburn, where the school division head office is located, and Estevan, in the southeast area of the division. The economy of the Holy Family RCSSD area is mixed. Oil, agriculture and manufacturing are key areas of work.



Division Philosophical Foundation

Mission Statement

To prepare our students to be successful in the economies of the 21st century guided by Catholic values and principles

Vision Statement

To provide relevant, global, high quality Early Learning – Grade 12 Catholic education to children in our community

Guiding Principles

1. We value the uniqueness of all God's children.
2. We value permeation of Catholic faith in our curriculum.
3. We value family, parish and community engagement.
4. We value research based decision making.
5. We value a safe, caring, respectful learning environment.
6. We value individual academic excellence.
7. We value and celebrate the success of our students and staff.
8. We live our faith by modelling Christ's teachings.

Community Partnerships

Holy Family RCSSD and individual schools within the division have established a range of formal and informal community partnerships to promote student learning and ensure that students' school experience is positive and successful.

In 2019-20 Holy Family RCSSD continued its partnership with South East Cornerstones Public School Division #209 (SECPSD) to provide high school instruction in religious studies. SECPSD was able to provide all Holy Family RCSSD rural students with busing service into Radville, Weyburn and Estevan. We partnered to maintain two system calendars so that the busing partnership could continue as well as strategically placed teacher professional development time. The two school divisions continued to offer extra-curricular opportunities in the way of league play and tournaments to reduce travel time and expenses while providing rich extra-curricular experiences for students in Holy Family RCSSD and SECPSD. System Chief Executive Officers (CEOs) meet monthly to address community needs and contractual expectations.

Partnerships exist with each of the community parishes. Holy Family RCSSD partnered with our parishes so that students were able to attend youth group activities. Students and staff continued to participate in ministries within masses in each community. All Holy Family RCSSD schools were very active in social justice and stewardship projects within and beyond our local communities. Central office administration meets regularly with the parish priests.

Holy Family RCSSD continues to be a member of the South East Regional Mobilization Committee. This interagency group acted as the steering committee for the South East Regional Community Mobilization (HUB) committee that met weekly in an effort to proactively meet the diverse needs of individuals that need agency or multi-agency interventions. Holy Family RCSSD actively works with the South East Newcomer Services to help new families transition into their communities. Holy Family RCSSD continued to partner with Sun Country Kids Club to provide before and after school child care to children.

Strategic partnerships exist with provincial organizations and Holy Family RCSSD. We continue to be part of the Saskatchewan Catholic School Boards Association (SCSBA); this partnership allows for Catholic boards and administration within the province to serve Catholic education collaboratively on issues and opportunities provincially and nationally. Holy Family RCSSD senior administration are members of the League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS). LEADS, working through its members and with education and human service organizations, provides leadership to facilitate enhanced outcomes in the development of all students in Saskatchewan. Holy Family RCSSD is a member of the Saskatchewan School Board Association (SSBA) which provides leadership, coordination and services to member boards of education to support student achievement.

Holy Family RCSSD has a partnership with the federal government which allows for a Settlement Worker in Schools (SWIS) program. The SWIS workers support refugee and Newcomer families and students as well as work with Citizenship Canada. Holy Family RCSSD Superintendent of Student Services is part of the Working Committee for the local SWIS.

Holy Family RCSSD has national, strategic alliances with two groups in the area of innovation and 21st century leadership, C21 and New Pedagogies for Deep Learning (NPDL).

Program Overview

Holy Family RCSSD operates five schools in four communities serving 1392 students enrolled in Pre-kindergarten through Grade 9 in 2019-20.

Programming in each of the five schools includes a focus on Saskatchewan curriculum as well as the locally determined options of Religion and French. Permeation of the teachings of the Catholic faith occurs in all subject areas and all learning opportunities. Holy Family RCSSD also offers Christian Ethics instruction at three of the area high schools through a partnership with SECPD. Twenty-first Century Deep Learning for students continues to be a key priority for Holy Family ensuring students are prepared through their learning to succeed in today's global markets. Through rigorous timetabling and the hiring of qualified staff members, Holy Family RCSSD is able to demonstrate clearly its vision to provide relevant, global, high quality Early Learning to Grade 9 Catholic education to children in our community. Full service education means that not only academic development is considered, but also the development of the whole child. Programming includes:

French Immersion
English as an Additional Language (EAL) program
Student Diversity
Speech and Language Therapy
School-based Counselling
Twenty-first Century Deep Learning
Early Learning
Facilitation of First Nation, Inuit and Métis Learning and Truth and Reconciliation

Programming highlights for 2019-20 included:

French Immersion – Instruction at grade levels Kindergarten through Grade 8 is offered at Sacred Heart/Sacré Coeur School in Estevan. Students enrolled in the French Immersion classes are instructed in all provincial curricula as well as Religion and Family Life programming. Student progress reports provided to parents are outcome-based with achievement rated on a four-point scale. Resources purchased for the school are presented in both English and French.

English as an Additional Language (EAL) Programming – In the 2019-20 school year, Holy Family RCSSD experienced an increase in English language learners enrolled in the school division. This increase brought EAL total population higher than it had been in the previous three years. Approximately 11% of Holy Family RCSSD's student population is identified as English language learners and EAL programming remains a priority in the division. The division operates under the philosophy of inclusion and immersion and does not have specific EAL classrooms. Holy Family RCSSD teachers, with the support of school-based Learning Facilitator teachers, program for EAL students by incorporating learning strategies that focus on building English language ability regarding the Saskatchewan curriculum academic work. Holy Family RCSSD also focuses on cultural awareness in schools and classrooms. This is achieved through awareness and training in culturally responsive teaching practices, evidence of this is reflected in the multi-cultural aspects you see and feel in Holy Family RCSSD buildings. The Superintendent of Student Services & Assessment is responsible for the EAL programming, EAL assessment, and EAL resource allocation. As required, Holy Family RCSSD reports annually, the English ability score according to the Common Framework of Reference (CFR) for each English language learner in the division. The CFR level is part of the academic profile for each student and used to plan programming and resources appropriate for each student's English language ability. In order to support Newcomer families, Holy Family RCSSD along with SECPSSD and Southeast Newcomer Services have continued their partnership to support two Settlement Workers in Schools (SWIS) positions with funding support from the federal government. SWIS are a core support for Holy Family RCSSD schools in the area of EAL programming

Speech and Language Therapy – Holy Family RCSSD's Speech and Language Therapy program was revamped in the 2019-20 school year. In this program restructure, Holy Family RCSSD increased Speech and Language Pathologist (SLP) from 1.0 position to 1.5 positions and reduced the SLP Aides in schools. This program restructure addressed an access need for Holy Family RCSSD students to professional services. Providing more professional service to students has

proved beneficial to students and their families, by meeting unique student needs in a better way. Holy Family RCSSD SLPs are now able to communicate more with families and offer at home programming and training for teachers so that a student's speech and language needs can be worked on through every environment, not just during SLP therapy sessions. Holy Family RCSSD's 1.5 SLPs hold a variety of roles in the division including: consultant, assessor, interventionist, and direct therapy service. Holy Family RCSSD SLPs are members of the Response to Intervention (RTI) team in each of the schools. This allows for direct input into supporting small group Tier 2 and individual Tier 3 students, as well as introduction of Tier 1 strategies which benefits all students enrolled in each classroom. In 2019-20 Holy Family RCSSD SLPs trained and targeted work in augmented communication tools. Students in need received Tobii Dynavox speech cases for their iPads and staff, students, and parents were trained in Snap Core First communication. This project is ongoing and expanding to meet student needs, recognizing that all children have a voice to express if the correct tool to support it can be found. SLPs were also part of the Holy Family RCSSD Early Years Support plan, which included universal screening of Kindergarten students for both speech and language difficulties. This plan gets to the heart of early intervention where the division understands the needs and puts supporting plans in place for all Kindergarten students entering Holy Family RCSSD schools. Speech and language services were provided remotely from March to June 2020 to the families participating in the online supplemental learning opportunities.

School-based Counselling – Two counsellors serve the five schools working both within the classroom for social programming and on a pull-out basis to meet individual student needs. An increased focus on well-being in our schools and our community in 2019-20 saw counselors focus on helping staff and students better understand what well-being is and strategies for both staff and students to help them with their own wellness. The prevention of bullying, providing support for those who experience bullying situations, and finding opportunity for more global education opportunities continued to be a focus as well. An alignment with the values of the Catholic faith aids in developing strategies within the schools. Counselling services were provided remotely from March to June 2020 to the families participating in the online supplemental learning opportunities.

Student Diversity – Holy Family RCSSD is proud of the diversity in our student and staff population as it is a school and work place for newcomers to Canada, First Nations and Métis peoples and peoples with intensive needs. The division honours and respects diversity and works from a position of collaboration and understanding. Holy Family RCSSD prides itself on providing a safe and caring learning environment for all students. To keep safety and respect at the forefront, Holy Family RCSSD's Operational Procedures have guidelines to protect and support the diversity of all students and staff with a duty to accommodate. These Operational Procedures reflect learning from the Saskatchewan Catholic School Boards Association, The Saskatchewan Human Rights Code and other guiding documents.

Early Learning Facilitation – Holy Family RCSSD supports early learners and their families from ages 0 – 6 through the Early Childhood Intervention Program (ECIP) and then school age students aged 3-6 through Pre-kindergarten and our Early Entrants programs. In 2019-20 Holy Family RCSSD was happy to be awarded two Early Learning Intensive Needs (ELIS) spots into

one of the division's existing Pre-kindergarten programs. All four of these early learning programs have a mandate to support vulnerable children and their families. ELIS's mandate is early intervention for the most vulnerable and intensive needs students. ELIS funding supports salary for an educational assistant, purchasing of equipment for proper classroom set up, and specialized services such as occupational therapy and speech and language therapy to support the students who need it most. ECIP's mandate is to work with families and children from birth to school age. Part of ECIP's role is to impact community connections in a positive way via home visits and partnering families with other agencies for support. ECIP Interventionists are also able to impact positively the community connections in all attendance areas by conducting home visits or partnering with agencies for early childhood development opportunities. Pre-kindergarten and Early Entry programs work with families and early learners from three years old onward until they are ready to transition into a Kindergarten program. These programs target vulnerable children and offer a play-based approach to learning and growing with a focus on parent engagement. Once early learners are registered in Pre-kindergarten or are accepted as Early Entrants in one of our schools, the school Response to Intervention Team develops a support plan targeting specific areas. All Pre-kindergarten and Early Entry students have access to student services support in Holy Family RCSSD schools. Evidence collected at the provincial level puts Holy Family RCSSD at the top of the province for Early Years Evaluation scores in past years. Services were provided remotely following the Re-Open Saskatchewan guidelines regarding remote learning and programming.

21st Century Deep Learning—In 2019-20, Holy Family RCSSD's deep learning team continued to partner with IBM Canada, an international information technology company, and C21, a Canadian national non-profit organization that advocates for 21st century models of learning in education. The partnership supports a strategic plan for deep learning with students. Holy Family RCSSD's strategic plan for deep learning also continued to partner with Fullan's New Pedagogies for Deep Learning. Through these partnerships, Holy Family RCSSD infuses 21st century learning skills using Fullan's Deep Learning Pedagogies into existing curricula and educational programming. Teachers in 2019-20 continued planning protocols integrating deep learning into lesson plans. While still focusing on the student achievement of curricular outcomes, teachers facilitate learning experiences by leveraging digital platforms, introducing new pedagogical practices, revisiting learning environments and forming partnerships to allow the students more independence as well as development of the 6 C's: critical thinking, creativity, communication, collaboration, citizenship and character. A main focus on well-being was done to help address the impact of COVID-19. Leveraging digital platforms was a primary focus with staff to provide participating students with a remote learning experience.

First Nations and Métis Education – Holy Family RCSSD is situated on Treaty 4 and Treaty 2 territory and the Homeland of the Métis. As Treaty People, we continue to walk the path of truth and reconciliation. Holy Family RCSSD flies the Treaty 4 flag as a symbol of our focus on relationship building with local First Nations and Métis nations and The Treaty Symbol is displayed at all Holy Family RCSSD sites. Holy Family RCSSD continues to provide academic, cultural, and spiritual support and engagement for First Nations and Métis students. Orange Shirt Day, Truth & Reconciliation recommendations, Treaty 4 Gatherings and Traditional

Knowledge Keeper visits are part of the classroom activity at Holy Family RCSSD. All gatherings in Holy Family RCSSD begin with an acknowledgement of the Treaty land we are on and pay respect to the Elders. Holy Family RCSSD continues to be a recipient of the First Nations Métis Education Achievement Fund as delivered by the Ministry of Education which allows further support for the academic achievement of the First Nations and Métis students in literacy, numeracy, early learning, and engagement. Holy Family RCSSD schools work to be inclusive and culturally responsive environments by following the five policy goals as outlined in *Inspiring Success: First Nations and Métis Pre-kindergarten-12 Education Policy Framework*. It should be noted that Holy Family RCSSD has very few First Nation and Métis students, but have woven a respectful culture into daily practice. More detail is available upon request.

Strategic Direction and Reporting

The Education Sector Strategic Plan

Members of the education sector have worked together to develop an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP describes the strategic direction of the education sector. The ESSP priorities and outcomes align the work of school divisions and the Ministry of Education. The plan continues to shape the direction in education for the benefit of all Saskatchewan students. 2019-20 was the fifth year of deployment of the 2014-2020 ESSP.

Enduring Strategies of the 2014-2020 ESSP:

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

In 2018, prior to the 2019-2020 school year, the education sector partners began to co-construct a provincial education plan for 2020-2030. In November 2019, a framework which had been developed collaboratively by the education sector partners was released. This framework provides the foundation within which a plan for education for 2020-2030 will be developed. The Education Sector Strategic Plan will continue to guide the education sector until the provincial education plan is in place.

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

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

The goals of *Inspiring Success* are:

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

Reading, Writing, Math at Grade Level

ESSP Outcome:

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

ESSP Improvement Targets:

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

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

2019-20 Holy Family RCSSD Goal: 80% of Grade 1 - 9 students will be at grade level in reading, writing, and math according to provincial standards.

Holy Family RCSSD's reading, writing, and math targets align directly with the Education Sector Strategic Plan (ESSP) Outcome for June 30th, 2020. Holy Family RCSSD's school level goals are also in alignment with the division and ESSP academic targets. The ESSP Improvement targets are also regarded when data is looked at with the Board of Education and Administration.

Within the division goals, and assessment and programming work in schools to achieve these goals, there is a lens of cultural appropriateness and authentic assessments that foster improved outcomes for First Nations and Métis students and English language learner students. Holy Family RCSSD pays attention to the goals of *Inspiring Success* for shared management of education and to continue to build partnerships with local First Nations and Métis communities.

School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome

Successful 2019-20 division – wide actions that supported student academic achievement:

- *Deep Learning & 21st Century Skills*. With NPDL (New Pedagogies in Deep Learning) as our guide in deeper learning, Holy Family continues to work on 21st century learning by the creation of engaging and flexible classroom environments, an influx of technology options, and deeper learning (personalized learning) for our students. These practices will grow numeracy rates among our students as they become more engaged in their learning and see more value in what they are learning.
- *"Every student can learn"*. A central philosophy that focused on academic growth in all students, not just target achievement.
- *Data Dashboards*. Current data available at the fingertips of principals and central office. Each school has a dashboard that has been custom-developed for their school. The data shown reflects current ESSP, Division and School level targets, and also shows a history of those targets so that decisions about areas of need and celebrations can be made.
- *Conversation Walks*. The Superintendent of Operations spent time in each school with a focus on this area. The Superintendent met with each principal and spent time observing classrooms followed by a discussion on instructional strategies and data. Conversation Walks have a dual purpose as when the Superintendent is in schools he will also make connections between teachers,

suggesting classroom visits between one another and resource sharing. The focus in this activity is for sharing of best practice in the core basics.

- *School Data Review Conferences.* The creation of the Holy Family Continuous Agenda involves set Data Conference calls between Academic Counsel and school RTI teams. Each meeting was set to review the school dashboards and dig into a specific academic target. When applicable other Student Services such as our SLP or Counselors will join the case conference and school principals and Learning Facilitators will be involved. The point of the school data reviews is to dig in deeply to the data and the trends and directly assess the need and then put forward plans into place and assign responsibility for accountability.
- *SCC Engagement.* School level Project Plans were reviewed with the SCCs and the SCC President will acknowledge the plans showing SCC level support for the proposals. These are important connections and help solidify the targets and plans for Holy Family to work towards meeting ESSP targets. SCCs supported the purchase of classroom libraries to improve interest led reading for students.

Successful 2019-20 actions in reading that supported target achievement:

- *Student Engagement.* Destiny Library system was implemented in all Holy Family Schools in the spring of 2020. This new library system allows students to access libraries from school and home. Central Office continues to acquire digital resources for students to engage and read online. This change to Destiny Library allows our Holy Family Online Learning students access to physical and online libraries.
- *Improved Assessment Practice.* For the second year all schools used the Fountas & Pinnell reading benchmarking system to assess students reading levels. Fountas & Pinnell gave staff, students, and parents an in-depth understanding on instructional and independent reading levels. Fountas & Pinnell is used in approximately 75% of school divisions in Saskatchewan and will be used to report our reading scores. The Fountas and Pinnell benchmark reading assessment provided an opportunity for use of a culturally appropriate and authentic assessment and culturally representative books are used during the testing.
- *Professional Staff Capacity.* Two Holy Family schools have been able to generate a Reading Coach role within their Student Services departments to focus on literacy support and growth for students.
- *Technology.* Assistive Technology for individual students who are in need is supported by central budget. Chromebooks, iPads, headsets are applied for as needed and supported by Central budget. Additionally, central budget supports the costs for Google Read & Write for all students. This Google extension has capacities such as voice to text, text to voice, highlighting, differentiating text etc. Google Read & Write is used to help support struggling readers to gain skill and independence.
- *Engaging Parents and Community.* Newsletters, school events, classroom events, Family Projects. Involvement with local literacy groups and libraries will continue. Schools used available government grant money to support literacy events in schools.

- *Digital Support.* IXL is an online English Language Arts program that all Holy Family students have access too. IXL is based on Saskatchewan curricula and students have access to IXL at home or school for extra practice.
- *Saskatchewan Reads.* Continued implementation and review of the Saskatchewan Reads document and website for both French and English teachers. Holy Family manages a Sask Reads website where teachers have access to materials, resources, and ideas to support literacy in their classrooms. Holy Family also has team members on the Sask Reads for Administrators project.
- *Early Literacy support plan.* Targeted Speech-Language assessments to get to students in need sooner and cut down on the number of referrals coming into our Student Services department. Implementation of the early learning phonological awareness program supported by our SLP. This program has proven to increase phonological skills in pre-readers to create a strong foundation for reading.
- *Improved Instruction.* Specific reading strategies and interventions for all three tiers of readers. One on one support for struggling readers continued through supplementary learning from March – June 2020.
- *Using Master Teachers.* Learning Facilitators (LF) were as coaches in classrooms and to run tiered intervention groups. LFs also being used to role model specific literacy-rich strategies for teachers.
- *Goal-setting:* Students set reading goals for themselves supported by their parents and teachers. Celebration of these goals is important.
- *High-quality Resources.* Use of researched, relevant and culturally responsive materials in our classrooms such as Leveled Literacy Intervention in English and French.
- *English Language Learners.* Focus and support for English language growth such as the Rosetta Stone online program.

Successful 2019-20 actions in writing that supported target achievement:

- *Assistive Technology.* Specific and increased central office budget to support students with diverse needs in communication in the form of augmented communication devices. All students have a voice; some just need the right tools to be heard.
- *Improved Assessment Practice.* Continued use of authentic assessment with the Saskatchewan Provincial Writing Rubric. This included a mid-year and end of year check in on student writing data Alignment work occurred with teachers to align the Saskatchewan Provincial Writing Rubric to Saskatchewan Curricular outcomes. This alignment helped create a common understanding of writing assessment.
- *Support for Struggling Writers.* Professional development session on Fine Motor skills with our Occupational Therapist and focus on finding a writing assessment to screen writing issues in students. Additionally, Central office budget supported the costs for Google Read & Write for all students. This Google extension has capacities such as voice to text, text to voice, highlighting, differentiating text etc. Google Read & Write is used to help support struggling readers to gain skill and independence.

- *Equitable opportunities*: all students were able to grow in their writing skills through 2019-2020; teachers provided opportunities for all students to engage in personal writing through choice and voice to work on writing skill and also as a way to express themselves.
- *Provincial Involvement*. Continued implementation of the provincial document: *Instructional Supports for Diverse Writers*. With work at the provincial level with the ESSP and the Reading, Writing and Math At Grade Level Outcome, Holy Family Director is owner which allows Holy Family access to the best information in a quick amount of time.
- *Improved Instruction*. Focused on the Daily 5 structure for writing as well as reading. Peer and self-editing are also good practices that will continue to support writing instruction. Continued implementation and use of *Saskatchewan Reads* documents and website. Use of quality and researched writing strategy in classrooms such as the Expanding Expression Tool and Braidy the Story Braid.
- *Early Intervention*. Year two implementation of an oral narrative assessment: Narrative Language Measures in Holy Family RCSSD's Kindergarten classrooms. This assessment will tell teachers if students are on track in their oral language. Oral language is the biggest predictor of future reading and writing ability. The Narrative Language Measures will let detect issues in early learners so interventions can be implemented before Grade 1.
- *Digital Support*. IXL is an online English Language Arts program that all Holy Family students have access too. IXL is based on Saskatchewan curricula and students have access to IXL at home or school for extra practice.
- *English Language Learners*. Focus and support for English language growth such as the online Rosetta Stone program.

Successful 2019-20 actions in math that supported target achievement:

- *Student Engagement in Personalized Learning*. Grade 7 – 9 students followed a personalized/individualized learning model in one school, where students learned math at their own pace and with resources that best suit their learning needs. A celebration in this area is Holy Family RCSSD's work with Southeast Cornerstone Public School Division to enroll students who had completed Grade 9 math into online high school math courses.
- *Improved Assessment Practices*. Continued use of authentic assessment with the Saskatchewan Provincial Math Rubric. This included a mid-year and end of year check in on student math data. Alignment work occurred with teachers to align the Saskatchewan Provincial Math Rubric to Saskatchewan Curricular outcomes. This alignment helped create a common understanding of math assessment.
- *Permeation of Ways of Knowing*: Math text books and classroom made math questions showed that First Nations and Métis cultures and languages were valued and supported by incorporating cultural examples within the context of math problems.
- *Creation of a math resource bank*. Continued work for staff and student access for supplementary learning paths.

- **Parent Engagement.** Sharing of Ministry created Math pamphlets for parents. There is a pamphlet for each grade level that contains information on that year's math curriculum and focus.
- **Holy Family Math website.** Teachers have access to provincial rubrics, benchmark tools, practice tests, and resources in English and French. This site also hosts the Saskatchewan Common Math Assessments.
- **Daily Practice.** Utilization of questions from the math practice tests daily to work with students. This allows students time to see the question and teachers the time to focus on one particular question. 5-10 minutes daily.
- **Resources.** Use Do The Math for small group focus, or for math stations in the classroom. Do The Math has manipulatives to engage reluctant learners. Continued division level support for online math support programs such as IXL, Mathletics, Xtra Math, Prodigy
- **Student Engagement.** Integration of STEM (Science, Technology, Engineering, Mathematics) projects into math classes. Access to IXL for digital supplementary math support at any time. Contests and prizes for highest number of questions answered. Other strategies are: Problem of the Day, Spirit Math, Math Detectives, Ginger Bread Math, Pi Day and Spirit Math. All these events are designed to engage students more in their math studies.
- **Needs Assessment.** Use of Key Math diagnostic math assessment and the Essential Skills programs. Key Math gives data on which areas of math students are struggling in and then the Essential Skills program creates a targeted program for students to use.
- **Professional Learning Communities.** Teacher groups focused on math and shared resources and ideas on student self-assessment in math, rubrics, etc. Professional Development for all staff on opening days in 2019-20 was in math.

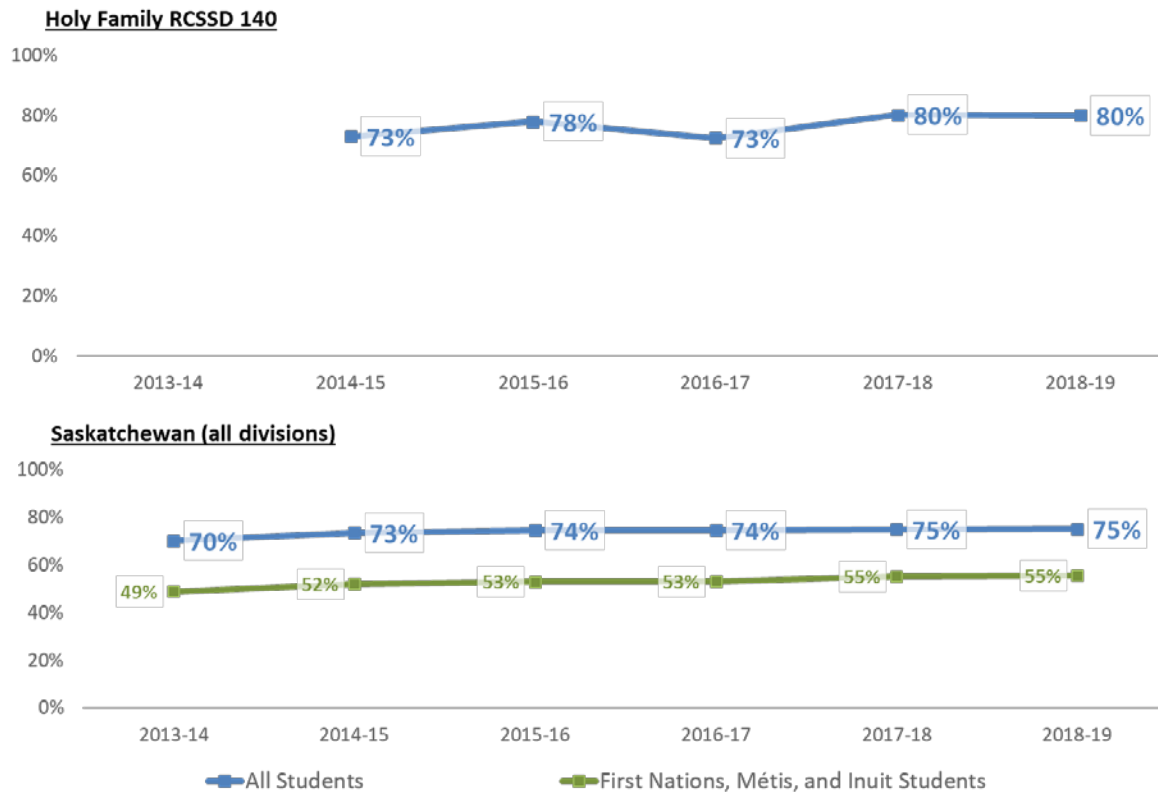
Measures for Reading at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

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

The following data display shows the six-year trend (2013-14 to 2018-19) overall, FNMI, and non-FNMI. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.

Percentage of Grade 3 Students Reading At or Above Grade Level, 2013-14 to 2018-19



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

Source: Ministry of Education, 2020

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

For the most recent years that final June reading data has been available (2017-18 and 2018-19) Holy Family RCSSD Grade 3 readers have hit the ESSP outcome target of 80% of students reading at or above grade level, and surpassed the ESSP Improvement Target of 75%. The dedicated work of Holy Family RCSSD Board, Administration, schools, teachers, parents, and students is applauded.

Holy Family RCSSD Grade 3 readers included in this data set are both students from mainstream English classes as well as the French Immersion stream. At the division level, this data is disaggregated, as it is important to the board, staff, and administration to provide a specific view of how both the English and French readers are doing, as grade level requirements differ.

Holy Family RCSSD results were 5% (percentage points) above the provincial results for the last two years (75%). Holy Family RCSSD has experienced both growth and stability in our Grade 3 reading levels with over 90% of Grade 3 students with a reported reading level for the past two years.

As with all student populations, Holy Family RCSSD Grade 3 readers come with their own unique needs and challenges and we are working hard to find the right path and supports for all students. Continuous improvements plans have been set in place at the division and school level to support Holy Family RCSSD Grade 3 readers, no matter if the 80% target is met or not, as there is always room for growth.

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

ESSP Outcome:

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

ESSP Improvement Targets:

- **Achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.**
- **By June 2020, schools involved in FTV for at least 2 years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.**
- **By 2020, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures (Student Engagement, Inclusion and Learning).**

<p>School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>Holy Family RCSSD is a Pre-kindergarten to Grade 9 school division with a small population (approximately 2% of total) of self-declared First Nations and Métis students. Holy Family RCSSD understands that improvement in graduation rates begins in the early years, and is committed to this ESSP outcome.</p> <p>In October of the 2019-20 school year, Holy Family RCSSD used the OurSCHOOL survey to measure the engagement of the Grade 4 to 9 students.</p> <p>The engagement goal for Holy Family RCSSD in 2019-20 was Grade 4-9 students will self-report an increased level of global competency performance, according to the OurSCHOOL Survey.</p> <p>By using the OurSCHOOL survey, Holy Family RCSSD was able to provide equitable opportunity for student voice by providing this safe space for all students to give their opinion on their school and learning experiences while also sharing their thoughts on how their experiences could be improved. Survey results are shared at the Board level, with Senior and School Based Administration, with teachers, students, and School Community Councils. OurSCHOOL survey results are used as base data to build future school improvement plans.</p>
<p>School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>Successful 2019-20 actions in student engagement:</p> <ul style="list-style-type: none"> • The OurSCHOOL survey was used in a more strategic way at Holy Family RCSSD in 2019-20. In the past, the survey was done in May, and goals were set for the following year. However, we wanted to be able to focus more on students still remaining in Holy Family RCSSD. Therefore, in 2019-20 the survey was done with Grades 4-9 students in October 2019, with a second, follow up survey planned for, which was not completed due to school closure. The purpose of this change in practice was to be in a better position to listen to student voice, act upon it and then check in to see if improvements in engagement have been made throughout the 2019-20 school year. Development of Holy Family 2020-21 Theme: Live Mercy, Be Holy. This theme was developed in 2019-20 to allow opportunities for Holy Family schools and staff to practice kindness and compassion to one another as we navigate through this school year of change and disruption. • Focused on Well-Being. From within the Deep Learning frame, there is an adaptation in structure that focused on well-being. • <i>Well-Being Projects</i>. Each school was given an opportunity to apply for a Well-Being Project grant that focused on a unique school based project. These projects were focused in the areas of character and communication from the global competencies. <ul style="list-style-type: none"> • <i>Anti-Bullying with Well-Being</i>. Counselors delivered monthly activities to all schools to support the anti-bullying movement that focuses on well-being to support this year of disruption and high anxiety. • <i>First Nations Ways of Knowing</i>. Traditional Knowledge Keeper Lyndon J Linklater guided Holy Family RCSSD to be more inclusive of First Nations Ways of Knowing in order to support student engagement and growth in reconciliation.

- *Equitable opportunities and outcomes for First Nations and Métis learners:* Holy Family RCSSD has been a recipient of the First Nations Métis Education Achievement Fund (FNMEAF) for the past 9 years. FNMEAF funds are used for resources and to support practices that specifically tie to increased student achievement. For example, in 2019-20 Holy Family RCSSD used FNMEAF funds to purchase Fountas & Pinnell Levelled Literacy Intervention Kits, writing and growth mindset PD for staff, writing resources to support French Immersion students and more.
- *Assessment.* Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes. Respecting student diversity by providing instruction and assessment that is authentic.
- *Data Dashboards.* Current data available at the fingertips of principals and central office. Each school has a dashboard that has been custom-developed for their school. The data shown reflects current ESSP, Division and School level targets, and also shows a history of those targets so that decisions about areas of need and celebrations can be made.
- *School Data Review Conferences.* The creation of the Holy Family Continuous Agenda involves set Data Conference calls between Academic Counsel and school RTI teams. Each meeting set reviewed the school dashboards and dig into a specific academic target. When applicable other Student Services such as our SLP or Counselors will join the case conference and school principals and Learning Facilitators will be involved. The point of the school data reviews is to dig in deeply to the data and the trends and directly assess the need and then put forward plans into place and assign responsibility for accountability.
- *Conversation Walks.* The Superintendent of Operations met with each school principal and spent time observing classrooms and then discussion instructional strategies and data. Conversation Walks have a dual purpose as when the Superintendent is in schools he will also make connections between teachers, suggesting classroom visits between one another and resource sharing.
- *Partnerships.* Connections and local partnerships with Southeast Cornerstone Public High Schools allowed some students to join their sports teams. Partnership with SWIS (Settlement Workers in Schools) to assist our Newcomer families with settling into our communities.
- *Student Leadership.* Students led all aspects of community gatherings from assemblies to announcements.
- *Data.* OurSCHOOL data was shared with students, staff, and SCCs to seek feedback for improvement and growth.
- *Inclusion.* Accessing assistive technology budget in place to support soundfield systems in classrooms, to promote inclusion of all students. This allowed students with hearing issues or auditory processing disorders to be engaged members of their classrooms and schools.

Strategies used to support student engagement during remote supplemental learning from March to June 2020:

- Early years classes used SeeSaw for regular communication

- Elementary and middle years used Google Classroom
- Each teacher scheduled daily 'office hours' where they were available to students and parents in Google Meet
- Teachers provided a weekly summary email for families of what was expected for the upcoming week and a daily communication for students through Classroom or SeeSaw of what needed to be done that day
- Daily video messages (some in clown costumes!), chat groups, one on one meetings and support, challenges and creative projects
- Education assistants provided one-on-one reading support with struggling readers through Google Meet
- Driveway meets and deliveries to meet with students who needed a face to face
- Interactive games between classmates through online forums
- One to one support for French Immersion families
- Weekly story time. Where kids could pop in through Google Meet and listen to a book being read aloud by a staff member
- Art Time with an educational assistant every Thursday, students could join Google Meet for a live art lesson. Many of the student projects were shared in our Virtual Art Gallery
- Weekly Class meeting on Google Meet
- Introducing more of the Google Suite to students like Jamboard, as a way of doing things differently
- Buddy Meets - Some teachers had meetings with students, and a friend, instead of doing one-on-one conferences
- Making relationship development a priority between staff and students
- Weekly Google Slide information for students to follow
- Provided daily agendas to students and a Top 5 assignments/activities for the students to participate in. This included mailed out treats with an activity and an experiment to do with the was then featured during their Google Meets
- Social media outreach with activities for family engagement

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

Average Final Marks

Holy Family RCSSD is a Pre-kindergarten to Grade 9 school division with a small self-identified First Nations and Métis student population. As Holy Family RCSSD also does not have high school students, the school division does not have measures to report for this outcome area. Holy Family RCSSD's other ESSP priorities support a diverse student population as evident below in the graduation rates and transition from grades 9 to 10 measures. Despite the fact that Holy Family RCSSD does not have high school students or a high percentage of First Nations, Metis and Inuit students, and the school division strategically supported this priority by continuing on the path of Truth & Reconciliation. As Treaty People, Holy Family RCSSD took action to support quality resources in classrooms and schools on the subjects of Truth & Reconciliation, Residential Schools, First Nations culture, Métis culture, and provincial involvement. Holy Family RCSSD has reviewed and is working to implement the framework from Inspiring Success as well as continued work in the Leading to Learn initiative with our administration throughout 2019-20.

Graduation Rates

ESSP Outcome:

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

ESSP Improvement Targets:

- Achieve an annual increase of three percentage points in the provincial three-year graduation rate.
- 90% of students will have at least 80% attendance in 2019-20.

School division goals aligned with the Graduation Rates outcome

Holy Family RCSSD has grades from Pre-kindergarten to Grade 9; since we do not have high schools in Holy Family RCSSD, we do not have specific goals or actions in this area pertaining to graduation rates. Holy Family RCSSD does, however, support the transition of students from our senior grades into high school and tracks students' success through graduation rates of former students.

School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Graduation Rates outcome

Transitions to High School Plan –

There is a multi-faceted plan in place for Holy Family RCSSD students to transition into high school. High school guidance counselors, in-school administration, and teaching staff supported Holy Family RCSSD senior year students in transitioning to high school by:

- Meeting with students in mid-winter to discuss course options and the registration process.
- Students and families normally tour the high school they would be attending either during a scheduled day or evening. Due to COVID restrictions, these tours were not able to happen this year. The high schools were able to transition students in a staggered start this year to help acclimatize students to their new school in a different school division.
- Some of the high schools also called each student to ensure registration was managed as well as possible including class selection, homeroom placement and transition to the school.

Holy Family RCSSD teachers met with high school teachers virtually to discuss intensive needs students who transitioned into high school; these meeting took place between student services teachers from Holy Family RCSSD and the high school. Students' academic, behavioral, attendance and social strengths and needs were discussed during these meetings in an effort to ensure appropriate programming for intensive needs students.

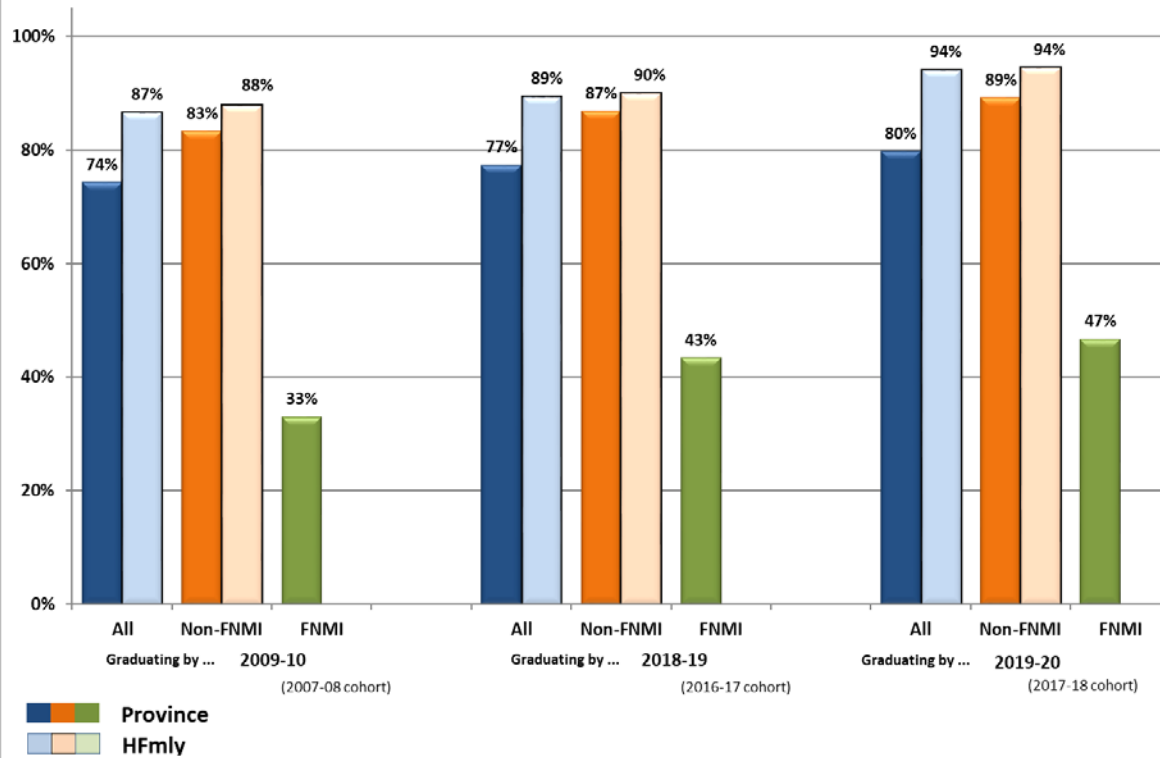
Measures for Graduation Rates

Three-Year Graduation Rate

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 required secondary level credits at the end of Grade 12. Three-year graduation rates are one measure of the efficiency 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 three years of entering Grade 10, along with provincial results in each of these categories.

'3-year' Graduation Rates, Province and Holy Family RCSSD (past students >= 200 calendar days)
 (Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)



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

Source: Ministry of Education, 2020

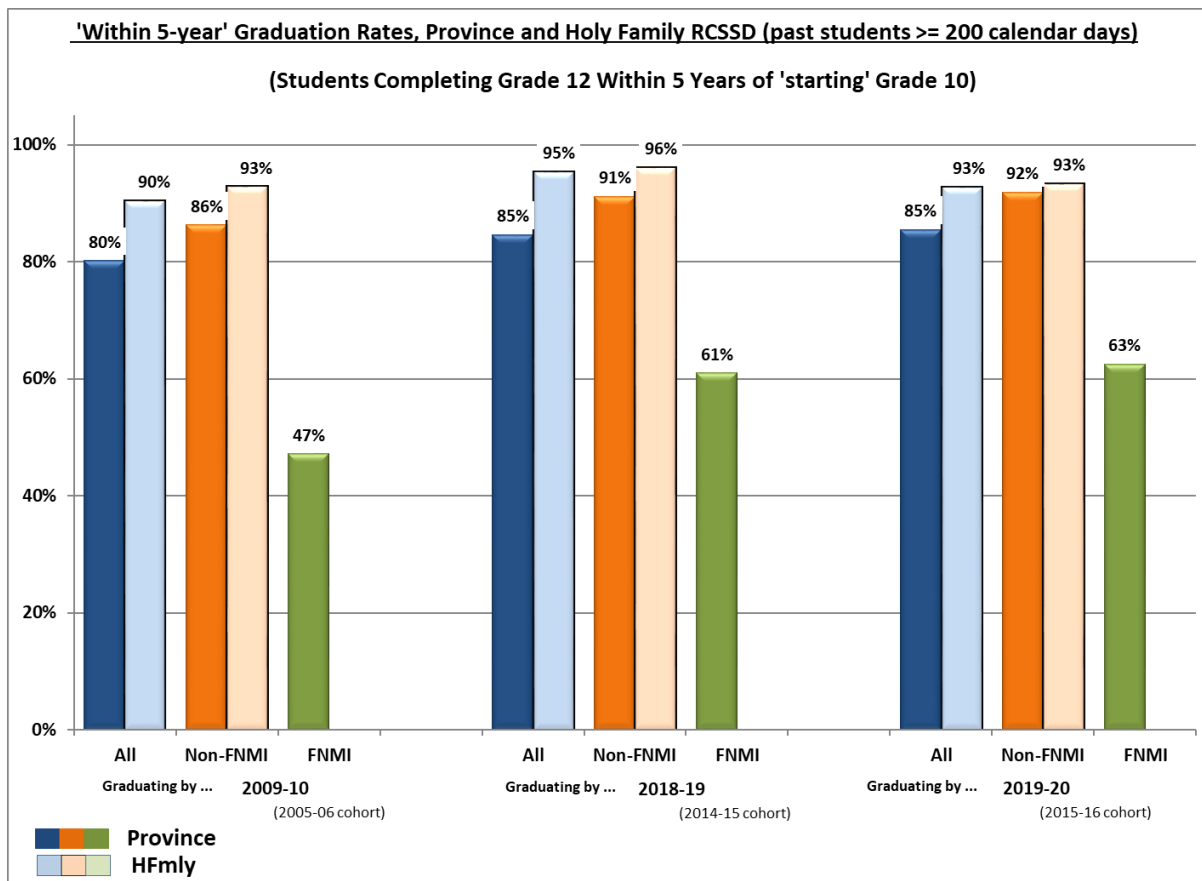
Analysis of Results – Three-Year Graduation Rates

In June 2020, 94% of former Holy Family RCSSD students (who have attended at least 200 calendar days at any point in their academic career in Holy Family RCSSD or attended any part of their senior year in Holy Family RCSSD) graduated within three years of entering Grade 10, as did 89% of non-First Nations, Métis and Inuit students. These results are slightly higher than last year's results. Holy Family RCSSD is 14% higher than the provincial average for all students and 3% higher than the provincial average for non-First Nation, Metis and Inuit students. Holy Family RCSSD is 9% above the 2020 provincial target of 85% of students graduating high school within 3 years of 'starting' Grade 10. Provincial policies set in place in response to the COVID-19 pandemic, along with school operational and instructional responses, likely contributed to a larger than usual year-over-year percentage point increase in provincial graduation rates for June 2020.

Grade 12 Graduation Rate: Within Five Years

Some students need more time to complete all the courses necessary to graduate so they continue in school longer than the typical three years after beginning Grade 10. Extended-time graduation rates are one measure of the responsiveness of the school 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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2020

Analysis of Results – Graduation Rates 'within five-years'

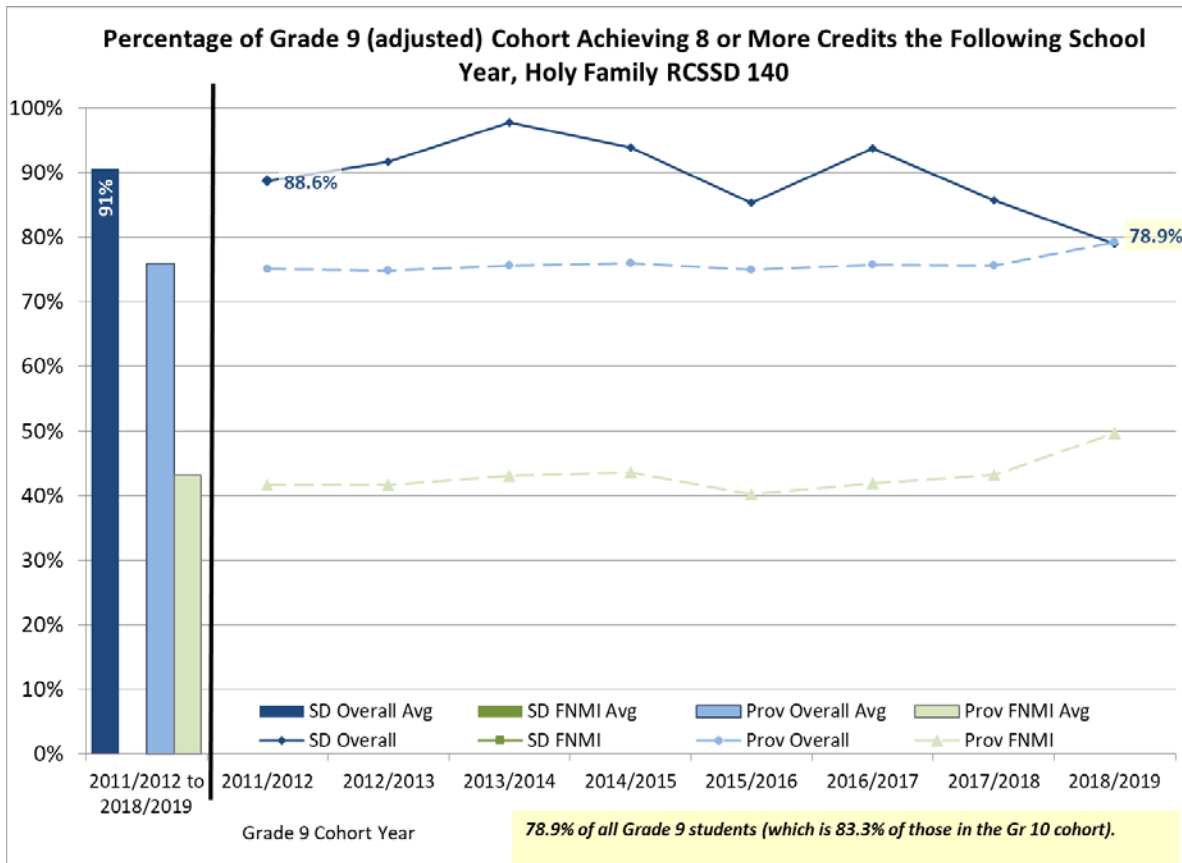
In June 2020, 93% of former Holy Family RCSSD students (who have attended at least 200 calendar days at any point in their academic career in Holy Family RCSSD or attended any part of their senior year in Holy Family RCSSD) and 93% of non-First Nation, Métis and Inuit students who had entered Grade 10 five years previously

had graduated. Holy Family RCSSD's results are 8% higher than the provincial rate for all students and 1% higher than the provincial average for non-First Nation, Métis and Inuit students. Provincial policies set in place in response to the COVID-19 pandemic, along with school operational and instructional responses, likely contributed to a larger than usual year-over-year percentage point increase in provincial graduation rates for June 2020.

Grade 9 to 10 Transition

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

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



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

Source: Ministry of Education, 2020

Analysis of Results – Grade 9 to 10 Transition

Transitions to High School Plan – Holy Family RCSSD results in 2019-20 were 78.9% of all Grade 9 students (from 2018-19) received eight or more credits in the following year which is at the provincial results of 78% for

all students. From 2011/2012 to 2018/2019 on average 91% of Holy Family RCSSD Grade 9 students have earned eight or more credits the following school year. Due to Holy Family RCSSD's small First Nation and Métis population there is no data available in this area to report on.

We are satisfied with the long term results within our school division given our average of 91%. Although the majority of the Grade 9 students being monitored for this measure transitioned out of Holy Family RCSSD at the end of Grade 8, the actions identified above appear to be preparing Holy Family RCSSD students well for transitioning in their high school careers.

Early Years

ESSP Outcome:

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

ESSP Improvement Targets:

- By June 2020, 75% of in-service Pre-kindergarten educators will have completed Responding to Children's Interests (SPDU) workshop and 75% of in-service Kindergarten educators will have completed Literacy Practices in Kindergarten.

School division goals aligned with the Early Years outcome

2019-2020 Holy Family RCSSD Goal: 90% of students exiting Kindergarten are ready for learning in the primary grades. As a result of the COVID-19 pandemic response, Spring 2020 EYE data is unavailable.

Supporting and aligning to the ESSP Early Years outcome, Holy Family RCSSD set a goal to have 90% of students exiting Kindergarten ready to learn according to the Early Years Evaluation by June 2020. All Holy Family RCSSD schools aligned their school-level goals to this 90% target.

School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Early Years outcome

Successful 2019-2020 actions in the early years that supported target achievement:

- *ELIS*. Early Learning Intensive Support Program. Holy Family applied for and was accepted in the provincial ELIS pilot in March 2020. ELIS was set up at the St. Michael Pre K classroom with two additional student spots within the existing Pre-kindergarten program. ELIS comes with funding to specifically support Early Years intensive needs students, meaning that students who need support, get early intervention. Prior to school shut down on March 20th, 2019, Holy Family RCSSD was able to process some of the start up funding and make some purchases of equipment for the ELIS program. As well, the Pre K teacher was able to participate in some online professional development during school closure with the ELIS funding. Additionally, two students were enrolled in ELIS in March 2019 and a job posting for an ELIS EA went up, but neither actions were able to be completed due to school closure.
- *Early Entrants*. The division and schools continues to support the practice of Early Entrant status to students who are 3 or 4 in communities that do not offer a Pre-kindergarten program. In partnership with ECIP, taking in Early Entrants to our schools gives students in need access to professional supports and guidance. It also makes the transition to Kindergarten classes much smoother for families and the school.
- *Critical Friends*. Dr. Carrington, Dr. Clinton and Kevin Cameron continue to be part of Holy Family's support structure. The work of these professionals was critical for back to school transition in September 2020.
- *Play-Based Learning*. Continued expansion of knowledge and philosophy in the play-based approach... Holy Family RCSSD Pre-kindergarten teachers follow a Reggio Emilia approach to learning.
- *Trusted Assessment*. The continued use of the Early Years Evaluation (EYE) tool, 2020-21 will be the 9th year using the EYE. Teachers have a high level of competency and trust in this tool. Yearly training opportunities are available for

teachers. The EYE is an observational assessment which allows the teacher to observe and assess students in their home classrooms using culturally appropriate materials the students are familiar with. Given this, the EYE is a highly authentic assessment tool that fosters improved educational outcomes by assessing readiness skills in students. Holy Family RCSSD also continues to use an oral language assessment, called Narrative Language Measures (NLM) in our Kindergarten classrooms to focus on hearing what language students are using for their personal narratives. Ages & Stages Questionnaires are used in Holy Family RCSSD Pre-kindergarten classrooms; this assessment informs teachers of developmental challenges for students. Speech and Language Pathologist also implemented language screeners for all Kindergarten students. This is a proactive measure to screen for language and communication disorders or concerns.

- *Data Dashboards.* Current data available at the fingertips of principals and central office. Each school has a dashboard that has been custom-developed for their school. The data shown reflects current ESSP, Division and School level targets, and also shows a history of those targets so that decisions about areas of need and celebrations can be made.
- *SCC Engagement.* School level Project Plans were reviewed with the SCCs and the SCC President will acknowledge plans showing SCC level support for the proposals.
- *School Data Review Conferences.* The creation of the Holy Family Continuous Agenda involves set Data Conference calls between Academic Counsel and school RTI teams. Each meeting reviewed school dashboards and dig into a specific academic target. When applicable other Student Services such as our SLP or Counselors will join the case conference and school principals and Learning Facilitators will be involved. The point of the school data reviews is to dig in deeply to the data and the trends and directly assess the need and then put forward plans into place and assign responsibility for accountability.
- *Professional Development.* New teachers and educational assistants to the Kindergarten and Pre K programs attended the Ministry of Education Pre-kindergarten & Kindergarten basics workshop in the fall of 2019. This workshop reviews concepts such as play-based learning and learning environments. All Holy Family Early Learning staff had access to the Early Learning Portal which houses provincial professional development.
- *Well-Being.* Moving deeper into well-being, Pre-kindergarten and Kindergarten classrooms promoted the use of Zones of Regulation and other programs such as We Thinkers targeted to young learners learning more about who they are as emotional people and how to interact and show empathy appropriately. Pre-kindergarten and Kindergarten classrooms also worked with their School Counselors in the implementation of these programs and others that the Counselors have the expertise in.
- *Work Load Support.* Kindergarten teachers were supported with substitute days to administer the EYE and NLM.
- *Data & Wall Walks.* Readiness is an academic target on our Holy Family Division Data Wall. At Administration Meetings, readiness to learn will be reviewed by Principals and Central Office. Together we looked at data from the EYE and

problem solve and dialogue about strategies and supports that can be put in place in our Kindergarten classroom to support student learning.

- *Conversation Walks.* The Superintendent met with each principal and spent time observing classrooms followed by a discussion on instructional strategies and data. Conversation Walks have a dual purpose as when the Superintendent is in schools he will also make connections between teachers, suggesting classroom visits between one another and resource sharing. The focus in this activity is for sharing of best practice in the core basics.
- *Early Literacy Support Plan.* Continued development and support for the Early Literacy Plan. This plan, created in 2015-16 a plan outlines targeted supports in assessment and instruction for Pre-kindergarten, Kindergarten and Grade 1 students. This plan is implemented in all early learning classrooms and includes language benchmarking, articulation screeners and a phonological awareness program.
- *Quality Programming and Resources.* The use of research-based quality programming continued to be supported in our Kindergarten classrooms. Programs such as PASS Kits (Promoting Awareness of Speech Sounds – a Phonological Awareness Program) and PWIM (Picture Word Inductive Model) will be used. PASS Kits are a phonological awareness program for Pre-kindergarten and K students. PASS promotes phonological skills in our young learners which build the foundation for literacy skills. PWIM uses large posters of common situation and asks students to call out vocabulary. Once vocabulary is built the lessons lead into sentence development.
- *Student engagement through technology.* iPads are a regular tool in K classrooms to engage students with 21st century learning and seeing a world beyond their classroom walls.
- *K Parent Packages.* Information was sent to homes before their children come to Kindergarten; readiness skills, how to help your child at home, supporting services.
- *Improve local connections.* Continued relationship building with local preschool/playschool programs and Early Childhood Intervention Program. These relationships allow ease of transition to Kindergarten and involvement in school initiatives such as school-wide reading buddies.
- *Parent engagement.* Constant communication with families and sharing of data. The continued use of the SeeSaw app is favoured by Holy Family RCSSD teachers. The decision was made to have SeeSaw available to all teachers for the 2020-21 school year for use with tracking parent engagement.
- *Intensive Needs.* Have support, resources, and plans in place for Tier 3 needs in Pre-kindergarten and K classrooms. Most of this work comes from pre-screening in Kindergarten interviews and the Home Visit practice in Pre Kindergarten. Research indicates that the earlier students receive support the better.
- *In-class intervention and supports (Tier 1).* Implementation of full class strategies in the areas of OT, SLP, and Counselors. Reduces small group or individual needs for support.

Measures for Early Years

Early Years Evaluation

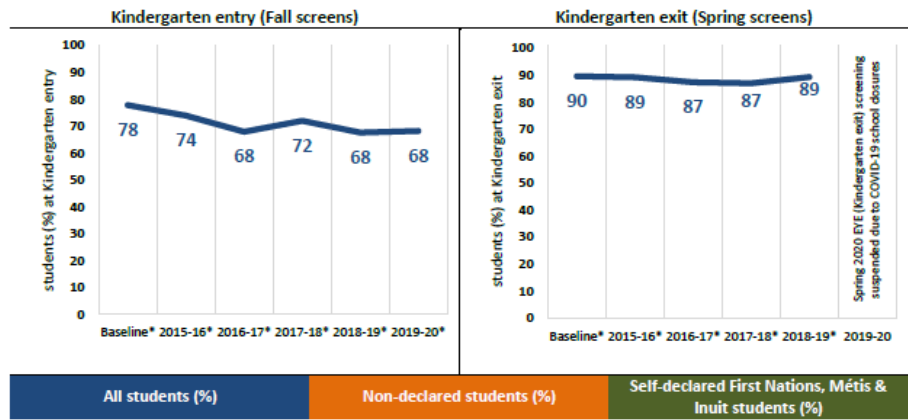
The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify the 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 Responsive Tiered Instruction (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.

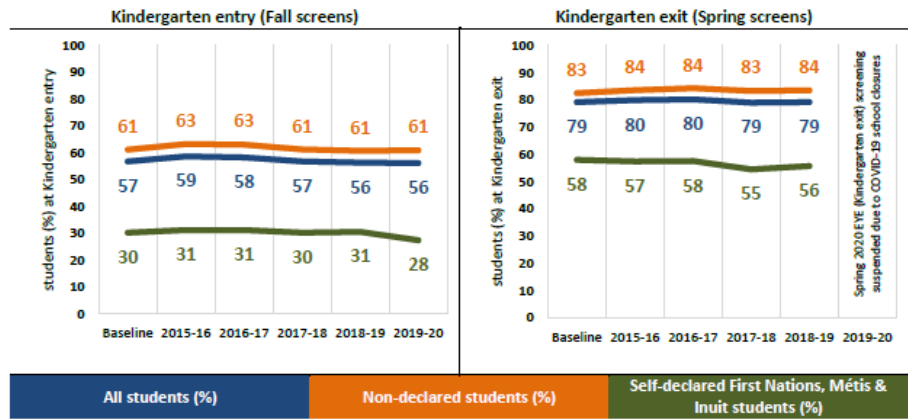
The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit since 2014-15 (baseline year). EYE-TA was used to assess Kindergarten students at entry in 2019-20. As a result of the COVID-19 pandemic response, Spring 2020 EYE data is unavailable.

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

Holy Family RCSSD 140^a



Saskatchewan (all divisions)



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

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

Source: Ministry of Education, Early Years Branch, 2020

Analysis of Results – Early Years Evaluation

Holy Family RCSSD remained above the provincial average in EYE RTI scores over a six-year period and was the highest in Saskatchewan at 89% of students ready for learning in the 2018-19 school year. Holy Family RCSSD is extremely proud of this result. The provincial trend for this measure remains just below 80% for a second year in a row; however, Holy Family RCSSD consistently has had a much higher percentage, ranging from 87-90% at Kindergarten over the five years reported.

Holy Family RCSSD has low fall EYE entry scores and saw some of the lowest entry scores in 2018-19 and 2019-20, but has a dedicated and targeted Kindergarten program. Student readiness growth over the past several years was immense and resulted in Holy Family RCCD Kindergarten students rising to the top of the province year after year. As noted, spring results for 2019-20 are not available. The work of the board, administration, schools, teachers, and families has paid off in previous years and the division will continue to research and improve the Kindergarten program for its students and families.

Like other school divisions around Saskatchewan, Holy Family RCSSD schools continue to have an increase of English language learners and students with intensive needs. Holy Family RCSSD strives to provide the best environment possible for all students. Holy Family RCSSD will continue to provide quality professional development to our teachers, and work with our families and our communities to see that every student sees success and inclusion, beginning in Kindergarten.

School Division Local Priority Area

Outcome: Students demonstrate Catholic values in their lives.

<p>School division goals aligned with local priority area</p>	<p>The essence of the accomplishment of Holy Family RCSSD is successful student outcomes demonstrating Catholic values. This means the “application” of Catholic values not just the “knowledge” of them. This demonstration should permeate our students’ lives beyond the school walls.</p>
<p>School division actions taken during the 2019-20 school year to support local priority area</p>	<ol style="list-style-type: none"> 1. Students participated in social justice/mission issues at the community and global level. 2. Students demonstrated behaviors consistent with the stewardship values of the Catholic Church. 3. Students knew about and participated in the sacraments, gospel and liturgical seasons. 4. Students had opportunities to attend and participate in Mass. 5. Students demonstrated the ability to develop respectful and compassionate relationships with others. 6. Students demonstrated Catholic attitudes and behaviors consistent with personal health and well-being.

Local Measures for for students demonstrating Catholic values Priority

1. Holy Family RCSSD students participated in approximately 45 social justice and mission issues at a community and global level across the division.
2. 86% of students in Holy Family RCSSD are achieving a grade of 3 or a 4 (top mark being 4) on key student outcomes in stewardship and responsibility for learning thus providing evidence that student behaviors are consistent with the stewardship values of the Catholic Church.
3. Students demonstrated faith-filled participation by serving in leadership roles during gospel assemblies and liturgical season celebrations such as minister of hospitality, lector, gift bearer, musical ministry or as master of ceremonies. Although age appropriate students participated in sacramental preparation for initiation in First Eucharist, Confirmation and Reconciliation, full initiation was postponed due to COVID-19 restrictions.
4. Students in each school attend and participate in Mass at least once a month throughout the school year. Students receive the gospel message and a reflection opportunity weekly in student-led assemblies.
5. Christian Citizenship, as measured on Holy Family RCSSD’s report cards, indicates that 95% of students achieved a grade of 3 or 4 (4 being the highest grade) on the progress report. Christian citizenship includes the following: demonstrated by showing respect for self and others: being compassionate, respecting diversity, and displaying a positive personal well-being.
6. 89% of students achieved a grade of 3 or 4 (4 being the highest grade) on the progress report in Catholic attitudes and behaviors consistent with personal health and well-being.

Analysis of Results

Catholicity continues to be permeated on a daily basis in Holy Family RCSSD as is evident in this priority. Holy Family RCSSD is proud that students are not only witnesses to the Catholic Faith, but are also active participants in many cases such as gospel assemblies, social justice and mission work, masses, daily behaviour and learning. Holy Family RCSSD continues to recognize that not all students in our division are of the Catholic

faith, but we are committed to ensuring all students are part of an inclusive learning environment. We have continued to be witness to the Catholic faith, and to be active participants so that students and staff can live their faith in Holy Family RCSSD on a daily basis.

School Division Local Priority Area

Outcome: Show evidence of permeating Deep Learning through instruction with 21st Century learning skills.

<p>School division goals aligned with local priority area</p>	<p>A key goal for Holy Family RCSSD for 2019-20 was for educators to show evidence of permeating instruction with Deep Learning in the 21st Century learning skills. While the pandemic disrupted plans to some extent, key activities still took place.</p>
<p>School division actions taken during the 2019-20 school year to support local priority area</p>	<ol style="list-style-type: none"> 1. System working committee on Deep Learning goals. 2. Incentive funding from within the division on Deep Learning with a well-being focus. 3. System presence and presentation at the national Deep Learning Conference. 4. Refinement of Deep Learning resources for use at the school level. 5. Student assessments related to engagement as a result of Deep Learning. 6. Technology infusions into each school in Holy Family RCSSD made available through division incentive funding. 7. Significant leveraging of technology as schools moved to remote instruction 8. Significant engagement of students in supplementary learning as a result of Deep Learning initiative and ability to leverage technology.
<p>Local Measures for Deep Learning Priority</p>	
<ol style="list-style-type: none"> 1. Five school sites participate in infusion of technology through ‘grant funding’ model totaling \$70,000 worth of resources for leveraging digital and differentiating instructional strategies. 2. Five school sites accessed incentive money to promote well-being through the Deep Learning priority area. 3. Access to deep learning resources provided through local Google Site developed in part by gathering materials from the New Pedagogies for Deep Learning (NPDL) hub available through division membership provided to all teachers in all sites as developed and supported by Curriculum Coordinator. 4. Several teacher staff members participate in moderation of exemplars at national level in opportunity provided by New Pedagogies for Deep Learning. 5. Several division staff presented on Deep Learning at the National Deep Learning Conference. 6. Student and staff well-being understanding and development facilitated through workshops, committee development, school projects and updated access to resources through locally developed website. 	
<p style="text-align: center;">Analysis of results</p>	
<p>Holy Family RCSSD students continue to maintain or improve achievement levels of academic, engagement and readiness targets according to the ESSP. Deep Learning opportunities are created in classrooms through leveraging digital technologies, forming partnerships, adjusting learning environments and differentiating learning strategies.</p>	

Demographics

Students

In 2019-20, 1,344 students were enrolled K-9 in Holy Family RCSSD on September 30th, 2019. Our Pre-kindergarten enrollment remained steady with 48 students in 2019-20. The population of students in our Kindergarten enrollment has continued to exceed the number of students graduating. Student population in four of our schools rose while one school has remained approximately status quo. We anticipate that enrolments will continue to rise in most of our schools; new registrations remain strong. We still see an early migration of some students who transition early into a 7-12 high school which is not operated by Holy Family RCSSD as we do not have high schools in our school division.

Holy Family RCSSD continues to have a small population of self-declared First Nation, Metis and Inuit students. There is a high population of English as Additional Language (EAL) students with two schools having over 30% of their population consisting of EAL students. Holy Family RCSSD's French Immersion population continues to grow each year increasing by 38 students in the past 5 years.

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	157	160	166	143	158
1	161	156	162	169	141
2	144	166	155	159	167
3	149	142	161	156	157
4	144	146	143	173	158
5	134	141	142	150	165
6	120	135	142	142	155
7	109	99	100	121	105
8	101	104	86	91	120
9	42	32	15	18	18
10	-	-	-	-	-
11	-	-	-	-	-
12	-	-	-	-	-
Total	1,261	1,281	1,272	1,322	1,344
PreK	47	49	50	48	48

Subpopulation Enrolments	Grades	2015-16	2016-17	2017-18	2018-19	2019-20
Self-Identified First Nations, Métis, or Inuit	K to 3	<10	<10	<10	<10	<10
	4 to 6	<10	<10	<10	<10	<10
	7 to 9	<10	<10	<10	<10	<10
	10 to 12	-	-	-	-	-
	Total	14	13	11	19	17
English as an Additional Language	1 to 3	71	69	57	59	61
	4 to 6	47	65	59	53	44
	7 to 9	34	21	20	23	22
	10 to 12	-	-	-	-	-
Total	152	155	136	135	127	
French Immersion	K to 3	76	76	97	86	96
	4 to 6	44	45	45	50	49
	7 to 9	15	17	18	23	28
	10 to 12	-	-	-	-	-
Total	135	138	160	159	173	

Notes:

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

Source: Ministry of Education, 2019

Staff

Job Category	FTEs
Classroom teachers	75.2
Principals, vice-principals	4.8
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	76.5
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	4.0
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	9.6
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	9.0
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education and superintendents	3.0
Total Full-Time Equivalent (FTE) Staff	182.1

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.

Source: Holy Family RCSSD, September 1, 2019 to August 31, 2020

Senior Management Team

- The Director of Education/CEO, Gwen Keith, reports directly to the Board of Education. A policy governance model outlines the key roles of the Director of Education which includes the responsibility for leadership in Catholic education, direct supervision of all administrators and curriculum and instruction coordinator, and accountable for all Board approved goals.
- The Superintendent of School Operations and Research, Chad Fingler, is responsible for the activities related to the daily operations of the schools, transportation, facilities and technology.
- The Superintendent of Student Services and Assessment, Terry Jordens, is responsible for the activities related to student services, English as an Additional Language, and assessment data in Holy Family RCSSD.
- The Chief Financial Officer/Human Resource Manager, Lisa Wonsiak, is responsible for activities related to finance, human resources, LAFOIP, and occupational health and safety.

Infrastructure and Transportation

School	Grades	Location
Sacred Heart / Sacré Coeur School	Pre k – 8	Estevan
St. Augustine School	K – 8	Wilcox
St. Mary's School	Pre k – 8	Estevan
St. Michael School	Pre k – 9	Weyburn
St. Olivier School	K – 6	Radville

Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2019-20 Cost
St. Mary's	Fencing	Installed chain link fence	\$10,000
St. Mary's	New sinks	Installed sink in classroom for COVID-19 safety protocols	\$2,200
Sacred Heart	Roof replacement	Replacing three roof sections (work in progress)	\$102,400
Sacred Heart	New sinks	Installed three sinks in classrooms for COVID-19 safety protocols	\$6,000
St. Michael	Air exchangers	Replaced motors in air exchangers in gymnasium change rooms	\$2,400
St. Michael	New sinks	Installed two sinks in classrooms for COVID-19 safety protocols	\$3,500
St. Olivier	Roof top units	Replaced three roof top HVAC units	\$36,000
St. Augustine	Phone system	Installed new phone system	\$25,000
All Schools and Division Office	IT Infrastructure Renewal	Replaced Access Points	\$91,000
Total			\$278,500

Transportation

Holy Family RCSSD currently operates its own fleet of buses for regular student transportation and utilizes some shared services with South East Cornerstone School Division. Holy Family RCSSD also contracts transportation for students with diverse needs through two local service providers that operate vans that accommodate a variety of diverse needs such as wheelchairs and alternate seating.

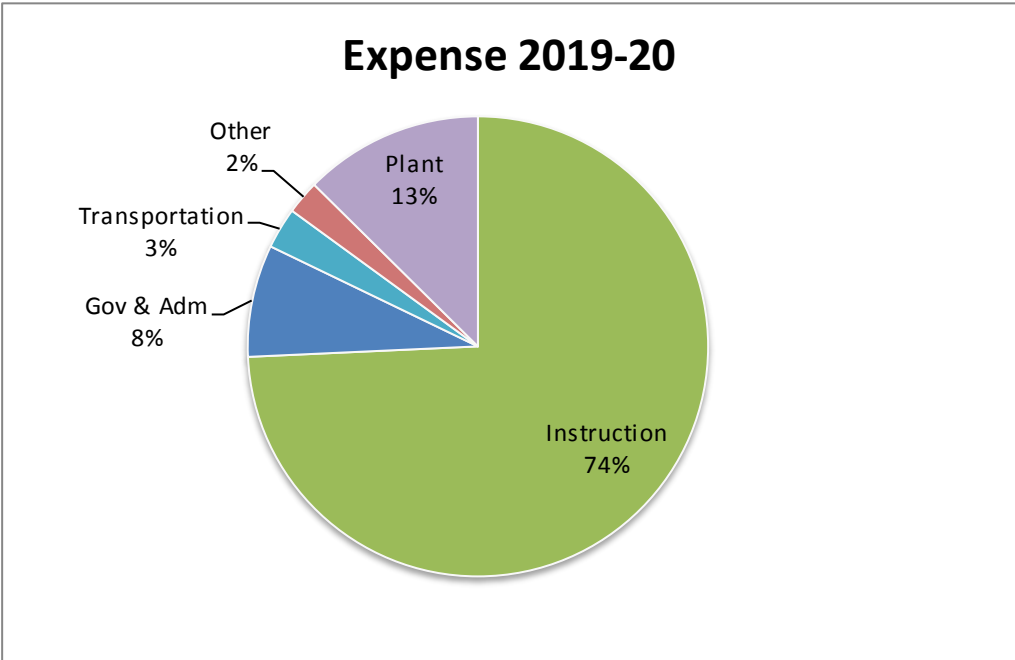
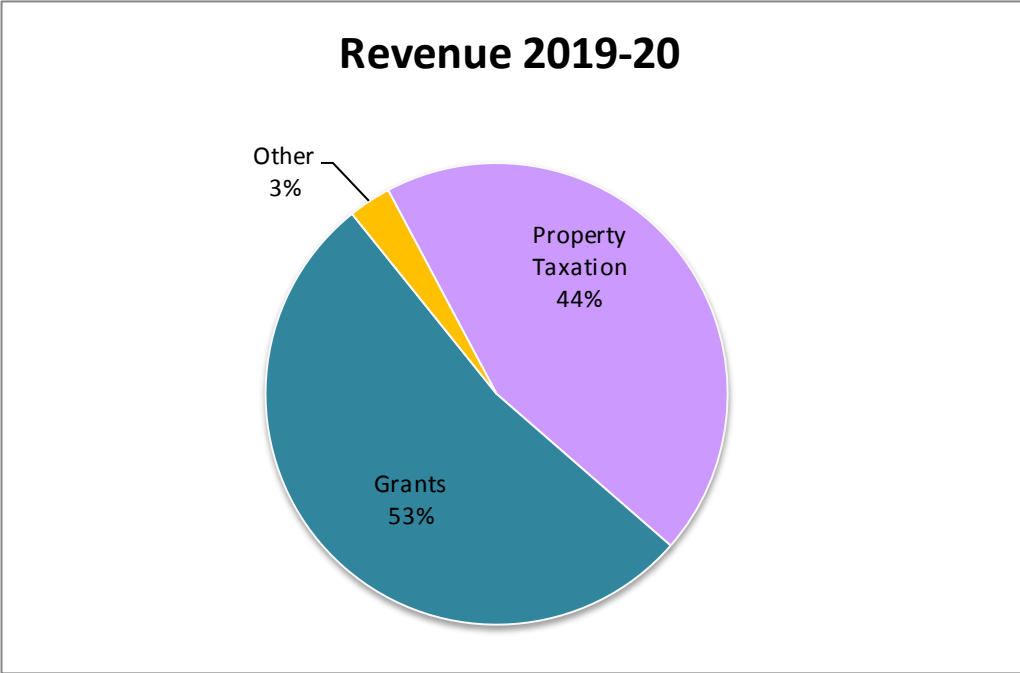
Transportation Statistics	
Number of Students Transported Daily	756
In-town Students Transported	
Number of Transportation Routes	13
Number of Buses	10
Kilometers Travelled Daily	523
Average Age of Buses	8.43
Capacity Utilized on Buses	127%
Average One-way Ride	21 minutes
Longest One-way Ride	60 minutes
Cost per Student per Year	\$550
Cost per Kilometer Travelled	\$6.63

*Statistics are for daily transportation of students to and from school. Extra-curricular trips are not included. This data reflects transportation of Holy Family RCSSD students.

*School Closure due to COVID-19 occurred on March 20, 2020, therefore there were only 120 student days affecting the cost per kilometer travelled. Bus driving staff continued to work (other than driving) during planned student days while school closure was in effect.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2020	2020	2019	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	5,078,414	6,514,688	4,037,192	1,436,274	28%	1
Grants	8,034,097	7,473,751	10,352,465	(560,346)	-7%	2
Tuition and Related Fees	-	5,520	-	5,520	100%	3
School Generated Funds	350,000	306,370	291,639	(43,630)	-12%	4
Complementary Services	292,997	312,198	278,653	19,201	7%	5
External Services	5,980	25,097	43,342	19,117	320%	6
Other	76,000	102,710	131,555	26,710	35%	7
Total Revenues	13,837,488	14,740,334	15,134,846	902,846	7%	
EXPENSES						
Governance	137,513	104,412	109,345	(33,101)	-24%	8
Administration	1,044,684	1,029,539	1,007,168	(15,145)	-1%	
Instruction	10,595,744	10,388,540	10,050,767	(207,204)	-2%	
Plant	1,712,932	1,817,516	1,588,925	104,584	6%	9
Transportation	459,554	415,888	411,389	(43,666)	-10%	10
Tuition and Related Fees	56,500	50,000	49,750	(6,500)	-12%	11
School Generated Funds	349,563	226,693	288,859	(122,870)	-35%	12
Complementary Services	314,008	278,771	280,943	(35,237)	-11%	13
External Services	11,959	27,007	51,438	15,048	126%	14
Other Expenses	55,666	91,310	66,695	35,644	64%	15
Total Expenses	14,738,123	14,429,676	13,905,279	(308,447)	-2%	
Surplus (Deficit) for the Year	(900,635)	310,658	1,229,567			

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

Note	Explanation
1	Full year of education property tax revenue was more than budgeted.
2	Grant reconciliation with the education property tax payments resulted in less grant funding than budgeted.
3	Revenue from tuition students was not budgeted.
4	Fundraising activities were less than budget due to COVID-19 pandemic school closures.
5	Early Learning Intensive Supports revenue was not budgeted. Actual grant revenues for English as a Second Language, French as a Second Language and First Nations and Metis Education have been reclassified to Grants from Complementary Services.
6	SaskReads grant revenue was not budgeted.
7	Investment income was more than budgeted.
8	Board travel and professional development expenses were less than budgeted due to cancelled or virtually held events during COVID-19 pandemic.
9	Roof replacement, information technology infrastructure renewal and COVID-19 disinfecting supplies were not budgeted.
10	Bus fuel, contracted transportation and bus repairs were less than budgeted due to COVID-19 pandemic school closures.
11	Student enrolment was less than budgeted.
12	School expenditures were less than budget due to COVID-19 pandemic school closures.
13	Early Childhood Intervention Program expenses were less than budgeted. Actual grant expenditures for English as a Second Language, French as a Second Language and First Nations and Metis Education have been reclassified to Instruction from Complementary Services.
14	SaskReads expenses were not budgeted.
15	Expenses for uncollectible education property taxes were not budgeted.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Cossette, Robert	4,087	152	-	1,117	-	336	5,692
Hickie Bev	5,613	456	-	1,959	-	336	8,364
Maclean, Kathleen	2,997	-	-	341	-	336	3,674
Melle, Karen **	4,944	-	-	938	-	336	6,218
Sidloski, Jerome	4,520	-	-	1,551	-	336	6,407
Sidloski, Rocky	4,609	-	-	965	-	336	5,910
Tuchscherer, Bruno *	10,563	180	-	1,609	-	336	12,688
Van De Sype, Teresa	4,286	184	-	1,028	-	336	5,834
Yanko, Kathleen	3,957	354	-	834	-	336	5,481
Total	45,576	1,326	-	10,342	-	3024	60,268

*Board Chair

** Board Vice-Chair

Personal Services

This list is available from Holy Family RCSSD #140 upon request.

Supplier Payments

Name	Amount
Bank of Montreal	1,069,960
SaskPower	171,718
Van Bee Holdings	155,993

Name	Amount
Centaur Products Inc.	71,362
Prairie Lightning Electric	69,745

Other Expenditures

Name	Amount
Municipal Employees' Pension Plan	440,095
Receiver General For Canada	2,888,028

Name	Amount
Saskatchewan School Boards Association	235,146
Saskatchewan Teachers' Federation	842,570

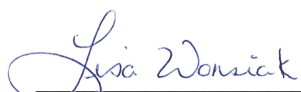
Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

Of the Holy Family Roman Catholic Separate School Division No. 140

School Division No. 1406000

For the Period Ending: August 31, 2020



Chief Financial Officer



Auditor

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

Management's Responsibility for the Financial Statements

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

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

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

The external auditors, Grant Thornton 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.

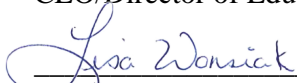
On behalf of the Holy Family Roman Catholic Separate School Division No. 140:



Board Chair



CEO/Director of Education



Chief Financial Officer

November 18, 2020

Independent auditor's report

Grant Thornton LLP
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Weyburn, SK
S4H 1M5
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To the Directors of Holy Family Roman Catholic Separate School Division #140:

Opinion

We have audited the financial statements of Holy Family Roman Catholic Separate School Division #140 ("the School Division"), which comprise the statement of financial position as at August 31, 2020, and the statement of operations and accumulated surplus from operations, statement of changes in net financial assets and statement of cash flows for the year then ended, with related schedules and a summary of significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statements of Holy Family Roman Catholic Separate School Division #140 as at August 31, 2020 and the results of its operations, changes in its net financial assets and its cash flow 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 *Auditor's 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 matter – Predecessor auditor

The financial statements of the Holy Family Roman Catholic Separate School Division #140 for the year ended August 31, 2019 were audited by Cogent Chartered Professional Accountants LLP who expressed an unmodified opinion on those statements on November 26, 2019. The partners and staff of Cogent Chartered professional Accountants LLP joined Grant Thornton LLP.

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

Management is responsible for the preparation and fair presentation of these financial statements in accordance with 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 either intends to liquidate 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.

Auditor's 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 auditor's 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 a 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 override 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 auditor's 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 auditor's report. However, future events or conditions may cause the School Division to cease to continue as a going concern.

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.

Weyburn, Canada
November 18, 2020

The logo for Grant Thornton LLP, featuring the company name in a stylized, cursive script.

Chartered Professional Accountants

Holy Family Roman Catholic Separate School Division No. 140
Statement of Financial Position
as at August 31, 2020

	2020	2019
	\$	\$
Financial Assets		
Cash and Cash Equivalents	5,949,274	5,905,928
Accounts Receivable (Note 7)	2,681,885	2,473,615
Portfolio Investments (Note 3)	3,908	5,350
Total Financial Assets	8,635,067	8,384,893
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	440,968	542,369
Long-Term Debt (Note 9)	1,419,056	1,502,939
Liability for Employee Future Benefits (Note 5)	351,600	330,300
Deferred Revenue (Note 10)	472,310	974,069
Total Liabilities	2,683,934	3,349,677
Net Financial Assets	5,951,133	5,035,216
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	11,597,796	12,163,309
Prepaid Expenses	178,042	217,788
Total Non-Financial Assets	11,775,838	12,381,097
Accumulated Surplus (Note 13)	17,726,971	17,416,313

Contractual Rights (Note 15)

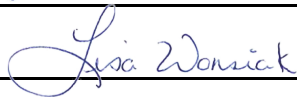
Contractual Obligations and Commitments (Note 16)

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

Approved by the Board:



Chairperson



Chief Financial Officer

Holy Family Roman Catholic Separate School Division No. 140
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
REVENUES	(Note 14)		
Property Taxes and Other Related	5,078,414	6,514,688	4,037,192
Grants	8,034,097	7,473,751	10,352,465
Tuition and Related Fees	-	5,520	-
School Generated Funds	350,000	306,370	291,639
Complementary Services (Note 11)	292,997	312,198	278,653
External Services (Note 12)	5,980	25,097	43,342
Other	76,000	102,710	131,555
Total Revenues (Schedule A)	13,837,488	14,740,334	15,134,846
EXPENSES			
Governance	137,513	104,412	109,345
Administration	1,044,684	1,029,539	1,007,168
Instruction	10,595,744	10,388,540	10,050,767
Plant	1,712,932	1,817,516	1,588,925
Transportation	459,554	415,888	411,389
Tuition and Related Fees	56,500	50,000	49,750
School Generated Funds	349,563	226,693	288,859
Complementary Services (Note 11)	314,008	278,771	280,943
External Services (Note 12)	11,959	27,007	51,438
Other	55,666	91,310	66,695
Total Expenses (Schedule B)	14,738,123	14,429,676	13,905,279
Operating Surplus (Deficit) for the Year	(900,635)	310,658	1,229,567
Accumulated Surplus from Operations, Beginning of Year	17,416,313	17,416,313	16,186,746
Accumulated Surplus from Operations, End of Year	16,515,678	17,726,971	17,416,313

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

Holy Family Roman Catholic Separate School Division No. 140
Statement of Changes in Net Financial Assets
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
	(Note 14)		
Net Financial Assets, Beginning of Year	5,035,216	5,035,216	3,305,867
Changes During the Year			
Operating (Deficit) Surplus for the Year	(900,635)	310,658	1,229,567
Acquisition of Tangible Capital Assets (Schedule C)	-	(35,937)	(170,440)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	-	2,500
Net Loss on Disposal of Capital Assets (Schedule C)	-	-	5,939
Amortization of Tangible Capital Assets (Schedule C)	-	601,450	617,023
Net Change in Other Non-Financial Assets	-	39,746	44,760
Change in Net Financial Assets	(900,635)	915,917	1,729,349
Net Financial Assets, End of Year	4,134,581	5,951,133	5,035,216

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

Holy Family Roman Catholic Separate School Division No. 140

**Statement of Cash Flows
for the year ended August 31, 2020**

	2020	2019
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus for the Year	310,658	1,229,567
Add Non-Cash Items Included in Surplus (Schedule D)	601,450	622,962
Net Change in Non-Cash Operating Activities (Schedule E)	(750,384)	(1,044,188)
Cash Provided by Operating Activities	161,724	808,341
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(35,937)	(170,440)
Proceeds on Disposal of Tangible Capital Assets	-	2,500
Cash Used by Capital Activities	(35,937)	(167,940)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	-	(366)
Proceeds on Disposal of Portfolio Investments	1,442	-
Cash Provided (Used) by Investing Activities	1,442	(366)
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(83,883)	(81,216)
Cash Used by Financing Activities	(83,883)	(81,216)
INCREASE IN CASH AND CASH EQUIVALENTS	43,346	558,819
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	5,905,928	5,347,109
CASH AND CASH EQUIVALENTS, END OF YEAR	5,949,274	5,905,928

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

Holy Family Roman Catholic Separate School Division No. 140
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	5,078,414	6,407,137	4,037,192
Revenue from Supplemental Levies	-	62	-
Total Property Tax Revenue	5,078,414	6,407,199	4,037,192
Grants in Lieu of Taxes			
Federal Government	-	3,289	-
Provincial Government	-	31,647	-
Other	-	46,540	-
Total Grants in Lieu of Taxes	-	81,476	-
Other Tax Revenues			
House Trailer Fees	-	7,100	-
Total Other Tax Revenues	-	7,100	-
Additions to Levy			
Penalties	-	42,073	-
Total Additions to Levy	-	42,073	-
Deletions from Levy			
Cancellations	-	(23,160)	-
Total Deletions from Levy	-	(23,160)	-
Total Property Taxes and Other Related Revenue	5,078,414	6,514,688	4,037,192
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	7,749,361	7,148,686	10,057,402
Other Ministry Grants	256,236	299,599	274,497
Total Ministry Grants	8,005,597	7,448,285	10,331,899
Other Provincial Grants	28,500	25,466	20,566
Total Operating Grants	8,034,097	7,473,751	10,352,465
Total Grants	8,034,097	7,473,751	10,352,465

Holy Family Roman Catholic Separate School Division No. 140
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
Individuals and Other	-	5,520	-
Total Tuition Fees	<u>-</u>	<u>5,520</u>	<u>-</u>
Total Tuition and Related Fees Revenue	<u>-</u>	<u>5,520</u>	<u>-</u>
School Generated Funds Revenue			
Commercial Sales - Non-GST	-	36,793	33,307
Fundraising	-	47,531	76,183
Grants and Partnerships	-	14,021	824
Students Fees	-	-	1,804
Other	350,000	208,025	179,521
Total Non-Curricular Fees	<u>350,000</u>	<u>306,370</u>	<u>291,639</u>
Total School Generated Funds Revenue	<u>350,000</u>	<u>306,370</u>	<u>291,639</u>
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	204,924	204,924	202,979
Other Ministry Grants	88,073	107,274	75,674
Total Operating Grants	<u>292,997</u>	<u>312,198</u>	<u>278,653</u>
Total Complementary Services Revenue	<u>292,997</u>	<u>312,198</u>	<u>278,653</u>
External Services			
Operating Grants			
Ministry of Education Grants			
Other Ministry Grants	-	18,956	20,000
Other Provincial Grants	5,980	6,141	5,979
Total Operating Grants	<u>5,980</u>	<u>25,097</u>	<u>25,979</u>
Fees and Other Revenue			
Other Revenue	-	-	17,363
Total Fees and Other Revenue	<u>-</u>	<u>-</u>	<u>17,363</u>
Total External Services Revenue	<u>5,980</u>	<u>25,097</u>	<u>43,342</u>
Other Revenue			
Miscellaneous Revenue	-	13,216	3,700
Investments	76,000	89,494	125,355
Gain on Disposal of Capital Assets	-	-	2,500
Total Other Revenue	<u>76,000</u>	<u>102,710</u>	<u>131,555</u>
TOTAL REVENUE FOR THE YEAR	<u>13,837,488</u>	<u>14,740,334</u>	<u>15,134,846</u>

Holy Family Roman Catholic Separate School Division No. 140
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	67,504	49,925	49,041
Professional Development - Board Members	18,000	10,342	12,282
Grants to School Community Councils	3,500	-	-
Other Governance Expenses	48,509	44,145	48,022
Total Governance Expense	137,513	104,412	109,345
Administration Expense			
Salaries	683,174	710,902	672,150
Benefits	80,493	77,816	72,043
Supplies & Services	76,727	79,493	72,673
Non-Capital Furniture & Equipment	8,500	5,558	7,353
Building Operating Expenses	105,100	105,555	106,828
Communications	16,000	10,794	11,130
Travel	9,350	3,352	8,581
Professional Development	42,400	14,433	33,470
Amortization of Tangible Capital Assets	22,940	21,636	22,940
Total Administration Expense	1,044,684	1,029,539	1,007,168
Instruction Expense			
Instructional (Teacher Contract) Salaries	7,321,301	7,167,001	6,930,955
Instructional (Teacher Contract) Benefits	365,278	390,838	361,417
Program Support (Non-Teacher Contract) Salaries	1,690,944	1,625,391	1,445,584
Program Support (Non-Teacher Contract) Benefits	364,302	355,184	302,173
Instructional Aids	318,865	332,188	328,610
Supplies & Services	152,260	182,549	165,726
Non-Capital Furniture & Equipment	91,940	98,500	251,979
Communications	27,975	27,002	26,895
Travel	24,575	22,644	19,209
Professional Development	95,782	58,287	67,828
Student Related Expense	23,965	15,163	23,279
Amortization of Tangible Capital Assets	118,557	113,793	127,112
Total Instruction Expense	10,595,744	10,388,540	10,050,767

Holy Family Roman Catholic Separate School Division No. 140
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	411,304	458,264	446,331
Benefits	85,643	98,287	94,835
Supplies & Services	18,850	15,720	17,012
Non-Capital Furniture & Equipment	8,000	6,030	1,959
Building Operating Expenses	776,327	808,824	605,951
Communications	6,500	6,898	7,021
Travel	16,300	20,604	15,432
Professional Development	7,600	1,661	2,319
Amortization of Tangible Capital Assets	382,408	401,228	398,065
Total Plant Operation & Maintenance Expense	1,712,932	1,817,516	1,588,925
Student Transportation Expense			
Salaries	192,773	209,486	194,350
Benefits	47,444	44,007	38,675
Supplies & Services	55,225	45,168	58,010
Non-Capital Furniture & Equipment	72,000	55,697	46,366
Communications	5,650	2,775	2,805
Travel	-	712	-
Contracted Transportation	36,000	9,268	22,408
Amortization of Tangible Capital Assets	50,462	48,775	48,775
Total Student Transportation Expense	459,554	415,888	411,389
Tuition and Related Fees Expense			
Tuition Fees	56,500	50,000	49,750
Total Tuition and Related Fees Expense	56,500	50,000	49,750
School Generated Funds Expense			
Academic Supplies & Services	25,000	224	146
Cost of Sales	75,000	53,962	70,276
Non-Capital Furniture & Equipment	-	1,456	10,742
School Fund Expenses	230,000	155,601	188,132
Amortization of Tangible Capital Assets	19,563	15,450	19,563
Total School Generated Funds Expense	349,563	226,693	288,859

Holy Family Roman Catholic Separate School Division No. 140
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	142,293	132,278	110,551
Program Support (Non-Teacher Contract) Salaries & Benefits	133,336	134,261	154,185
Instructional Aids	19,100	4,549	4,104
Supplies & Services	5,400	1,643	1,874
Non-Capital Furniture & Equipment	-	-	3,164
Communications	1,000	1,192	1,070
Travel	6,050	2,765	3,299
Professional Development (Non-Salary Costs)	6,261	1,515	2,128
Amortization of Tangible Capital Assets	568	568	568
Total Complementary Services Expense	314,008	278,771	280,943
External Service Expense			
Program Support (Non-Teacher Contract) Salaries & Benefits	11,817	11,940	11,719
Supplies & Services	115	7,457	19,835
Travel	27	7,610	19,884
Total External Services Expense	11,959	27,007	51,438
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	3,100	416	169
Interest on Capital Loans	52,566	55,119	58,087
Total Interest and Bank Charges	55,666	55,535	58,256
Loss on Disposal of Tangible Capital Assets	-	-	8,439
Provision for Uncollectable Accounts	-	35,775	-
Total Other Expense	55,666	91,310	66,695
TOTAL EXPENSES FOR THE YEAR	14,738,123	14,429,676	13,905,279

Holy Family Roman Catholic Separate School Division No. 140

Schedule C - Supplementary Details of Tangible Capital Assets

for the year ended August 31, 2020

	Land	Buildings	School	Other	Furniture and	Computer Hardware and	Computer			
	Improvements	Buildings	Short-Term	Buses	Vehicles	Equipment	Audio Visual Equipment	Software	2020	2019
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<i>Tangible Capital Assets - at Cost</i>										
Opening Balance as of September 1	107,242	13,937,385	1,977,958	929,060	104,742	764,852	836,725	83,479	18,741,443	18,640,271
Additions/Purchases	-	-	-	-	-	31,637	4,300	-	35,937	170,440
Disposals	-	-	-	-	-	-	-	-	-	(69,268)
Closing Balance as of August 31	107,242	13,937,385	1,977,958	929,060	104,742	796,489	841,025	83,479	18,777,380	18,741,443
<i>Tangible Capital Assets - Amortization</i>										
Opening Balance as of September 1	20,265	4,314,114	526,950	539,168	74,110	366,465	703,670	33,392	6,578,134	6,021,940
Amortization of the Period	5,362	269,539	100,247	48,776	7,658	71,201	81,972	16,695	601,450	617,023
Disposals	-	-	-	-	-	-	-	-	-	(60,829)
Closing Balance as of August 31	25,627	4,583,653	627,197	587,944	81,768	437,666	785,642	50,087	7,179,584	6,578,134
Net Book Value										
Opening Balance as of September 1	86,977	9,623,271	1,451,008	389,892	30,632	398,387	133,055	50,087	12,163,309	12,618,331
Closing Balance as of August 31	81,615	9,353,732	1,350,761	341,116	22,974	358,823	55,383	33,392	11,597,796	12,163,309
Change in Net Book Value	(5,362)	(269,539)	(100,247)	(48,776)	(7,658)	(39,564)	(77,672)	(16,695)	(565,513)	(455,022)
Disposals										
Historical Cost	-	-	-	-	-	-	-	-	-	69,268
Accumulated Amortization	-	-	-	-	-	-	-	-	-	60,829
Net Cost	-	-	-	-	-	-	-	-	-	8,439
Price of Sale	-	-	-	-	-	-	-	-	-	2,500
Loss on Disposal	-	-	-	-	-	-	-	-	-	(5,939)
Net Book Value (NBV) of Assets Pledged as Security for Debt										
	-	-	-	14,031	-	-	-	-	14,031	21,047

Holy Family Roman Catholic Separate School Division No. 140

**Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2020**

	2020	2019
	\$	\$
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	601,450	617,023
Net Loss on Disposal of Tangible Capital Assets (Schedule C)	-	5,939
Total Non-Cash Items Included in Surplus	601,450	622,962

Holy Family Roman Catholic Separate School Division No. 140

**Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2020**

	2020	2019
	\$	\$
Net Change in Non-Cash Operating Activities		
(Increase) in Accounts Receivable	(208,270)	(2,323,281)
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(101,401)	250,864
Increase in Liability for Employee Future Benefits	21,300	9,400
(Decrease) Increase in Deferred Revenue	(501,759)	974,069
Decrease in Prepaid Expenses	39,746	44,760
Total Net Change in Non-Cash Operating Activities	(750,384)	(1,044,188)

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

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 Holy Family Roman Catholic Separate School Division No. 140” and operates as “the Holy Family Roman Catholic Separate School Division No. 140”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

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

a) Basis of Accounting

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

b) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$351,600 (2019 - \$330,300) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$7,179,584 (2019 - \$6,578,134) because the actual useful lives of these assets may differ from their estimated economic lives.
- property taxation revenue of \$6,514,688 (2019 - \$4,037,192) because final tax assessments may differ from initial estimates.
- uncollectible taxes of \$35,775 (2019 - \$0) because actual collectability may differ from initial 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.

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.

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

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 the financial statements. Financial instruments of the school division include cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities and long-term debt.

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 revenues or expenses. 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.

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 any 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 and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances.

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

Portfolio Investments consist of equity shares in co-operative corporations. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (c).

e) Non-Financial Assets

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

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

Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset.

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

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings	50 years
Buildings – short-term (leasehold improvements, portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance premiums, software licenses, workers' compensation premiums, consumable supplies and lease payments.

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

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.

Long-Term Debt is comprised of capital loans with initial maturities of more than one year and are incurred for the purpose of financing capital expenses in accordance with the provisions of *The Education Act, 1995*.

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

g) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

The school division's employees participate in one of the following multi-employer defined benefit plans:

- i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP). The school division's obligation for this plan is limited to collecting and remitting contributions of the employees at rates determined by the plan.
- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). The plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

h) Revenue Recognition

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

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

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations are recorded as deferred revenue and recognized as revenue in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

ii) Property Taxation

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

On January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan became the taxing authority for education property tax. The legislation provides authority to separate school divisions to set a bylaw to determine and apply their own mill rates for education property taxes. For 2019 and 2020 taxation years, the school division does have a bylaw in place.

iii) Fees and Services

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

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

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.

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2020	2019
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
Co-Operative Corporations, shares	\$ 3,908	\$ 5,350
Total portfolio investments reported at cost and amortized cost	\$ 3,908	\$ 5,350

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2020 Actual	2019 Actual
Governance	\$ 49,925	\$ 54,487	\$ -	\$ -	\$ 104,412	\$ 109,345
Administration	788,718	219,185	-	21,636	1,029,539	1,007,168
Instruction	9,538,414	736,333	-	113,793	10,388,540	10,050,767
Plant	556,551	859,737	-	401,228	1,817,516	1,588,925
Transportation	253,493	113,620	-	48,775	415,888	411,389
Tuition and Related Fees	-	50,000	-	-	50,000	49,750
School Generated Funds	-	211,243	-	15,450	226,693	288,859
Complementary Services	266,539	11,664	-	568	278,771	280,943
External Services	11,940	15,067	-	-	27,007	51,438
Other	-	36,191	55,119	-	91,310	66,695
TOTAL	\$11,465,580	\$2,307,527	\$ 55,119	\$ 601,450	\$14,429,676	\$13,905,279

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5. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, accumulating vacation banks, and retirement gratuity. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2020. The benefits consulting practice, previously owned by Morneau Shepell Inc., was acquired by HUB International Limited in March 2020.

Details of the employee future benefits are as follows:

	2020	2019
Long-term assumptions used:		
Discount rate at end of period	1.54%	1.93%
Inflation and productivity rate (excluding merit and promotion)		
For teachers	2.50%	2.50%
For non-teachers	3.00%	3.00%
Expected average remaining service life (years)	15	15

	2020	2019
Liability for Employee Future Benefits		
Accrued Benefit Obligation - beginning of year	\$ 317,100	\$ 262,900
Current period service cost	28,000	23,100
Interest cost	6,500	8,300
Benefit payments	(12,100)	(18,000)
Actuarial loss	17,100	38,900
Plan amendments	-	1,900
Accrued Benefit Obligation - end of year	356,600	317,100
Unamortized net actuarial (loss) gains	(5,000)	13,200
Liability for Employee Future Benefits	\$ 351,600	\$ 330,300

	2020	2019
Employee Future Benefits Expense		
Current period service cost	\$ 28,000	\$ 23,100
Amortization of net actuarial gain	(1,100)	(4,000)
Benefit cost	26,900	19,100
Interest cost	6,500	8,300
Total Employee Future Benefits Expense	\$ 33,400	\$ 27,400

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6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

i) Saskatchewan Teachers' Retirement Plan (STRP)

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

The STRP is funded by contributions from participating employee members and the Government of Saskatchewan. The school division's obligation to the STRP is limited to collecting and remitting contributions of the employees at rates determined by the plan.

Accordingly, these financial statements do not include any expense for employer contributions to this plan. Net pension assets or liabilities for this plan are not reflected in these financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation.

Details of the contributions to this plan for the school division's employees are as follows:

	2020	2019
	TOTAL	TOTAL
Number of active School Division members	96	95
Member contribution rate (percentage of salary)	9.50% / 11.70%	9.50% / 11.70%
Member contributions for the year	\$ 720,178	\$ 678,960

ii) Municipal Employees' Pension Plan (MEPP)

The MEPP provides retirement benefits based on length of service and pensionable earnings.

The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

Every three years, an actuarial valuation is performed to assess the financial position of the plan and the adequacy of plan funding. Any actuarially determined deficiency is the responsibility of the participating employers and employees which could affect future contribution rates and/or benefits.

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NOTES TO THE FINANCIAL STATEMENTS
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6. PENSION PLANS (continued)

The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan are not recognized in these financial statements. The plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

Details of the MEPP are as follows:

	<u>2020</u>	<u>2019</u>
Number of active School Division members	91	96
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 218,127	\$ 204,120
School Division contributions for the year	\$ 218,127	\$ 204,120
Actuarial extrapolation date	<u>Dec-31-2019</u>	<u>Dec-31-2018</u>
Plan Assets (in thousands)	\$ 2,819,222	\$ 2,487,505
Plan Liabilities (in thousands)	\$ 2,160,754	\$ 2,024,269
Plan Surplus (in thousands)	\$ 658,468	\$ 463,236

7. ACCOUNTS RECEIVABLE

All accounts receivable presented on the statement of financial position are net of any valuation allowances for doubtful accounts.

Details of accounts receivable balances and allowances are as follows:

	<u>2020</u>			<u>2019</u>		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 2,650,623	\$ 35,775	\$ 2,614,848	\$ 2,375,242	\$ -	\$ 2,375,242
Other Receivables	67,037	-	67,037	98,373	-	98,373
Total Accounts Receivable	\$ 2,717,660	\$ 35,775	\$ 2,681,885	\$ 2,473,615	\$ -	\$ 2,473,615

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	<u>2020</u>	<u>2019</u>
Accrued Salaries and Benefits	\$ 103,640	\$ 38,898
Supplier Payments	333,224	498,814
Accrued Interest Payable	4,104	4,657
Total Accounts Payable and Accrued Liabilities	\$ 440,968	\$ 542,369

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NOTES TO THE FINANCIAL STATEMENTS
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9. LONG-TERM DEBT

Details of long-term debt are as follows:

	2020	2019
Capital Loan: Toronto Dominion (TD) loan bearing interest of 3.77% per annum, repayable in monthly blended payments of \$11,630. The loan purpose is for school construction. The loan is unsecured and matures on June 1, 2033.	\$ 1,419,056	\$ 1,502,939
Total Long-Term Debt	\$ 1,419,056	\$ 1,502,939

Future principal repayments over the next 5 years are estimated as follows:		
	Capital Loans	Total
2020	\$ 87,575	\$ 87,575
2021	91,198	91,198
2022	94,406	94,406
2023	97,917	97,917
2024	101,789	101,789
Thereafter	946,171	946,171
Total	\$ 1,419,056	\$ 1,419,056

Principal and interest payments on the long-term debt are as follows:					
	Capital Loans		2020		2019
Principal	\$ 83,883	\$	83,883	\$	81,216
Interest	55,119		55,119		58,087
Total	\$ 139,002	\$	139,002	\$	139,303

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2019	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2020
Non-capital deferred revenue:				
Education Property Tax	\$ 974,069	\$ 396,537	\$ 974,069	\$ 396,537
Climate Action Incentive Fund	-	89,386	13,613	75,773
Total Deferred Revenue	\$ 974,069	\$ 485,923	\$ 987,682	\$ 472,310

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11. 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 revenues and expenses of the Complementary Services programs operated by the school division:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Early Childhood Intervention Program	Early Learning Intensive Supports	2020	2019
Revenues:					
Operating Grants	\$ 204,923	\$ 82,275	\$ 25,000	\$ 312,198	\$ 278,653
Total Revenues	204,923	82,275	25,000	312,198	278,653
Expenses:					
Salaries & Benefits	200,792	65,747	-	266,539	264,736
Instructional Aids	3,848	701	-	4,549	4,104
Supplies and Services	260	1,383	-	1,643	1,874
Non-Capital Equipment	-	-	-	-	3,164
Communications	-	1,192	-	1,192	1,070
Travel	162	2,603	-	2,765	3,299
Professional Development (Non-Salary Costs)	502	1,013	-	1,515	2,128
Amortization of Tangible Capital Assets	568	-	-	568	568
Total Expenses	206,132	72,639	-	278,771	280,943
Excess (Deficiency) of Revenues over Expenses	\$ (1,209)	\$ 9,636	\$ 25,000	\$ 33,427	\$ (2,290)

12. 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 revenues and expenses of the External Services programs operated by the school division:

Summary of External Services Revenues and Expenses, by Program	Child and Family Services	SaskReads	2020	2019
Revenues:				
Operating Grants	\$ 6,141	\$ 18,956	\$ 25,097	\$ 25,979
Fees and Other Revenues	-	-	-	17,363
Total Revenues	6,141	18,956	25,097	43,342
Expenses:				
Salaries & Benefits	11,940	-	11,940	11,719
Supplies and Services	115	7,342	7,457	19,835
Travel	27	7,583	7,610	19,884
Total Expenses	12,082	14,925	27,007	51,438
Excess (Deficiency) of Revenues over Expenses	\$ (5,941)	\$ 4,031	\$ (1,910)	\$ (8,096)

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13. 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 purposes. These internally restricted amounts, or designated assets, are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for the designated assets.

Details of accumulated surplus are as follows:

	August 31 2019	Additions during the year	Reductions during the year	August 31 2020
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 12,163,309	\$ 35,937	\$ 601,450	\$ 11,597,796
Less: Debt owing on Tangible Capital Assets	(1,502,939)	-	(83,883)	(1,419,056)
	10,660,370	35,937	517,567	10,178,740
PMR maintenance project allocations (1)	399,943	256,045	133,909	522,079
Designated Assets:				
Capital projects:				
Designated for Tangible Capital Asset expenditures - Facilities	666,479	-	349,769	316,710
Designated for Tangible Capital Asset expenditures - Technology	761,354	-	697,445	63,909
Designated for Tangible Capital Asset expenditures - Transportation	383,878	13,000	383,878	13,000
	1,811,711	13,000	1,431,092	393,619
Other:				
School Generated Funds	122,945	219,099	120,372	221,672
School Based Budget	4,432	41,177	4,432	41,177
Scholarship Funds	6,000	-	1,000	5,000
Professional Development	6,332	17,229	5,170	18,391
Ministry Grants	47,231	70,498	17,523	100,206
Grant Reconciliation	1,398,737	2,241,021	1,391,954	2,247,804
Operational Reserves	461,000	954,234	461,000	954,234
Projects / Discretionary Reserves	139,254	50,000	106,013	83,241
COVID-19 Reserves	-	198,509	-	198,509
Facilities, Equipment and Technology	62,448	-	62,448	-
Transportation	45,343	-	45,343	-
	2,293,722	3,791,767	2,215,255	3,870,234
Unrestricted Surplus	2,250,567	561,732	50,000	2,762,299
Total Accumulated Surplus	\$ 17,416,313	\$ 4,658,481	\$ 4,347,823	\$ 17,726,971

(1) **PMR Maintenance Project Allocations** represent transfers received from the Ministry of Education as funding support for maintenance projects on the school division's approved 3-year capital maintenance plans. Unspent funds at the end of the fiscal year are designated for future approved capital maintenance project expenditures.

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NOTES TO THE FINANCIAL STATEMENTS
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14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on April 17, 2019 and the Minister of Education on August 26, 2019.

15. CONTRACTUAL RIGHTS

Significant contractual rights of the school division are as follows:

- Climate Action Incentive Funding (CAIF) Ultimate Recipient Agreement with the Government of Saskatchewan in the amount of \$89,386 expiring March 31, 2021.

16. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- service and supply contract for the replacement of roof sections at Sacred Heart School in the amount of \$466,493 over 1 year.
- service and supply contract for the replacement of HVAC systems at St. Mary's school in the amount of \$220,030 over 1 year.

Operating lease obligations of the school division are as follows:

	Operating Leases			
	Office Rental	Copiers	Bus	Total Operating
Future minimum lease payments:				
2021	\$ 149,808	\$ 22,027	\$ 3,355	\$ 175,190
2022	151,559	22,026	-	173,585
2023	153,382	22,027	-	175,409
2024	155,277	-	-	155,277
2025	157,247	-	-	157,247
Total Lease Obligations	\$ 767,273	\$ 66,080	\$ 3,355	\$ 836,708

17. COMPARATIVE INFORMATION

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

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
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18. 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).

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 short term accounts receivable due on demand of invoicing or contract.

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 other accounts receivable at August 31, 2020 was:

	Total	Current	60-90 days	Over 90 days
Other Receivables	\$ 12,153	\$ 4,415	\$ -	\$ 7,737
Net Receivables	\$ 12,153	\$ 4,415	\$ -	\$ 7,737

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

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances, line of credit, budget practices, monitoring and forecasts.

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

	August 31, 2020				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 440,968	\$ 440,968	\$ -	\$ -	\$ -
Long-term debt	1,419,056	43,443	44,132	385,310	946,171
Total	\$ 1,860,024	\$ 484,411	\$ 44,132	\$ 385,310	\$ 946,171

iii) Market Risk

The school division is exposed to market risks with respect to interest rates, as follows:

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18. RISK MANAGEMENT (continued)

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 its authorized bank line of credit of \$1,100,000 with interest payable monthly at a rate of prime minus 0.6% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no outstanding balance on this credit facility at August 31, 2020.

The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency
- investing term deposits for short terms at fixed interest rates
- investing in Co-operative Corporations
- managing cash flows to minimize utilization of its bank line of credit
- managing its interest rate risk on long-term debt through the exclusive use of fixed rate terms for its long-term debt

19. COVID-19 PANDEMIC

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

In 2019-20, some municipalities deferred property tax collections due to the COVID-19 pandemic. This does not change the revenue recognition of education property tax, however, it results in decreased cash collections and an increase in accounts receivable. Consequently, the school operating grant from the Ministry of Education has increased in 2019-20 to offset this. In 2020-21, it is expected that the cash will be collected from the deferred education property tax, accounts receivable will decrease and the school operating grant from the Ministry of Education will also decrease.