



**Christ the Teacher Catholic
School Division #212**

Annual Report

2012-13

Creating Hope through Faith and Love

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An electronic copy of this report is available at
<http://www.christtheteacher.ca/index.php/administration-and-board-of-education/administration>

Letter of Transmittal



Honourable Don Morgan, Q.C.
Minister of Education

Dear Minister Morgan:

The Board of Education of Christ the Teacher R.C.S.S.D. #212 is pleased to provide you and the residents of our school division with the 2012-13 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2012 to August 31, 2013.

Respectfully submitted,

A handwritten signature in cursive script that reads "Angie Rogalski".

Angie Rogalski
Chairperson

Highlights/Accomplishments for 2012-13

At Christ the Teacher Catholic School Division, we embrace the opportunity for every student to achieve success every day by providing an engaging faith-filled learning experience. We express gratitude to our staff, students, families and parishes for their genuine commitment to our division and school learning priorities and to the *Saskatchewan Plan for Growth: Vision 2020 and Beyond*. We are grateful for all God's blessings and the sharing of talents that have contributed to our success in 2012-13. Below are some of the 2012-13 highlights:

Alignment of Provincial and Division Priorities - School Learning Improvement Plans were developed to align with priorities in the division Continuous Improvement and Accountability Plan. School Learning Improvement Plans targeted goals in the following areas: competence (student achievement); character (school climate, character development, student engagement); and faith (division stewardship plan, permeation of Catholic beliefs and values). School Community Councils (SCCs) developed parallel learning improvement goals in the areas of competence, character, and faith. The School Community Councils also developed action plans and strategies to actualize their parallel learning improvement goals. A School Community Council and Board Forum, involving Board Members, Central Administration, Principals, and representatives from each School Community Council, provided an opportunity for SCCs to network and engage in dialogue regarding initiatives taken that supported the Learning Improvement Plans.

Learning Achievement Program - Christ the Teacher Catholic schools continued to be committed to proficiency in literacy! With the support of the Learning Achievement Program, our school division provided systematic, research-based instruction that targeted increased achievement for all students.

Assessment Work: Criteria Development and Student Progress Report - Providing specific information with an emphasis on student progress was the focus of our student progress report renewal for Kindergarten to Grade Nine. Using a collection of student evidence, achievement is indicated for each strand in the curriculum using a leveled scale. Students are assessed according to the criteria that are communicated to them at the beginning of the year. Development of criteria began during the 2012-13 school year with the creation of the Factors Affecting Achievement, English Language Arts and French Language Arts rubrics. Numerous staff assisted with this work to ensure work aligned with Saskatchewan curricula and would be useful for teachers, students and parents.

Stewardship Focus - Christ the Teacher Catholic schools completed the second year of a three-year focus on the three pillars of stewardship: gratitude, generosity and trust. The year's spiritual focus on generosity moved staff and students to a deeper understanding of generosity, moving beyond material generosity to that of "generosity of spirit". As we acknowledged our schools' exemplary work involving service and charitable works, we were further inspired by their growth in modelling "generosity of spirit" where people are treated with trust, openness, compassion and forgiveness. The permeation of this culture in our schools truly created a learning environment that we can celebrate!

Introduction

This annual report presents an overview of the Christ the Teacher Catholic School Division's activities and results for the fiscal year September 1, 2012 to August 31, 2013.

This annual report provides a snapshot of Christ the Teacher Catholic School Division, its governance structures, students, staff, programs and facilities. It also offers information in the CIAF priorities: higher literacy and achievement, equitable opportunities, smooth transitions, and system accountability and governance.

In addition to detailing the School Division's activities and performance, this annual report provides a report from management endorsing the financial overview and audited financial statements, and includes appendices such as an organizational chart, school list, and payee list.

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



School Division Profile

About Us

Christ the Teacher Catholic School Division is a small urban/rural school division with 8 schools located in 3 communities. The Division is located in east central Saskatchewan. The division includes the communities of Melville, Theodore and Yorkton. The map on the right shows the geographic location of Christ the Teacher Catholic School Division.

The Division is divided into five subdivisions for purposes of board representation and is governed by an elected board of ten trustees.

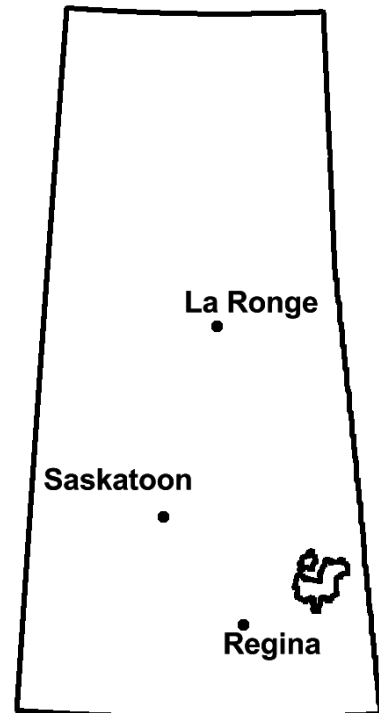
Representation is as follows:

- City of Melville – 3 representatives
- Melville Rural – 1 representative
- Theodore – 1 representative
- City of Yorkton – 4 representatives
- Yorkton Rural – 1 representative

The school division head office is located in Yorkton.

The economy of the Christ the Teacher Catholic School Division area is mixed. The communities of Yorkton and Melville are the retail and service centres for more than 200,000 residents of the eastern part of our province, and western Manitoba. Two large potash mines are located to the east of our division. As well, small and medium-sized businesses manufacture farm equipment and farm-related products.

Figure 1: Location of Christ the Teacher Catholic School Division



Division Mission Statement

Our mission is to create Hope for every child by providing a strong faith-filled educational experience in loving and distinctively Catholic schools.

Division Motto

“Creating Hope through Faith and Love”

Division Foundational Values

Values of Faith

† Catholic Distinctiveness

Vision: We provide a distinctive Catholic learning environment where the teachings of Christ permeate all aspects of school life.

† Love of God, Others and Self

Vision: We develop in our students and staff a love of God, others and self.

† Prayer

Vision: We develop in our students and staff a comfort with prayer.

† Living our Faith

Vision: We live our Faith through word and action. We provide a strong moral foundation to guide students and staff on their journey through life.

† Stewardship

Vision: We are caring and respectful stewards for all God’s creation.

† Tradition of Catholic Faith

Vision: We cherish our Catholic tradition and acknowledge our need to be nourished by the Word.

Values of Hope

† Uniqueness and Potential of Each Child

Vision: We accept our responsibility to nurture and challenge each child to fulfill his/her God-given potential.

† Strong, Purposeful and Relevant Educational Programming for All Students

Vision: We provide our students with the Christian values, knowledge and skills they require to make a difference in their lives and society.

† Life-Long Learning

Vision: We value a learning environment that embraces life-long learning.

† Continuous Improvement

Vision: We foster an environment of continuous improvement based on appropriate assessment and relevant data to make informed decisions.

† Success for All – Everyday

Vision: We understand that all children can and will learn and we embrace the opportunity and responsibility to ensure that all students achieve success every day.

† Ministering to the Marginalized

Vision: We embrace Christ’s call to minister to the marginalized in our society.

† *Promise of Salvation and Eternal Life with God*

Vision: We teach our children that Christ died on the cross for the forgiveness of our sins so that we might enter eternal life with God. In doing so, we acknowledge that the central mission of the Church and therefore Catholic schools is ultimately the salvation of all mankind.

Values of Love

† *Respect and Affirmation*

Vision: We respect, value and affirm all members of our educational community for who they are as unique expressions of God.

† *Safe and Caring Learning Environment*

Vision: We provide all students and staff with a safe and caring environment in which to learn and work.

† *Servant Leadership*

Vision: We celebrate the opportunity to love and serve others.

† *Loyalty, Dedication and Commitment*

Vision: We are loyal, dedicated and committed to the mission, values and vision of our Division.

† *Honesty, Fairness, Equity and Transparency*

Vision: Honesty, fairness, equity and transparency will characterize all interactions, relationships, policies and procedures within the Division.

Program Overview

The students in Christ the Teacher Catholic schools are diverse. They vary in age, personal circumstances, learning styles, interests, and individual strengths and needs. In order to provide the best education possible for all our students, Christ the Teacher Catholic School Division offers a wide range of programs in its 8 schools.

Central to the program in every school is the provincially-mandated core curricula, broad areas of learning and cross-curricular competencies. Classroom instruction is designed to incorporate differentiated instruction, First Nations and Métis (FNM) content, perspectives and ways of knowing, and the adaptive dimension.

In addition, each school in the Division offers specialized programming that responds to the needs of its students. The following list identifies programs in operation at one or more of the Division's schools:

- Alternative programming for vulnerable students
- Community school programming
- Core French instruction
- English as an Additional Language programming
- Advanced Placement programming
- French immersion programming
- Music/band programming
- Nutrition programs
- Prekindergarten programs
- Technology-enhanced learning

Additional services and supports are offered to students and teachers by specialized School Division staff including:

- Religious Education Consultants (0.90 FTE)
- Instruction and Assessment Consultant (0.40 FTE)
- Coordinator of Student Achievement and Supports (1.0 FTE)
- Educational Psychologist (0.60 FTE)
- Speech and Language Pathologist (1.0 FTE)
- Occupational Therapist (0.60 FTE)
- Physical Therapist (0.2 FTE)
- School Counsellors (3.5 FTE)
- Career Counsellor (0.5 FTE)

Programming highlights for 2012-13 included:

Instructional Strategies – Evidence of success and growth in student learning was collected in reading, writing and mathematics to demonstrate that our students are achieving at desired levels and to provide professional staff with data upon which to base future plans for improvement. In reading, teachers utilized individual reading assessments (Fountas and Pinnell Benchmark and GB+) to determine student strength and areas to target. These assessments, which occurred at least three times during the year, aided teachers in selecting specific skills to target as part of their Balanced Literacy program. Teachers also used the division's Comprehension Scope and Sequence, a matrix of research-based strategies, to ensure that all readers were explicitly taught the strategies that make readers proficient.

To prepare for the 2012-13 school year, teachers were trained in providing systematic writing instruction. The implementation of this instruction and the utilization of a common resource allowed teachers to speak a common language based on writing traits and allowed students to develop a deeper understanding of how writing works. 'Grade-alike' scoring of writing provided critical opportunities for teachers to discuss student writing and assessment at both the division and school level.

Assessment of mathematics, both pre- and post-instruction, was utilized throughout the year as instruction in mathematics moved towards outcomes-based teaching and assessment. Pre-instruction assessments were used as a means of informing instruction to meet the specific learning needs of students.

Grade 3 Reading – Research demonstrates that students who are reading below grade level by the middle of Grade 3 are likely to have difficulty reading for the rest of their school career. In June 2013, 83% of the Grade 3 English and French Immersion students in Christ the Teacher Catholic School Division were reading at or above grade level. The School Division continued, as part of its Learning Achievement Program, to provide intensive intervention for those students requiring support to meet grade level expectations. The program included support at both the Tier I (classroom) and Tier II (small-group intervention) levels. Both Tier I and Tier II focused on three critical and interrelated areas:

- **Assessment to Inform Instruction** – Teachers collected reading level data numerous times throughout the year to inform instruction and determine supports required.
- **Research-Based Tiered Interventions** – Classroom teachers, with the support of Learning Achievement Coaches, provided individual, small group and whole group reading instruction to meet the needs of all learners. Systematic, small-group intervention based on assessment data was provided in addition to classroom literacy instruction. This intervention, provided as early as possible, was implemented to prevent difficulties before they became long-term challenges.
- **Instructional Leadership** – Learning Achievement Coaches supported teachers in the classrooms with promising practices for literacy instruction and provided Leveled Literacy Intervention for students not meeting grade level expectations.

Improvement of Grade 3 reading results is a priority for our Division and will be reported upon in future annual reports.

First Nations and Métis Education – The Ministry of Education requires that each school division create a First Nations and Métis Education Plan that aligns with the Continuous Improvement and Accountability Framework. Highlights of Christ the Teacher Catholic School Division's First Nations and Métis Education Plan appear below. The full plan is available at:

<http://www.christtheteacher.ca/index.php/administration-and-board-of-education/administration/cif-plans>

The plan provides detailed information about performance measures, targeted outcomes, and instructional strategies.

- **Goal #1 – Equitable Outcomes** – The achievement rates of First Nations and Métis (FNM) students will improve in reading, writing and mathematics.

Reading Goal: By June 2013, 70% of our grade one and two, and 85% of our grade three, FNM students will be reading at or above grade level (as measured by the Fountas & Pinnell Benchmark Assessment). Strategies to achieve this goal included creating a strong focus on early literacy with Learning Achievement Coaches providing support with pre-literacy skills. The division's Three-Tiered Intervention strategies were applied with modifications to Response to Intervention supports for FNM students based on individual student need.

Writing Goal: By June 2013, baseline writing data will be collected in grades three, six and nine (as measured by Christ the Teacher Locally Developed Benchmark Assessment Instrument). Strategies to achieve this goal included supporting systematic writing instruction and providing assessment training.

Mathematics Goal: By June 2013, baseline mathematics data will be collected in Kindergarten to grade three using the Saskatchewan Common Mathematics Assessments (SCMA). Strategies to achieve this goal included utilizing pre/post instruction assessments.

- **Goal #2 – Knowledge of First Nations and Métis Contributions** – The Division provided culturally relevant resources and opportunities for permeation across curricular areas. Strategies to achieve this goal included increasing resources with FNM content.
- **Goal #3 – Data Collection and Reporting** – By August 2013, all schools will implement common registration forms for Pre-K to grade 12 that provide opportunities for self-declaration. Strategies to achieve this goal included the development of a communication plan to promote awareness and opportunities for self-declaration.
- **Goal #4 – Shared Management** – The Division will create networking and partnership opportunities with First Nations and Métis peoples. Strategies for achieving this goal included investigating partnership opportunities that would benefit educational experiences and professional learning.

School Division Planning

Christ the Teacher Catholic School Division has a well-coordinated planning process which enables alignment of School Division priorities with Continuous Improvement and Accountability Framework (CIAF) priorities and alignment of all School Division planning activities.

Continuous Improvement and Accountability Framework

The Continuous Improvement and Accountability Framework (CIAF) aligns School Division and CIAF priorities. The four priority areas of the CIAF are:

- Higher literacy and achievement
- Equitable opportunities
- Smooth transitions
- System accountability and governance

Christ the Teacher Catholic School Division has developed a Continuous Improvement Plan which identifies measurable goals for each priority area and outlines a strategy to collect data relevant to each priority. This plan is available on Christ the Teacher Catholic School Division's website at <http://www.christtheteacher.ca/index.php/administration-and-board-of-education/administration/cif-plans>

The School Division in the Community

Christ the Teacher Catholic School Division is an integral part of community life in east central Saskatchewan. The Division, as a whole, and individual schools are linked to the broader community in a multitude of ways. The Board of Education places strong emphasis on community and parent involvement, and on community partnerships.



Community and Parent Involvement

Research has shown that students achieve at higher levels in school when their parents/guardians and other community members are involved in education. The schools of Christ the Teacher Catholic School Division all have programs and initiatives to encourage community and parent involvement. These programs vary from school to school and are unique to each community. For example, Saint Henry's Junior School in Melville hosted an Impact event in cooperation with the regional *KidsFirst* program to foster a parent-school connection for parents of pre-school children. The event provided families with the tools to encourage pre-literacy skills and to increase school readiness. Over 65 parents/guardians attended with their children.

Our elementary schools fostered family engagement in support of literacy. In partnership with the SCCs, schools coordinated a *One Book, One School* program. For up to six weeks, families completed assigned daily reading activities. Each day at school, students made connections to the previous night's reading. At the conclusion of the program, families attended a literacy evening celebrating the culmination of the program.

In support of the school's character goal, Saint Mary's SCC organized a full-week "*Be a Buddy, Not a Bully*" program. In cooperation with school staff, all students, staff and community leaders were given "*Be a Buddy, Not a Bully*" t-shirts to promote anti-bullying. As well, the SCC arranged to have their "*Be a Buddy, Not a Bully*" flag flown at city hall in Yorkton to bring awareness to bullying. School staff created a video to communicate desirable anti-bullying behaviors. The SCC and staff also coordinated on-going activities throughout the school year to encourage anti-bullying. What all the schools of Christ the Teacher Catholic School Division have in common is the critical contribution of our School Community Councils (SCCs) in supporting the School Learning Improvement Plans (described more fully in the Governance section).

Community Partnerships

The Christ the Teacher Catholic School Division and individual schools within the Division have established a range of formal and informal community partnerships in order to promote student learning and ensure that students' school experience is positive and successful.

Community Threat Assessment and Support Protocol - The Christ the Teacher Catholic School Division and several community partners initiated the development of a Community Threat Assessment and Support Protocol. This protocol supports collaborative planning among community partners to reduce violence and reflects safe, caring, and restorative approaches. It fosters timely sharing of information about students who pose a risk of violence towards themselves or others.

The protocol, to be signed in September 2013, was designed to facilitate communication so that when the Community Threat Assessment and Support Team (Community TAST) is activated,

appropriate community partners and Christ the Teacher Catholic School Division may communicate relevant student information.

Career & Employment Fair - Christ the Teacher Catholic School Division partnered with Parkland Community College and Good Spirit School Division to coordinate the Career Explorations 2012 Career & Employment Fair. Approximately 2300 youth attended this full-day opportunity to gather career and employment information from 84 exhibitors and 40 exhibitor presentations.

Transition to Work Program - Christ the Teacher Catholic School Division partners with Can-Sask Career and Employment Services to deliver a Youth at Risk – Transition to Work program. The program targets youth who are either currently on social assistance or are unemployed and at risk of requiring social assistance. The program develops knowledge and skills through a focus on general life skills, pre-employment and requisite work/job skills, interpersonal skills, decision-making, drug and alcohol education, relevant academic learning, and healthy lifestyle choices. Career research and counselling is a foundational component of the program.

In addition, Christ the Teacher Catholic Schools has partnered with the Yorkton Tribal Council Labour Force Development Program (YTCLFDP) to support students in the Transition to Work program. The YTCLFDP supports the Transition to Work program by providing financial assistance for wages and appropriate work attire for the students. The goals of this program support are to reduce the degree of youth at risk, assist youth who face hardship and struggles in particular with the justice system, provide youth with an opportunity to be successful in the workforce, and to provide necessary training and workplace safety practices.

Community Mobilization: Building Partnerships to Reduce Crime - Community Mobilization is an effective, integrated multi-agency team, building safer and healthier communities by enhancing the delivery and responsiveness of human services for those in greatest need, and as a result, reducing crime and victimization. These goals are accomplished through the mobilization of existing resources to address individuals/families with acutely elevated levels of risk as recognized across a range of service providers, a broader focus on long-term community goals and initiatives, and possible systemic recommendations arrived at via experience, research and analysis.

The HUB is a key component within the Community Mobilization model. The HUB provides immediate, coordinated, and integrated resources to address situations facing individuals and/or families with acutely elevated risk factors, as recognized across a range of service providers. The HUB is a multi-disciplinary forum that meets bi-weekly to discuss those specific cases to determine solutions through coordinated efforts. Our division dedicates 20% of a School Counsellor role to the HUB multi-agency team.

Integrated Services Model: Engagement of Supporting Agencies - Christ the Teacher Catholic School Division recognizes the importance of collaborative partnerships with community agencies to ensure that interagency case management services are in place for vulnerable students and their families.

Christ the Teacher Catholic School Division has a service agreement with the Sunrise Health Therapy Department to provide Occupational and Physical Therapy services to assist students with special needs.

The division has also partnered with Sunrise Mental Health and Addictions Services to provide support for students and families.

Youth in Custody Partnership - Christ the Teacher Catholic School Division partnered with the Orcadia Youth Residence to deliver and enhance educational programs, services, and supports available to students in custody and those transitioning back into the school system. Forty percent of the Yorkton School Liaison Worker time is dedicated to our school division.

Governance

The Board of Education provides governance for Christ the Teacher Catholic School Division as a whole and School Community Councils provide advice to individual schools.

The Board of Education

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

The School Division is organized into five subdivisions for purpose of elections, but once elected the members of the Board of Education represent all students in the Division and are committed to providing the very best education possible for each and every student.

The current Board of Education was elected on October 24, 2012 and will serve a four-year term. Board of Education members are:

City of Melville – Del Killick	City of Yorkton - Jerome Niezgoda
City of Melville - Lisa Rathgeber (Vice-Chair)	City of Yorkton - Doreen Rathgeber
City of Melville - Theresa Wilson	City of Yorkton - Dwayne Todas
Melville Rural - Angie Rogalski (Chair)	City of Yorkton - Pat Zaryski
Theodore - Erin Gibson	Yorkton Rural - Dwight Guy

A list of the remuneration paid to board members is provided in Appendix D.



Angie Rogalski

Lisa Rathgeber

Erin Gibson

Dwight Guy

Del Killick



Jerome Niezgoda

Doreen Rathgeber

Dwayne Todas

Theresa Wilson

Pat Zaryski

School Community Councils

The Board of Education has established a School Community Council (SCC) for each of the 8 schools in Christ the Teacher Catholic School Division.

The Education Regulations, 1986 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2012-13 Christ the Teacher Catholic School Division conducted an SCC Learning Improvement Plan Sharing Symposium. All SCCs shared their Learning Improvement goals related to competence (academic), character (climate), and faith.

School Community Councils are required by legislation to cooperate with school staff to develop a School Learning Improvement Plan that is in accordance with the school division's Continuous Improvement and Accountability Plan. School Learning Improvement Teams share the school's Learning Improvement Plan with the SCC. The SCC utilizes the school Learning Improvement Plan to develop parallel learning improvement goals in the areas of competence, character, and faith. The School Community Councils develop action plans and strategies to actualize their school's Learning Improvement Plans. The school and SCC Learning Improvement Plans are submitted to the Division.

A School Community Council and Board Forum, involving Board Members, Central Administration, Principals, and representatives from each School Community Council provides an opportunity for SCCs to network and engage in a dialogue regarding initiatives taken to support the Learning Improvement Plans.

Eight of the 8 SCCs in Christ the Teacher Catholic School Division are made up of the required number of elected and appointed members, as outlined in *The Education Regulations, 1986*. The actual number of members varies from one SCC to another. Our school division does not have any First Nations within the Division's boundaries.



Annually, the Board appoints a board member to each SCC; these board members attend at least one SCC meeting during the school year. This is an opportunity for the SCCs to communicate with the Board of Education.

Our Students and Staff

The sections that follow provide information about the Christ the Teacher Catholic School Division's students and staff.

Students

In 2012-13, 1669 students were enrolled with Christ the Teacher Catholic School Division. This was an increase of 21 students from 2011-12 (1648 students) and an increase of 3 students when compared to 2010-11 (1666 students).

Our division is experiencing a positive increase in the number of Kindergarten students enrolling in our school division. This growth has resulted in an increase of 60 students enrolled in our K-3 classrooms over a three-year period from 2010-11 to 2012-13. This is a 12.4% increase in our K-3 classrooms.

Our division is also experiencing a reduction in our grade 9-12 enrolments. Our enrolment totals in these four grades as shown in Figure 2 below indicate a reduction of 35 students, or a decrease of 6.7% students, over these three years.

Our division also experienced an increase in the number of students who self-identified as First Nations or Métis. In 2012-13, 325 students self-identified as compared to 283 students in 2010-11 (an increase of 42 students or 14.8%).

French Immersion student enrolments have also increased over the past three years. Our division noted a 9.7% increase of 21 students enrolled in French Immersion programming over a three-year period from 2010-11 to 2012-13.



Figure 2: Enrolment by Grade – September 30

Grade	School Year		
	2010-11	2011-12	2012-13
Kindergarten	127	140	147
Grade 1	117	126	141
Grade 2	125	119	136
Grade 3	114	122	119
Grade 4	125	115	122
Grade 5	116	125	122
Grade 6	131	119	130
Grade 7	151	128	124
Grade 8	134	148	137
Grade 9	128	139	131
Grade 10	140	137	158
Grade 11	111	93	88
Grade 12	147	137	114
Total	1666	1648	1669

Note: The table above identifies the actual number of students enrolled in each grade as of September 30, 2013.

Source: Ministry of Education

Staff

Figure 3 below provides an overview of all Division staff. An organizational chart showing the reporting structure is provided in Appendix B.

Figure 3: School Division Staff – 2012-13

Job Category	FTEs
Classroom teachers	109.10
Principals & Vice-principals (Administrative Time)	7.78
Other educational staff – coordinator of student achievement and supports, religion consultant, instruction and assessment consultant, instructional coach, educational psychologist, speech language pathologist, occupational therapist, physical therapist, career counsellor, school counsellors, educational assistants, library technicians, nutrition workers, liaison workers, work transition staff	58.71
Administrative and financial staff – payroll clerk, accounts payable clerks, information technologists, and administrative assistants	13.59
Plant operations and maintenance – maintenance workers and caretakers	11.98
Transportation – rural transportation provided by Good Spirit School Division and urban transportation provided by Hertz Northern Bus	0
Senior management team – director of education, secretary-treasurer, superintendents, and supervisor of instruction and learning	5.0
Total Full-Time Equivalent (FTE) Staff	206.16

- Notes:
- The number of employees listed above represents full-time equivalents (FTEs). The actual number of employees is greater because some people work part-time or seasonally.
 - Some individuals are counted in more than one category. For example, a teaching principal might be counted 0.4 as a classroom teacher and 0.6 as a principal.
 - Information for all staff is at August 31, 2013.

Source: Christ the Teacher S D Human Resource Data System

Staff Profile – Christ the Teacher Catholic School Division employs the full-time equivalent of 206.16 people. The School Division needs administrative assistants, educational assistants, library technicians, caretakers, information technologists, payroll and accounts payable clerks, and other staff in order to provide a quality education for students of the Division.

Senior Management Team – The Director of Education, Darrell Zaba, reports directly to the Board of Education. The following positions are also part of the Senior Management Team:

- Barbara MacKesey – Superintendent of Education
- Chad Holinaty – Superintendent of Education
- Shannon Hahn – Supervisor of Instruction and Learning
- Wilf Hotsko – Secretary-Treasurer

Higher Literacy and Achievement

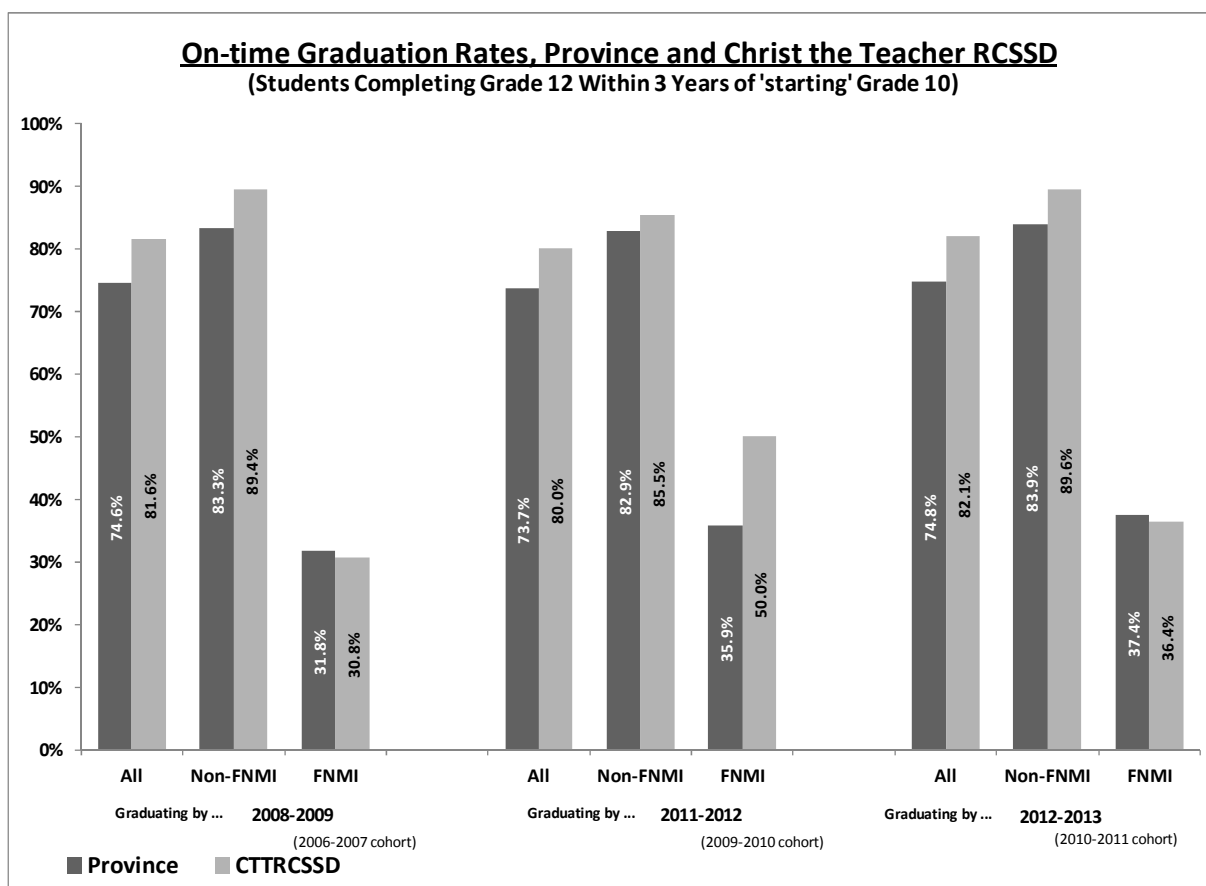
Increased student literacy and achievement is a priority for Christ the Teacher Catholic School Division. The indicators below illustrate student performance as informed by Division and provincial data.

Grade 12 Graduation

Three-Year Graduation Rates – In June 2009, 81.6% of all Christ the Teacher Catholic School Division students graduated within three years of entering Grade 10. Breaking this total down into the two sub-populations, 89.4% of non-First Nations and Métis (FNM) and 30.8% of self-identified FNM students graduated in that same time frame. In June 2013, 82.1% of all Christ the Teacher Catholic School Division students graduated within three years of entering Grade 10. This was an increase of 0.5% as compared to the 2008-09 cohort. In 2012-13 89.6% of non-First Nations and Métis (FNM) graduated in three years which was an increase of 0.2%. In 2012-13 36.4% of self-identified FNM students graduated which was an increase of 5.6%.

As indicated in Figure 4, a large difference between the graduation rate for FNM students and non-FNM students exists. Reducing this difference is a critical goal of the Division.

Figure 4: Grade 12 Graduation – Students Completing Grade 12 Within Three Years: Baseline Year with Two Most Recent Years

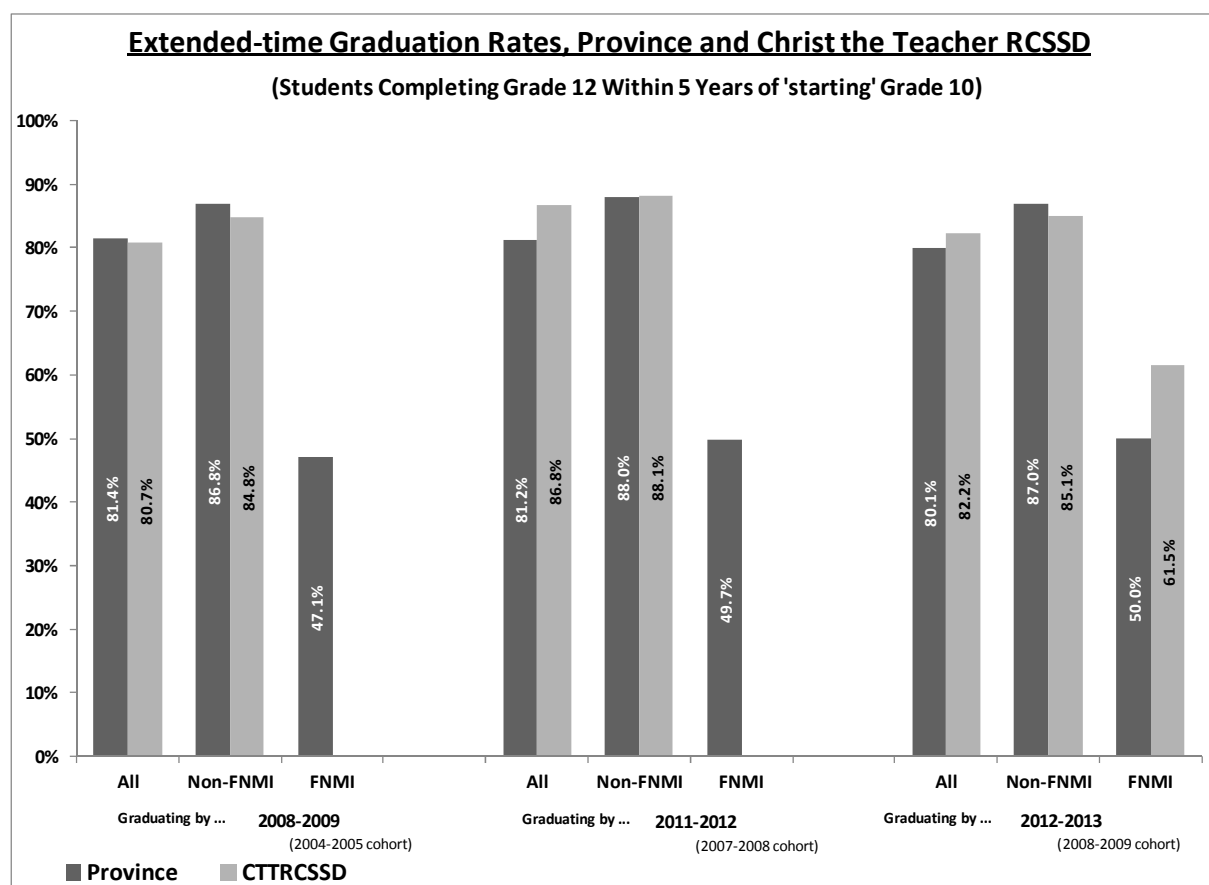


Note: On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10. Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students. FNM students are those who choose to self-identify as First Nations (Registered/Treaty/Status

Indian, Non-Status Indian) or Métis. Non-FNM students are those who do not identify themselves to be FNM, and may include FNM students who choose not to self-identify.
Source: Ministry of Education, 2013

Five-Year Graduation Rates – Some students need more time to complete all the courses necessary to graduate, and so they continue in school longer than three years after beginning Grade 10. The graduation rate increases when these extra years of schooling are considered. By June 2013, 82.2% of all Christ the Teacher Catholic students, 85.1% of non-FNM students and 61.5% of self-identified FNM students who had entered Grade 10 five years previously had graduated. Christ the Teacher Catholic School Division’s five-year graduation rate for all students shows a similar pattern as the three-year graduation rate. The extended-time graduation rate for our 2012-13 FNM students was significantly higher than the provincial rate.

Figure 5: Grade 12 Graduation – Students Completing Grade 12 Within Five Years: Baseline Year with Two Most Recent Years



Note: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time).

Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students.

FNM students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian) or Métis. Non-FNM students are those who do not identify themselves to be FNM, and may include FNM students who choose not to self-identify.

Source: Ministry of Education, 2013

Average Final Marks

When registering for secondary level courses, students have many opportunities for choice.

In 2012-13, the average final marks for all Christ the Teacher Catholic School Division students exceeded the provincial results in all selected courses except Math: Workplace and Apprenticeship 10 and Math: Foundations and Pre-calculus 10.

Although average marks of Christ the Teacher Catholic School Division's self-identified FNM students were similar to or higher than the provincial results in most courses, there is still a difference between FNM and non-FNM achievement. See Figure 6.

Figure 6: Average Final Marks in Selected Secondary-Level Courses 2012-13

Subject	All Students		Non-FNMI		FNMI	
	Province	Christ the Teacher Catholic SD	Province	Christ the Teacher Catholic SD	Province	Christ the Teacher Catholic SD
English Language Arts A 10	71.4%	72.7%	74.3%	74.5%	59.4%	62.9%
English Language Arts B 10	71.6%	73.6%	74.1%	76.4%	60.1%	64.7%
Science 10	70.2%	70.7%	73.2%	74.0%	57.1%	56.2%
Math: Workplace and Apprenticeship 10	70.7%	67.8%	73.8%	68.2%	56.9%	66.5%
Math: Foundations and Pre-calculus 10	69.9%	69.3%	72.2%	71.0%	56.8%	nr
English Language Arts 20	72.5%	75.1%	74.2%	77.1%	62.5%	nr
Math: Workplace and Apprenticeship 20	66.5%	68.7%	68.5%	67.8%	60.4%	nr
Math: Foundations 20	71.7%	78.1%	73.1%	79.1%	62.0%	nr

Note:

Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr).

FNM students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian) or Métis. Non-FNM students are those who do not identify themselves to be FNM, and may include FNM students who choose not to self-identify.

Source: Ministry of Education, 2013

Equitable Opportunities

Strategies to Meet the Needs of Diverse Learners

Christ the Teacher Catholic School Division strives to provide the best education possible for all of its students. Our division offers programming that responds to the needs of its students such as: Prekindergarten and alternative programming for vulnerable students; Advanced Placement programming; French Immersion programming; services and supports of educational psychologist and speech language pathologists. These programs are intended to provide equitable opportunities for equitable outcomes for all students.

Smooth Transitions

Grade 7 to 10 Transitions

There are several critical transition points as students move through the Prekindergarten to Grade 12 education system. The transition from middle to secondary grades is particularly important. Figure 7 shows that the great majority of Christ the Teacher Catholic School Division students who begin Grade 7 are still in school three years later, and a much larger proportion of the FNM students in the 2009-10 cohort are still in school, as compared to their non-FNM peers. See Figure 7.

Figure 7: Student Transitions Between Grades 7 and 10, Christ the Teacher Catholic School Division

	Grade 7 Cohort			Progressing from Grade 7 to 10 On-Time			Still In School
	2007-08 Baseline	2008-09	2009-10	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	2009-10 Cohort
All students	134	130	127	96.3%	93.8%	97.6%	98.4%
Non-FNMI students	na	na	107	na	na	99.1%	99.1%
FNMI students	23	18	20	95.7%	88.9%	90.0%	95.0%

Note:

Students who have not progressed to Grade 10 “on-time” may have remained in a previous grade or were not re-enrolled in subsequent years. “Still in School” is the proportion of students either in Grade 10 or continuing a previous grade. Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr). Categories where results are not available at this time are recorded as (na).

FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian) or Métis. Non-FNM students are those who do not identify themselves to be FNM, and may include FNM students who choose not to self-identify.

Source: Ministry of Education, 2013

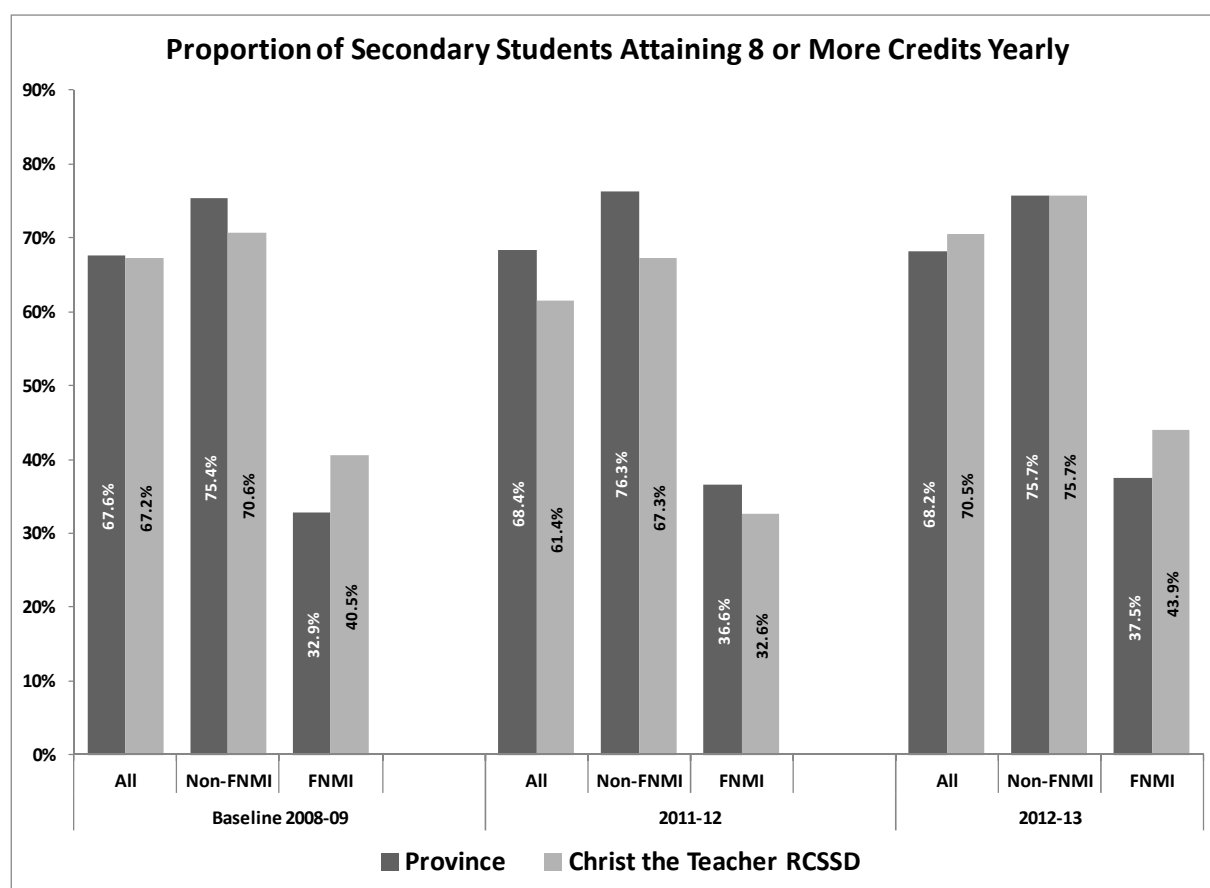
Credit Attainment

Saskatchewan secondary students must accumulate at least 24 secondary-level credits in order to graduate. This means that to graduate within a three-year period after beginning Grade 10, students must accumulate at least eight credits per year. In recent years, the provincial results have been relatively stable at just under 70% of all students attaining 8.0 or more credits per year.

In 2012-13, 70.5% of Christ the Teacher Catholic School Division secondary students earned eight or more credits per year as compared to the provincial results of 68.2%. Although the percentage of Christ the Teacher Catholic School Division's non-FNM and self-identified FNM students was equal to or slightly greater than the provincial results, credit attainment percentages by FNM students is lower than their non-FNM peers – a reality the Division is committed to changing.

Credit attainment by Christ the Teacher Catholic School Division students as compared to the provincial results have improved in recent years. In 2008-09, the Division's students' credit attainment was about the same as provincial results; in 2012-13, it was slightly higher. See Figure 8.

Figure 8: Proportion of Secondary Students Attaining 8 or More Credits per Year: Baseline Year with Two Most Recent Years



Note:

Results for populations of 10 or fewer 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) or Métis. Non-FNMI students are those who do not identify themselves to be FNM, and may include FNM students who choose not to self-identify.

Source: Ministry of Education, 2013

System Accountability and Governance

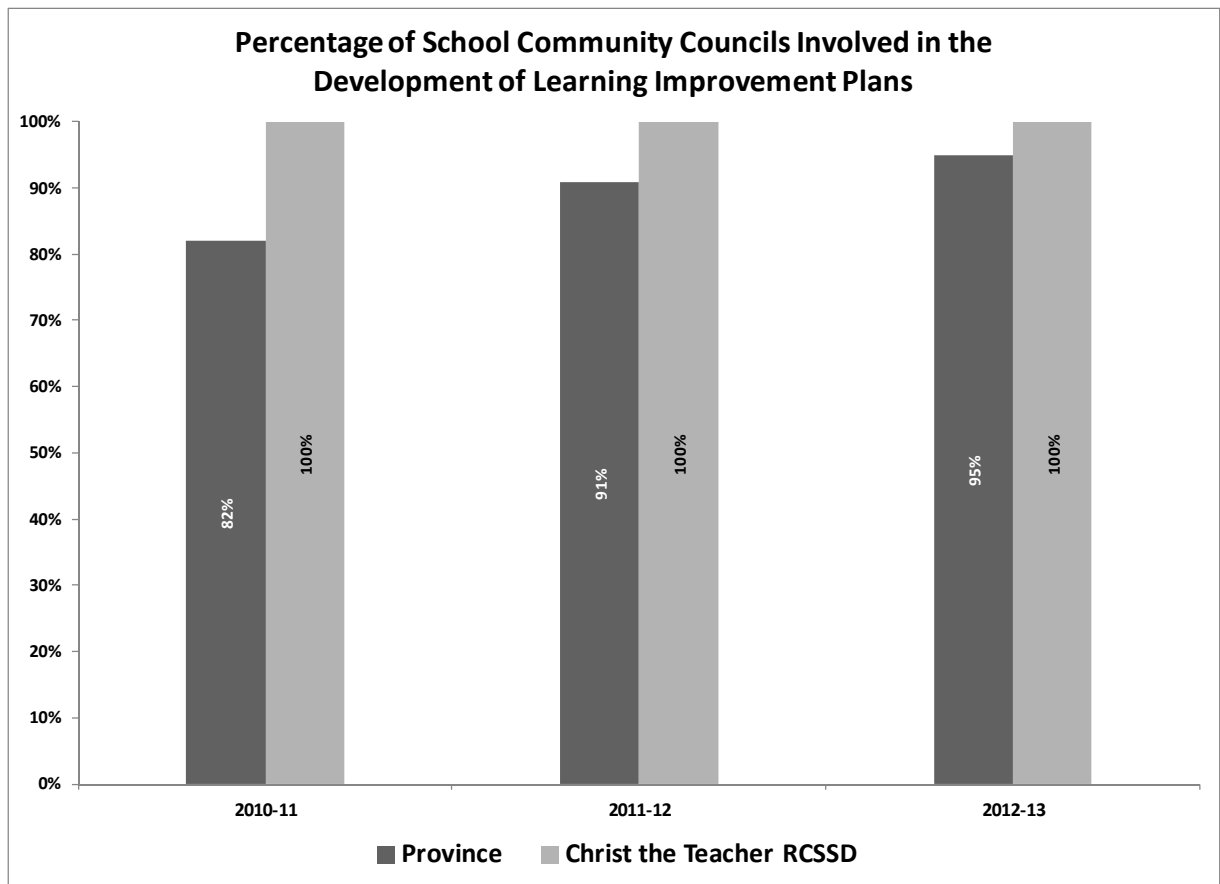
Christ the Teacher Catholic School Division is committed to operational effectiveness, transparency, fiscal responsibility, and to the long-term stability of the education system in order to provide a high quality education for all students.

School Community Councils and Learning Improvement Plans

During 2012-13, all of the 8 SCCs in Christ the Teacher Catholic School Division developed Learning Improvement Plans.

The SCCs have been developing Learning Improvement Plans for the past 4 school years.

Figure 9: Percentage of School Community Councils Involved in Development of Learning Improvement Plans



Source: Ministry of Education, 2013

Facilities and Transportation

Facilities

Christ the Teacher Catholic School Division facilities include:

- Eight schools (plus an Alternate Program) located in 3 communities. See Appendix C for a list of schools. The average age of these schools is 41 years. The oldest school is 57 years old; the newest is 8 years old.
- The school division head office located in Yorkton. This building was purchased in 2006 and is adequate in size for present needs.
- As bus services are contracted, the division does not maintain a fleet of buses and does not require a bus garage.

Several schools in the Christ the Teacher Catholic School Division were modernized during 2012-13. A list of these capital projects appears in Appendix E of this annual report along with the cost of each.

Christ the Teacher Catholic School Division pays careful attention to the maintenance of all schools in the Division. Minor repairs are done as needed and a painting schedule ensures that all schools are always fresh looking. All schools are cleaned every day and major cleaning such as washing of walls and shelving takes place during the summer.

Student Transportation

Christ the Teacher Catholic School Division provides transportation services to all students residing within its jurisdiction. Urban student transportation services for students residing within the cities of Melville and Yorkton are contracted from Hertz Northern Bus Ltd. of Saskatoon. With respect to students residing in the rural area, the Board has entered into an agreement with Good Spirit School Division No. 204 for the provision of transportation services for 241 students residing outside of the cities of Melville and Yorkton. Good Spirit School Division receives transportation funding from the Ministry of Education for all students transported on their buses. Christ the Teacher School Division owns four (4) 15-passenger vans and one (1) mini-van. These vehicles are used for extra-curricular transportation and Pre-K student transportation. In addition to the above services, special needs transportation services are contracted from the Saskatchewan Abilities Council and York City Taxi.

Figure 10: Student Transportation 2012-13

Transportation Statistics	Urban
Students transported	508
Transportation routes	5
Number of buses	5
Kilometres travelled daily	225
Average age of bus	5 years
Capacity utilized on buses	65%
Average one-way ride time	15 min.
Longest one-way ride time	40 min.
Cost per student per year	\$407
Cost per kilometre travelled	\$4.86

Note: The above data does not include the rural students transported by Good Spirit S.D.
Source: School Division Records

Financial Overview

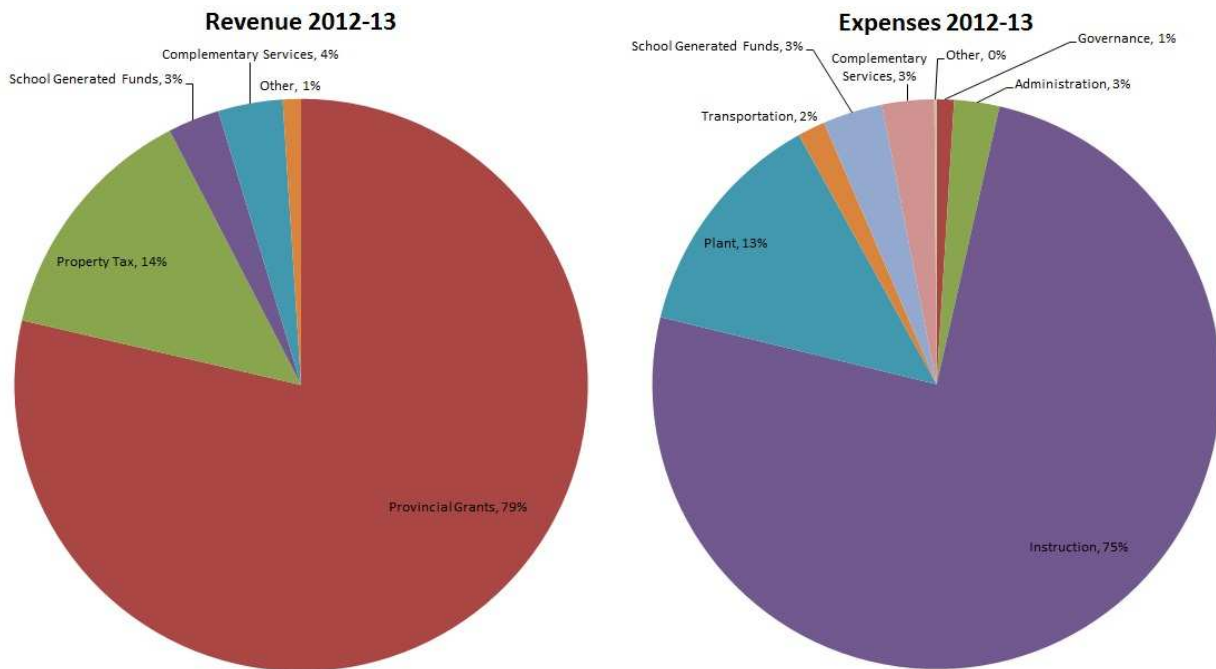
In 2012-13, as in previous years, Christ the Teacher Catholic School Division's single largest expense was instruction. Instruction includes salaries and benefits for teachers and other staff who work with students, resource materials and classroom supplies. The second largest expense was physical plant – schools and their upkeep.

The largest single source of revenue was provincial grants, followed by property taxes.

Revenue and Expenses

Figure 11 below summarizes Christ the Teacher Catholic School Division's main categories of revenues and expenditures in 2012-13.

Figure 11: Summary of Revenue and Expenses – 2012-13



Revenue and Expenses with Budget to Actual Comparison

Figure 12 below summarizes Christ the Teacher Catholic School Division's main categories of revenues and expenditures in 2012-13.

Figure 12: Summary of Revenue and Expenditures with Budget to Actual Comparison for the Fiscal Year September 1, 2012 to August 31, 2013

	2012	2013	2013	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Actual	Actual	Budget			
REVENUES						
Property Taxation	\$2,540,352	\$2,617,831	\$2,740,765	(\$122,934)	-4%	
Grants	\$14,779,559	\$14,942,582	\$14,491,300	\$451,282	3%	
Tuition and Related Fees	\$40,343	\$15,780	\$14,350	\$1,430	10%	1
School Generated Funds	\$637,985	\$554,050	\$540,000	\$14,050	3%	
Complementary Services*	\$521,527	\$692,018	\$319,045	\$372,973	117%	2
External Services**	\$30,538					
Other	\$115,431	\$180,439	\$110,250	70,189	64%	3
Total Revenues	\$18,665,735	\$19,002,700	\$18,215,710	\$786,990	4%	
EXPENSES						
Governance	\$187,974	\$183,001	\$234,125	(\$51,124)	-22%	4
Administration	\$499,703	\$477,744	\$448,461	\$29,283	7%	5
Instruction	\$13,606,041	\$13,962,188	\$14,300,981	(\$338,793)	-2%	
Plant	\$2,503,377	\$2,442,276	\$2,091,316	\$350,960	17%	6
Transportation	\$290,759	\$291,286	\$298,092	(\$6,806)	-2%	
Tuition and Related Fees	\$96,264		\$5,500	(\$5,500)	-100%	7
School Generated Funds	\$601,719	\$629,638	\$540,000	\$89,638	17%	8
Complementary Services*	\$506,549	\$551,428	\$322,175	\$229,253	71%	9
External Services**	\$30,538					
Other Expenses	\$53,961	\$22,140	\$40,738	(\$18,598)	-46%	10
Total Expenses	\$18,376,885	\$18,559,701	\$18,281,388	\$278,313	2%	
Surplus (Deficit) for the Year	\$288,850	\$442,999	\$(65,678)	\$508,677	-775%	

* Complementary services are 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. For example, Prekindergarten programs.

** External services are 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 program nor do they directly enhance the School Division's ability to deliver its K-12 programs. For example, fees paid to the School Division to or on behalf of its associate schools.

Explanation for Variances

- 1 Budgeted for 1 F.T.E. Foreign Student. Actual tuition amounted to 1.5 F.T.E
- 2 Budget information only pertained to Pre-K Programs. No budget provisions were included for RIC, Teen Services, or Cognitive Disability Strategy programs.
- 3 Received reimbursement from GSSD No 204 totalling \$71,218 which represents Melville Comprehensive School Tuition fee adjustments for the 2009/10 and 2010/11 fiscal years.
- 4 Under budget in the areas of Board member expenses and professional development. In addition, budgeted monies for School Community Council operating grants were reclassified to the school generated fund functional area.
- 5 Additional funds were spent on salaries and benefits to accommodate the school generated funds project. Also, additional funds were spent on administration office repairs, and renovations.
- 6 Received approval for a number of Ministry of Education block projects. Also, the Board financed a number of maintenance projects from internally restricted reserves.
- 7 No tuition expenditures in 2012/13.
- 8 School generated fund expenditures were matched with estimated revenues.
- 9 See Note #2
- 10 Actual long term loan interest on the Sacred Heart High School loan was less than amount budgeted.

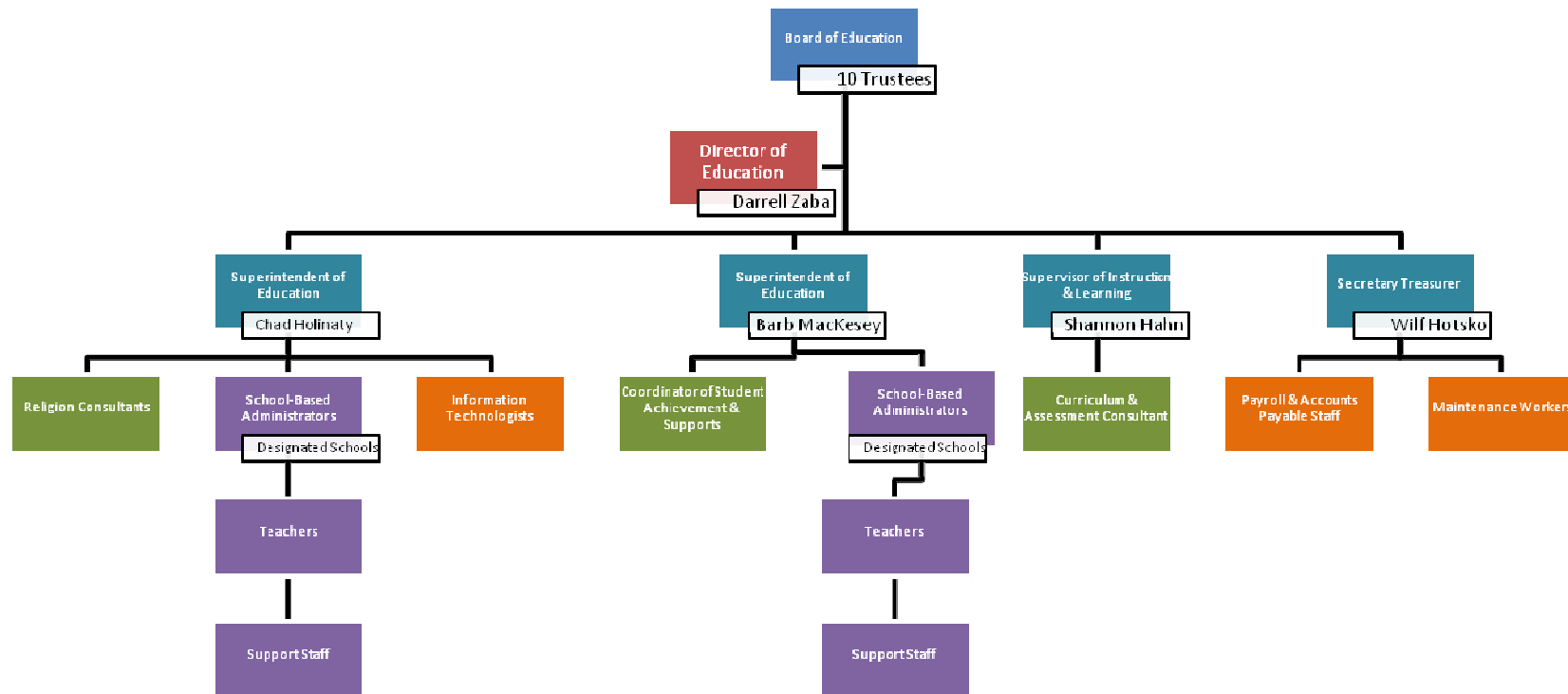
Appendix A: Management Report and Audited Financial Statements

The Auditor's Report and Financial Statement may be viewed at:

<http://www.christtheteacher.ca/index.php/administration-and-board-of-education/board-of-education/financial-information>

Appendix B: Organizational Chart

Christ the Teacher Catholic School Division – August 31, 2013



Appendix C: School List

There are 8 schools in Christ the Teacher Catholic School Division located in 3 communities:

Schools	Grades	Location
Sacred Heart High School	9-12 French Immersion Dual Track	Yorkton
Saint Alphonsus School	Pre-K-8	Yorkton
Saint Henry's Junior School	Pre-K-5 French Immersion Dual-Track	Melville
Saint Henry's Senior School	5-9 French Immersion Dual Track	Melville
Saint Mary's School	Pre-K-8	Yorkton
Saint Michael's School	K-8 Dual Track	Yorkton
Saint Paul's School	K-8	Yorkton
Saint Theodore School	K-8	Theodore

Note: Our division also operates a storefront school for grade 8-12 students. The students are included in the Saint Mary's School enrollment data.

Appendix D: Payee List – 2012-13

Christ the Teacher Catholic School Division Payee Disclosure List for the Fiscal Year September 1, 2012 to August 31, 2013

As part of government's commitment to accountability and transparency, the Ministry of Education and Saskatchewan school divisions disclose payments that total \$50,000 or greater made to individuals, businesses and other organizations during the fiscal year. These payments include salaries, contracts, transfers, purchases of goods and services, and other expenditures.

Board of Education Remuneration

Board Remuneration					
Name	Remuneration	Expenses	Travel	Professional Development ***	Total
Fedorowich, Eugene	\$708	\$364			\$1,072
Gibson, Erin	\$1,214	\$634	\$276		\$2,124
Guy, Dwight	\$2,451	\$2,460	\$223	\$6,318	\$11,453
Killick, Del	\$2,365	\$2,141	\$621	\$6,055	\$11,181
Lubiniecki, Kevin	\$394	\$202			\$596
Malinowski, Jerrold	\$273	\$143	\$67		\$484
Niezgoda, Jerome	\$3,483	\$2,875	\$6	\$6,455	\$12,819
Paidel, Bonnie	\$514	\$266	\$36		\$816
Rathgeber, Doreen	\$3,022	\$2,483	\$158	\$5,952	\$11,616
Rathgeber, Lisa**	\$4,007	\$4,036	\$1,280	\$5,700	\$15,022
Rogalski, Angie*	\$4,728	\$4,615	\$1,582	\$5,978	\$16,902
Todas, Dwayne	\$1,694	\$1,854	\$6	\$5,208	\$8,762
Wilson, Theresa	\$2,438	\$2,611	\$585	\$6,345	\$11,979
Zaryski, Pat	\$2,860	\$2,445	\$296	\$6,057	\$11,658
Total	\$30,151	\$27,129	\$5,136	\$54,068	\$116,484

* Board Chair

** Vice-Chair

*** Professional development includes education, training and conferences.

Due to the October 2012 Board election, the above list includes expenses paid in 2012-13 for former and newly-elected board members.

Personal Services

Christ the Teacher Catholic School Division is guided by the Local Authority Freedom of Information and Protection of Privacy (LAFOIP) and accepts requests for information from its stakeholders. Salaries of employees may be obtained upon request in accordance with the provisions of the LAFOIP.

Supplier Payments

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

Apple Canada Incorporation	\$55,465.86
Caliber Sport System	\$58,905.00
Canada Revenue Agency	\$3,744,600.98
CDW Canada Incorporation	\$98,320.38
Cornerstone Credit Union Ltd	\$500,005.00
Design R Projects Incorporation	\$85,538.32
Good Spirit SD No 204	\$144,552.95
Hancock Plumbing Ltd	\$95,901.41
Hertz Northern Bus (2006) Ltd	\$224,328.12
Marsh Canada Limited	\$53,066.00
Municipal Employee Pension Plan	\$439,915.95
Logan Stevens Construction	\$123,791.41
Sask Energy	\$236,441.68
Sask Power	\$225,538.23
Saskatchewan School Boards Association	\$130,738.72
Saskatchewan Teacher Federation	\$1,050,228.11
Scotia Bank	\$250,000.00
Sharp's Audio Visual Incorporation	\$59,298.23
SIGN	\$108,778.06
Speidel, Wayne	\$98,856.00
Sunrise Health Region	\$67,378.69
Supreme Office Products Ltd	\$61,518.70
US Bank Canada	\$131,923.79

Appendix E: Infrastructure Projects – 2012-13

<i>School</i>	<i>Project</i>	<i>Details</i>	<i>2012-13 Cost</i>
Sacred Heart H.S.	Floor Replacements	Replaced tiered flooring system in the computer lab and band room	\$20,875
St. Alphonsus' School	Gym	Upgrade existing gym floor to a sports flooring system	\$23,795
St. Alphonsus' School	Portable Classrooms	Replace existing wood siding with metal cladding	\$23,114
St. Alphonsus' School	Furnace	Replaced furnace	\$12,048
St. Alphonsus' School	Sidewalk	Replaced concrete sidewalks	\$16,171
St. Henry's Jr. School	Classroom Modernization	Replaced cabinetry and shelving units	\$39,136
St. Henry's Jr. School	Portable Classrooms	Replace existing wood siding with metal cladding	\$9,919
St. Henry's Sr. School	Portable Classroom	Replace existing wood siding with metal cladding.	\$8,382
St. Mary's School	Furnaces	Replaced 16 furnace units	\$47,051
St. Mary's School	Portable Classrooms	Replace existing wood siding with metal cladding	\$11,557
St. Mary's School	Sidewalk	Replaced concrete sidewalks	\$17,225
St. Mary's School	Accessibility Door	Installed accessibility door	\$9,510
St. Michael's School	Storage Garage	Constructed a new storage garage	\$30,544
St. Paul's School	Gym	Upgrade existing gym floor to a sports flooring system	\$33,650
St. Paul's School	Furnaces	Replaced 8 furnace units	\$23,618
St. Paul's School	Roof & Ventilation Repairs	Completed structural roof and ventilation repairs	\$184,184
Board Office	Roof & Board Room	Repaired roof and renovated board room	\$20,692
Total			\$531,471