



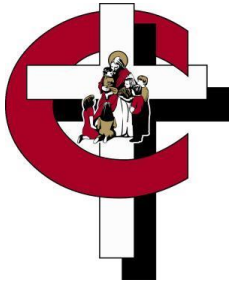
Christ the Teacher Roman Catholic Separate School Division #212

2019-20 Annual Report

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School Division Contact Information



Christ the Teacher Roman Catholic Separate School Division #212

Believe ... Belong ... Become

45A Palliser Way, Yorkton, SK S3N 4C5

Phone: 306-783-8787

Fax: 306-783-4992

Website: www.christtheteacher.ca

Letter of Transmittal

Honourable Dustin Duncan
Minister of Education

Dear Minister Duncan:

The Board of Education of Christ the Teacher Roman Catholic Separate School Division #212 is pleased to provide you and the residents of the school division with the 2019-20 annual report. This report presents an overview of Christ the Teacher Roman Catholic Separate School Division'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,

A handwritten signature in black ink, appearing to read 'Dwight Guy', is positioned above the printed name.

Dwight Guy, Chairperson

Introduction

This annual report presents an overview of the Christ the Teacher Roman Catholic Separate School Division's goals, activities, and results for the fiscal year September 1, 2019 to August 31, 2020.

In March 2020, adjustments were made 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.

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 pandemic.

This report provides a snapshot of Christ the Teacher Roman Catholic Separate School Division, its governance structures, students, staff, programs and facilities. In addition to detailing the school division goals, activities, and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan. The report provides a financial overview and audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Governance

The Board of Education

Christ the Teacher R.C.S.S.D. 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”.

Christ the Teacher Catholic R.C.S.S.D. is organized into five subdivisions for the 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 26, 2016 to serve a four-year term. Board of Education members are:

City of Melville – Brian Hicke	City of Yorkton – Sheri-Lynne Fedorowich
City of Melville – Lisa Rathgeber	City of Yorkton – Jerome Niezgoda
City of Melville – Angie Rogalski	City of Yorkton- Vacant
Melville Rural – Monique Chaban	City of Yorkton – Pat Zaryski (Vice-Chair)
Village of Theodore – Erin Gibson	Yorkton Rural – Dwight Guy (Chairperson)

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

School Community Councils

The Board of Education has established a School Community Council (SCC) for each of the nine schools in Christ the Teacher R.C.S.S.D.

School Community Councils are required by legislation to cooperate with school staff to develop school level plans that are aligned with the school division’s Strategic Plan. Each year, the School Learning Improvement Team shares the school level plan with the SCC. The SCC utilizes the school level plan to develop parallel learning improvement goals. The School Community Councils develop action plans and strategies to actualize their school level plans. The school and SCC level plans are reviewed by the school division senior management team early in the fall.

The Education Regulations, 2019 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2019-20, Christ the Teacher Roman Catholic Separate School Division had scheduled an SCC Learning Improvement Plan Sharing Symposium to be held on March 16, 2020. All SCCs were prepared to share their learning improvement goals related to competence (academic), character (climate), and faith. This SCC and Board forum, involving Board Members, Central Administration, Principals, and representatives from each SCC would have provided an

opportunity for SCCs to network and engage in dialogue regarding initiatives taken to support the Learning Improvement Plans. The SCC and Board forum was cancelled due to COVID-19 restrictions.

The Board of Education has established a School Community Council (SCC) for each of the nine schools in Christ the Teacher RCSSD. Of the nine SCCs, seven have the required number of elected and appointed members, as outlined in *The Education Regulations, 2019*. The actual number of members varies from one SCC to another. Our school division does not have students living on-reserve attending division schools.

Annually, the Board appoints a board member to each SCC; these board members attend SCC meetings during the school year. This is an opportunity for the SCCs to communicate with the Board of Education. The Board of Education provides base funding to each SCC based on an enrolment factor. SCCs use this funding in a variety of ways, such as: supporting meeting expenses or supporting guest speakers at school-level events for parents and caregivers. The total funding provided by the Board of Education to the SCCs during the 2019-20 school year was \$17,838.

Recruitment and retention, particularly at the secondary school level, of SCC members is critical as the dedication, support, and work of the SCC members is extremely valuable to each of the schools and the division.

School Division Profile

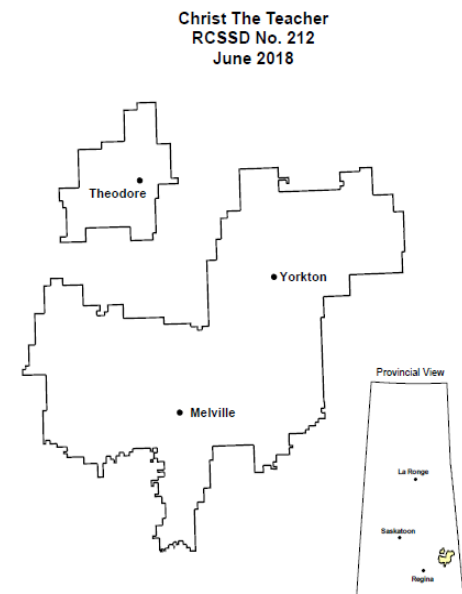
About Us

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

Christ the Teacher Catholic School 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 the division. As well, small and medium-sized businesses manufacture farm equipment and farm-related products.



Division Philosophical Foundation

Division Mission Statement - As a Christ-Centred learning community, we engage and challenge all learners, model and form character, know Christ and make Him known.

Division Motto *Believe ... Belong ... Become*

Division Core Values - We believe that success in Christ the Teacher Catholic Schools can only be achieved by an unconditional commitment to our core values.

Christ is our greatest teacher and the values He taught us in His gospels must permeate all aspects of daily life in the schools of the Division.

Therefore, our core values provide direction, foster understanding and define expectations for relationships, interactions and behaviours within the Division.

Faith - We develop a relationship with Christ, following His example by loving and serving others.

Respect - We value all people and treat one another with dignity and compassion.

Learning - We continually grow in our expertise and proficiency to support the learning of all students.

Integrity - We adhere to moral principles in our words and actions.

Stewardship - We use the gifts God has given us to do the work God is calling us to do.

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. Some examples of Christ the Teacher's community partners include:

- Kids First Management Committee Parkland
- Parkland Early Childhood Intervention Program
- St. Henry's Roman Catholic Parish in Melville
- St. George's Ukrainian Catholic Church in Melville
- St. Elizabeth Roman Catholic Parish in Killaly
- St. Gerard's Roman Catholic Parish in Yorkton
- St. Mary's Ukrainian Catholic Church in Yorkton
- Saskatchewan Abilities Council
- Saskatchewan Association for Community Living
- Society for the Involvement of Good Neighbours
- Ministry of Social Services
- Special Olympics – Yorkton District
- Saskatchewan Health Authority Children's Therapies
- Saskatchewan Health Authority Mental Health and Addiction Services
- Yorkton Family Resource Center
- Yorkton Immigration and Resource Center
- Yorkton Community Mobilization (HUB and Steering Committee)
- Good Spirit Housing Authority
- East Central Newcomer Welcome Centre Inc.

Program Overview

The students in Christ the Teacher Catholic School Division are diverse. They vary in 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 nine 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. Classroom instruction in our division is distinctive in that the provincial curriculum is permeated with the Catholic worldview.

In addition, each school in Christ the Teacher Catholic School 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:

- Religion programming
- Core French instruction
- English as an Additional Language programming
- French Immersion programming
- Music/band programming
- Nutrition programs
- Prekindergarten programs
- Technology-enhanced learning
- Advanced Placement programming
- Work transition and trade training opportunities
- Outdoor education programming

Additional services and supports are offered to students and teachers by specialized school division staff including:

- Religious Education Consultant & Liaisons
- Instruction and Learning Consultants
- Coordinator of Student Achievement and Supports
- Psychologist
- Speech and Language Pathologist
- Occupational Therapist
- Physical Therapist
- School Counsellors
- Career Counsellor

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 PreK-12 Education Policy Framework

Education partners in Saskatchewan continue to work together to implement [*Inspiring Success: First Nations and Métis PreK-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

Christ the Teacher Catholic School Division target for reading, writing and math matches the provincial goal of 80% of students being at or above grade level by June 30, 2020.

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

To ensure high levels of accuracy when collecting reading data, upon request by teachers or administrators, teachers in grade 1 to 5 participated in at least one side-by-side reading assessment. Teachers new to the division received one-on-one training and completed a minimum of three side-by-side assessments.

In addition to using the F & P and GB+ assessments to collect and track student reading data, the division continued to implement its reading assessment and intervention pathway which aided teachers in analyzing appropriate data and providing responsive instruction and intervention. A phonological awareness screen and a grade 1 and 2 developmental phonics assessment were used to aid teachers in examining the specific reading needs of students. To aid classroom teachers, the division continued to utilize Leveled Literacy Intervention (LLI) as a Tier II support for students reading below grade level.

Implementation of reading approaches identified in *Saskatchewan Reads* continued to be monitored by school administrators with support provided as needed.

To build capacity in teachers to assess and instruct the writing product and process, professional learning sessions were scheduled to take place in the spring for teachers in grades 4, 7, and 9. Sessions were cancelled due to COVID-19 restrictions.

To support teachers in mathematics instruction and assessment, professional learning sessions were scheduled to take place in the spring for teachers in grades 2, 5, and 8. Sessions were cancelled due to COVID-19 restrictions.

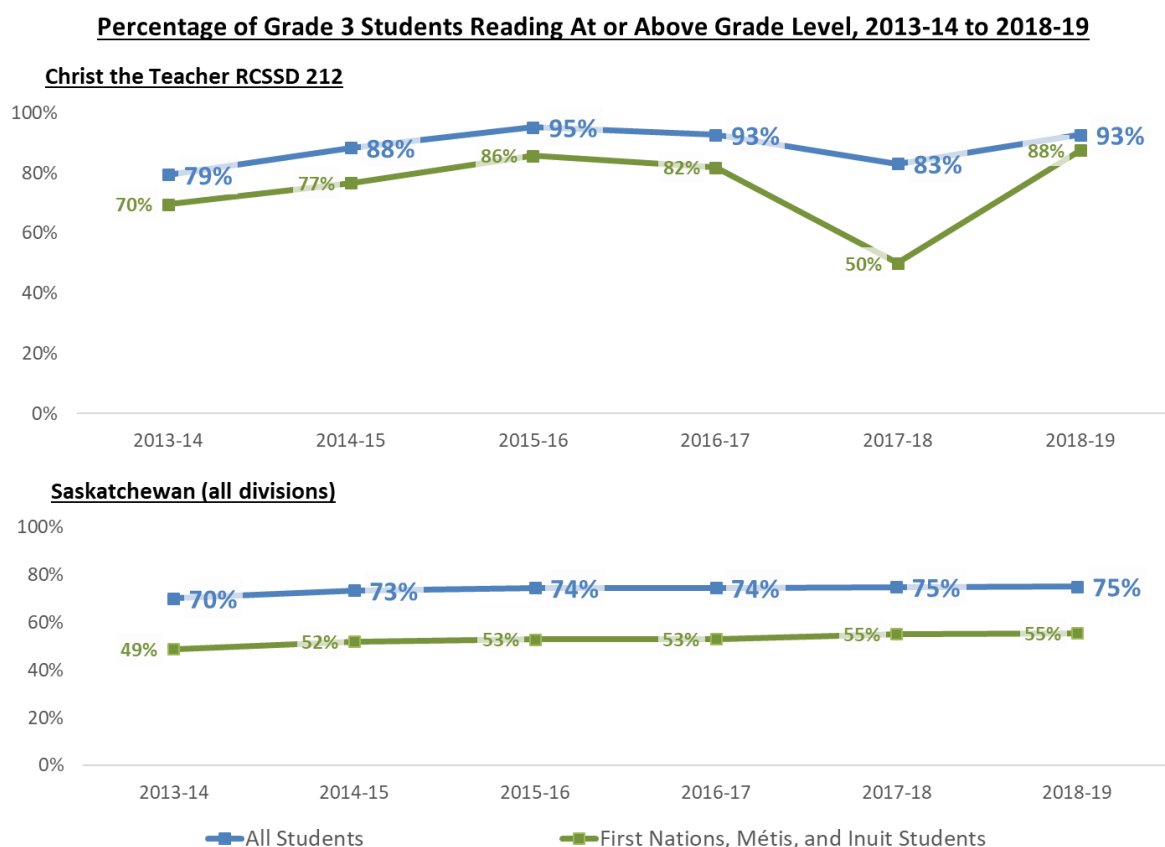
Instruction and Learning Consultants are members of the SaskMath provincial working committee and continued work to develop an online support for K-12 teachers.

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 and for First Nations, Métis and Inuit (FNMI) students. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.



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	
<p>The data set provided above presents a longitudinal review of the proportion of Grade 3 students who achieved ‘at or above’ provincial reading benchmarks. In the period between 2013-14 and 2018-19, the average percentage of Grade 3 students in Christ the Teacher Catholic Schools (CTTCS) who read at or above grade level was 88.5%, 15% above the Saskatchewan (all divisions) results. An average of 75.5% of FNMI students in Christ the Teacher Catholic Schools achieved or exceeded the provincial level benchmark, compared to 52.8% reported provincially. It is notable that during this time frame, the average percentage of FNMI students in CTTCS was 22.7% more than the average percentage of FNMI peers provincially, and also 2% higher than the average percentage of all students provincially (75.5% as compared to 73.5% provincially).</p>	
<p>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:</p> <ul style="list-style-type: none"> • 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>Christ the Teacher Catholic School Division goal for improving First Nations and Métis student engagement and graduation rates is similar to the ESSP goal that by June 2020 improved understandings of First Nations and Métis students’ educational needs, targeted support of student achievement and well-being, along with improved positive relationships will result in an increased three-year graduation rate of 70%.</p> <p>A further goal, identified in our First Nations and Métis Education Achievement Funds (FNMEAF) Plan, is that by June 30, 2020, 80% of students will be at or above grade level in reading, writing and mathematics.</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

To ensure student attainment of credits, Christ the Teacher Catholic School Division developed credit recovery procedures to provide all students with additional opportunities to complete credits toward graduation. School administration and school counsellors met at key times throughout the year, as part of the early warning system, to monitor individual student progress in student attainment of credits.

In addition to examining the attainment of credits, further disaggregation of FNMI data occurred as part of the FNMEAF plan. The analysis of this data was shared with administration so that school-level planning for classroom and intervention instruction could occur.

To support literacy and numeracy instruction to achieve FNMEAF targets, a variety of professional learning opportunities were scheduled for teachers during the 2019-20 school year.

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

Average Final Marks

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

The following table displays average final marks in selected secondary-level courses for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.

Average Final Marks in Selected Secondary-Level Courses, 2019-20

Subject	All Students		Non-FNMI		FNMI	
	Province	CTT	Province	CTT	Province	CTT
English Language Arts A 10 (Eng & Fr equiv)	75.1	81.9	78.5	88.8	62.9	63.8
English Language Arts B 10 (Eng & Fr equiv)	75.7	79.6	79.1	85.5	64.3	59.3
Science 10 (Eng & Fr equiv)	73.8	71.5	77.5	75.7	61.8	62.1
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.5	77.4	77.1	nr	63.0	75.1
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	76.8	78.0	79.0	79.7	65.5	nr
English Language Arts 20 (Eng & Fr equiv)	77.3	75.5	79.6	77.1	67.0	67.1
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	70.0	76.2	72.7	76.5	64.9	75.8
Math: Foundations 20 (Eng & Fr equiv)	77.4	76.9	79.1	78.4	67.8	nr

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

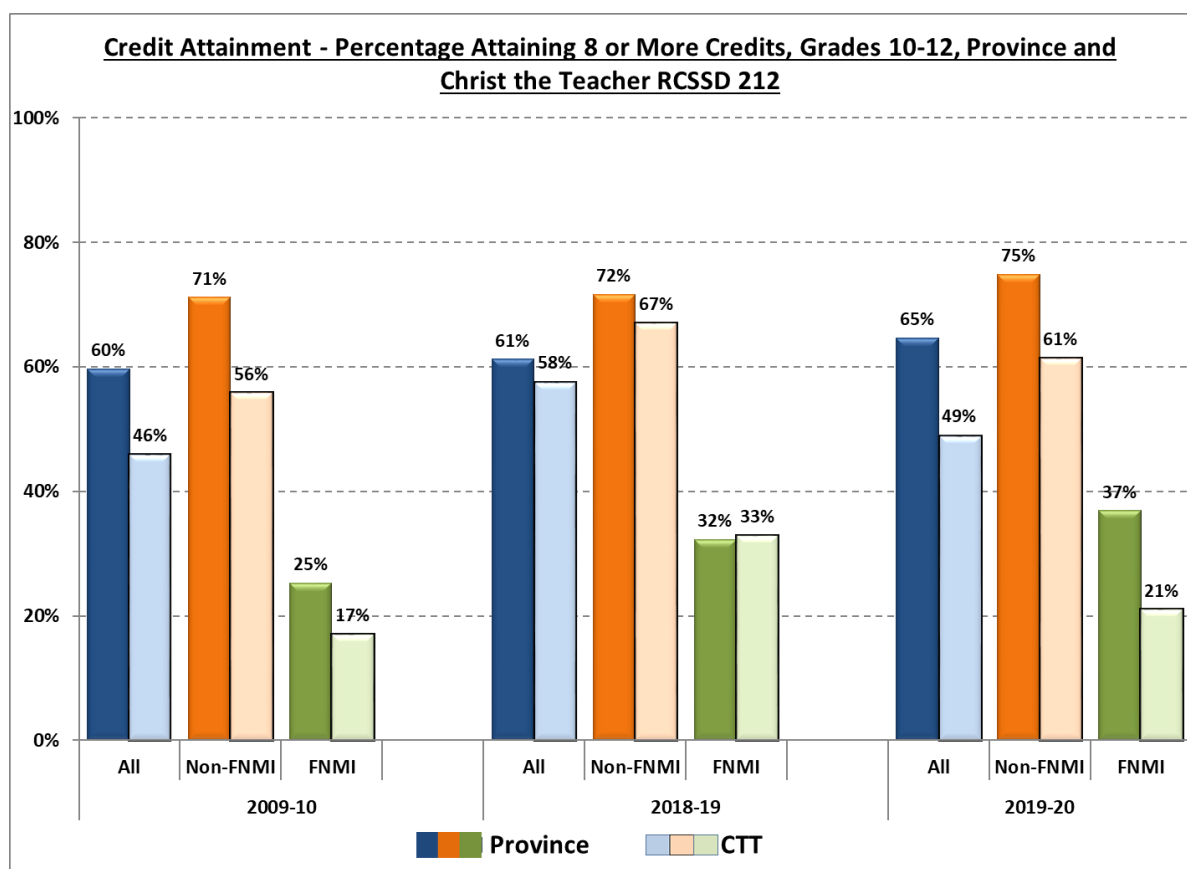
Christ the Teacher Catholic School Division continued to celebrate the academic accomplishments of its students in 2019-20. The average final marks for All Students exceeded the provincial results in five of the eight

subject courses reported on above. The average marks of Christ the Teacher Catholic Schools' self-identified FNMI students exceeded the provincial results for this subpopulation in five of the eight reported subjects while two subjects were not reported. One point of celebration is the results for FNMI students in Math: Workplace and Apprenticeship 10 and 20 courses. Not only did these cohorts of students exceed the provincial average among FNMI students, they also exceeded the provincial average for All Students. Although average marks of Christ the Teachers' self-identified FNMI students were mostly above the FNMI provincial results in all courses reported, there is still a difference between FNMI and non-FNMI achievement in the school division results in the reported courses. Christ the Teacher Catholic School Division celebrates the fact that the achievement gap between FNMI students and non-FNMI is closing. Even though the gap is closing, we recognize the need to continually focus on this indicator. We will continue to foster partnerships and strategies that promote increased attendance and credit attainment.

Credit Attainment

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

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



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (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 – Credit Attainment

In 2019-20, Christ the Teacher Catholic School Division recognized a slight decline across all categories of credit attainment as compared to 2018-19 (49% in 2019-20 as compared to 58% for All Students in 2018-19 – a decrease of 9%; 61% in 2019-20 as compared to 67% in 2018-19 for Non-FNMI students – a decrease of 6%; and 21% in 2019-20 as compared to 33% for FNMI students – an 11% decrease).

The division recognizes the ongoing work required to maintain and enhance the achievement rates for students in our division, as well as target improvements to further close the gap for the credit attainment rates for Non-FNMI students and FNMI students (61% as compared to 21% in 2019-20).

There are a number of reasons why there is not a direct correlation between the percentage of students attaining 8 or more credits per year and Christ the Teacher Catholic School Division's 3-year graduation rate (82% overall in 2019-20). An internal review of student credit attainment (not included) reflects that the majority of Christ the Teacher Catholic School Division students successfully complete 18-20 credits by the end of their Grade 11 year. Therefore, students may earn fewer than 8 credits in their Grade 12 year and still meet all requirements to graduate. As well, Christ the Teacher Catholic School Division provides outreach programming to re-engage students who have not found success in a traditional school environment. While some students may not attain the 8 or more credits per year to be included in this data set, they are re-engaged with education, experience success, and completing credits toward their individual education and transition plan. Further work in the areas of student engagement, development of locally-developed courses, utilization of special project credit options, and credit recovery opportunities will provide a greater range of opportunities for students to earn additional credits.

Graduation Rates

ESSP Outcome:

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

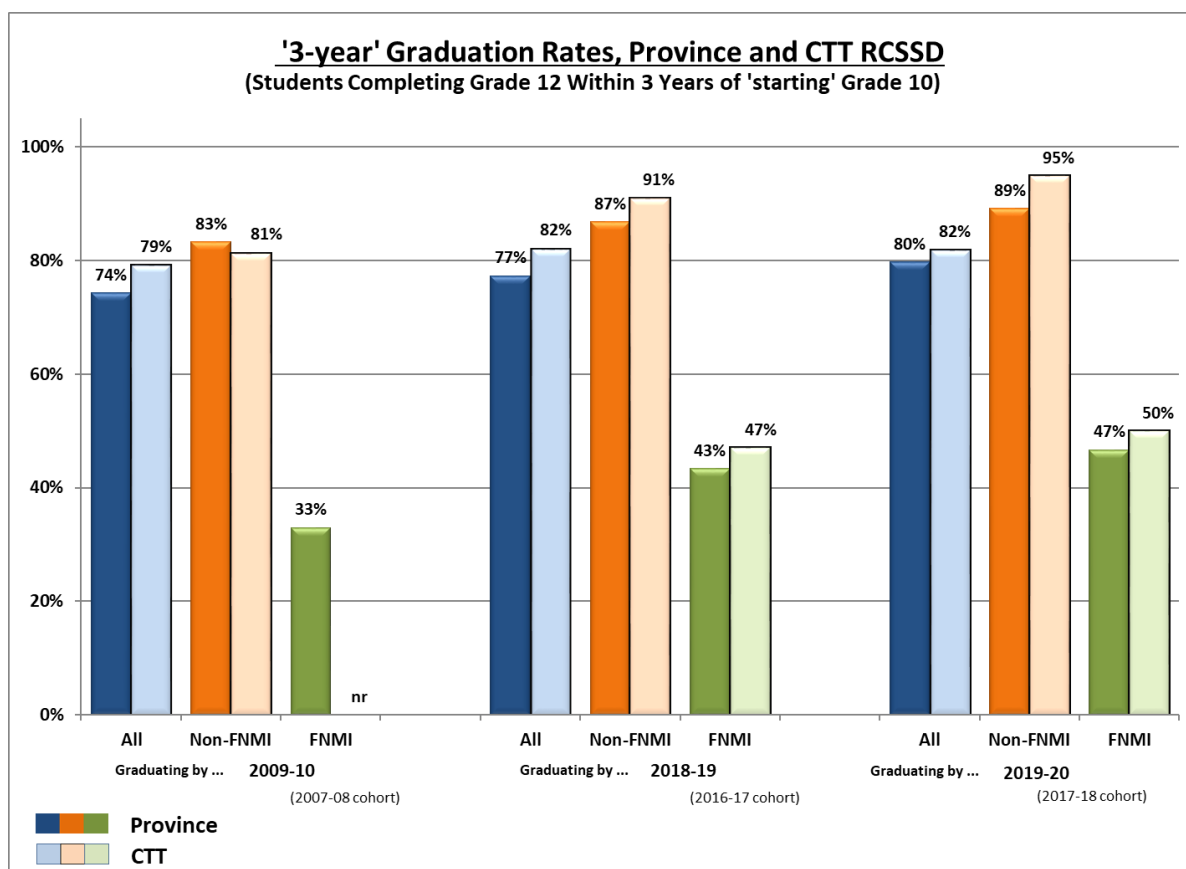
ESSP Improvement Targets:

- 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

Christ the Teacher Catholic School Division goal for graduation rates is aligned with the provincial outcome target that by 2020, 85% of all students will graduate within three years of beginning grade 10.

<p>School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Graduation Rates outcome</p>	<p>Actions within this priority area included the creation of graduation and transition plans for each student moving into, through, and beyond high school. These plans included gathering information from previous schools as students entered grade 9, meeting with students and their parents in the spring as they transitioned into the credit system and making plans with students as they exited high school. These plans were created using myBlueprint (an online education and career planning tool). In support of the graduation plans, quarterly meetings were held by school administration and school counsellors to monitor individual student progress in student attainment of credits.</p> <p>In 2019-20, the continued implementation of a dropout prevention Early Warning System (EWS) was intended to aid in identifying students who were at risk of dropping out of school and assisted with supporting these students and their families so that barriers were reduced and credits were attained.</p> <p>The review of credit options and pathways to graduation was another key component of supporting student success. Locally Developed Credit options approved for delivery provided students with additional opportunities to earn credits in highly-engaging areas of student interest.</p> <p>To further increase opportunities for student credit attainment, Christ the Teacher Catholic School Division continued to implement credit recovery procedures to provide students with additional opportunities to complete credits toward graduation.</p> <p>To support schools in developing strategies to enhance student perception results in the “Student Engagement” strands of the <i>OurSCHOOL</i> survey, professional learning to enhance teacher capacity to integrate technology to support instructional practices was targeted.</p> <p>To support student social-emotional outcomes:</p> <ul style="list-style-type: none"> • Staff members were supported to attend Mental Health First Aid Training; • Kindergarten to grade 10 Social Skills Scope and Sequence continued to be implemented. <p>A Graduation Improvement Team from Christ the Teacher Catholic School Division attended the September 2019 Graduation Symposium: <i>Meeting Students Where They Are At</i> to identify selected practices for implementation.</p>
<p>Measures for Graduation Rates</p>	
<p>Three-Year Graduation Rate</p>	
<p>To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 required secondary level credits at the end of Grade 12. Three-year graduation rates are one measure of the efficiency of a school system.</p> <p>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.</p>	



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

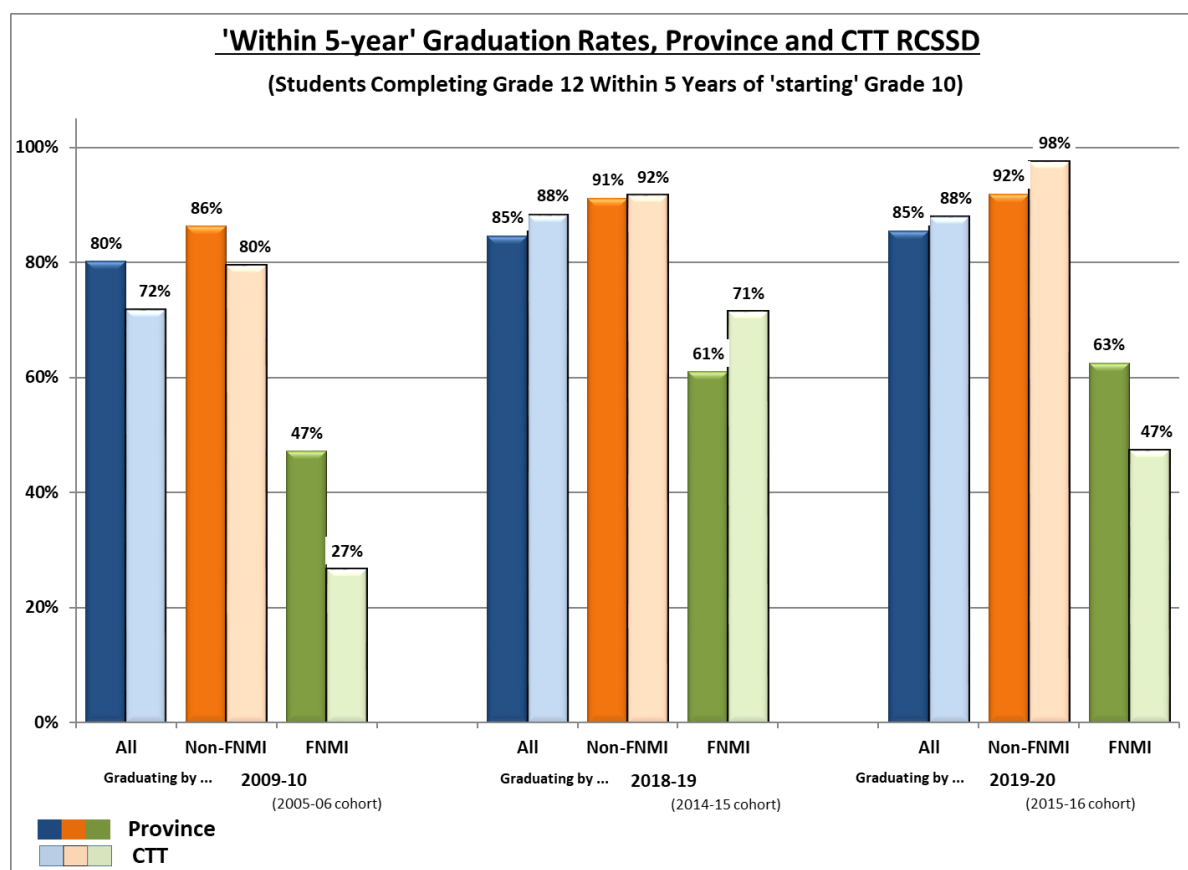
Analysis of Results – Three-Year Graduation Rates

In 2019-20, the 3-year graduation rate for All Students exceeded the provincial average by 2% (82% for CTTCS students as compared to 80% provincially). This rate is consistent with the division rate in 2018-19 (82%). Rates for non-FNMI students increased by 4% from the previous year (95% in 2019-20 as compared to 91% in 2018-19), and exceeded the provincial rate by 6% (89%). There was an increase in the 3-year graduation rates for FNMI students in 2019-20 (from 47% in 2018-19 to 50% in 2019-20). Christ the Teacher Catholic School Division has learned a great deal from our examination of school and division practices and policies during the 2019-20 school year, and have identified changes that can be made within the system to reduce barriers to student graduation, and consistently attain results that align with system and provincial goals for 3-year graduation rates.

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

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



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

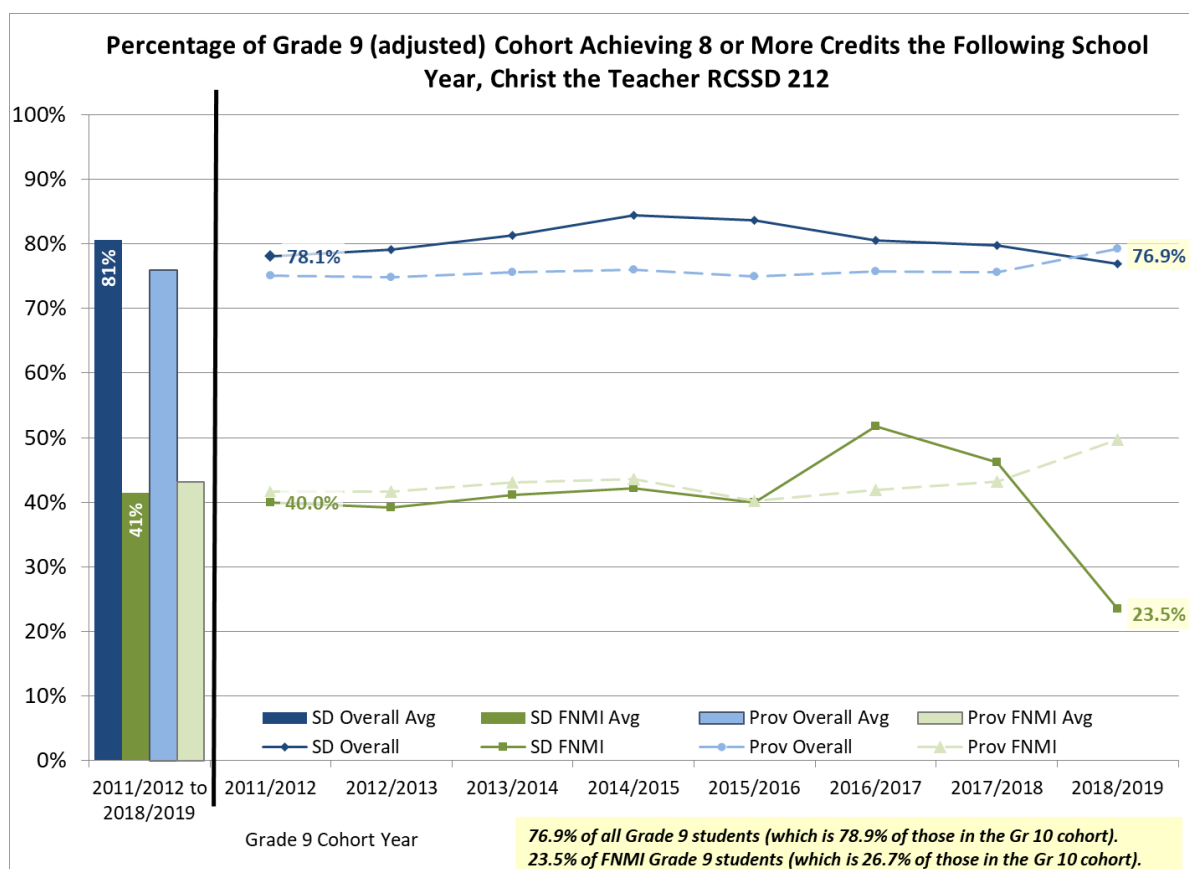
Between 2009-10 and 2019-20, the within 5-year graduation rate for students in Christ the Teacher Catholic School Division increased across all categories. Overall, the within 5-year graduation rate increased 16% (from 72% in 2009-10 to 88% in 2019-20). The within 5-year graduation rate for Non-FNMI students increased 18% during that time period (from 80% in 2009 to 98% in 2019). The rate for FNMI students increased 20% (from

27% in 2009-10 to 47% in 2019-20). In 2019-20, overall within 5-year graduation rates for students in Christ the Teacher Catholic School Division exceeded provincial results by 3% (88% divisionally as compared to 85% provincially). Rates for non-FNMI students increased 6% from the previous year (98% in 2019-20 as compared to 92% in 2018-19). It was noted that there was a decline in the within 5-year rates for FNMI students (from 71% in 2018-19 to 47% in 2019-20), reflecting that 9 of the 19 students in this cohort achieved graduation rates within 5-years. Unfortunately, when in-school programming was suspended in March due to the COVID-19 provincial response, the 4 students in this cohort who were registered in classes did not participate in supplemental learning opportunities available, with the result that they were not able to graduate in June 2020. A great deal has been learned from the examination of school and division practices and policies during the 2019-20 school year, and changes have been identified that can be made within the system to reduce barriers to student graduation, and consistently attain results that align with the system and provincial goals for extended-time graduation rates.

Grade 9 to 10 Transition

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

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



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (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

Division results declined for both All Students and FNMI students in 2019. Of all students enrolled in grade 10 for the first time in 2019, 76.9% achieved eight or more credits (as compared to 79.8% in 2018). In comparison, of the 17 students who identified as FNMI, only 23.5% achieved eight or more credits. A factor that may have impacted these results was that in March those students in the Trimester (as opposed to Semester) high school had not yet begun the third trimester and some did not participate in the supplemental learning opportunities available after the suspension of in-school instruction. Christ the Teacher Catholic School Division will continue to target actions to further reduce the gap between All and FNMI student credit attainment. Examination of the data indicates that the transition between grades 9 to 10 is especially difficult for students who have not reached all curricular outcomes from each subject area in the elementary grades.

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 PreK 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

Christ the Teacher Catholic School Division target is the same as the province in that by June 2020, 90% of students exiting Kindergarten are ready for learning in the primary grades as measured by the Early Years Evaluation (EYE).

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

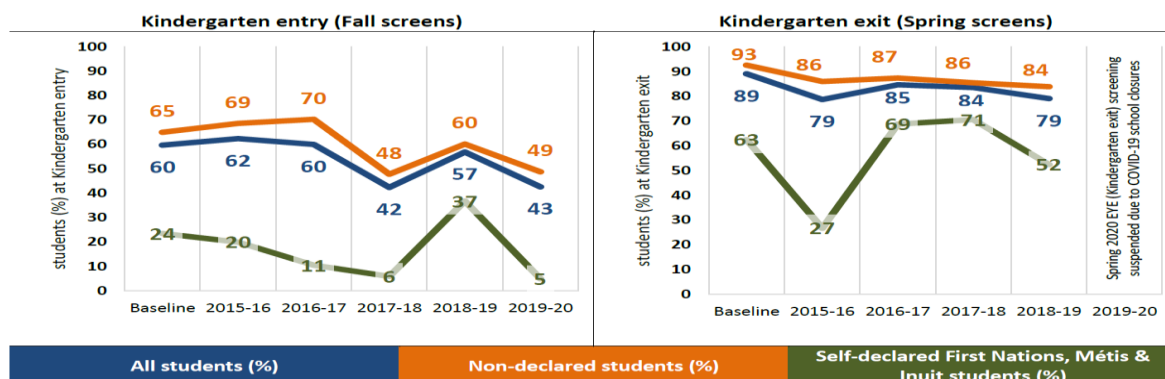
School-level analysis of early years assessment results continued to be supported at the division-level so that plans could be created to meet the needs of students. Early years assessments included the EYE-DA in Prekindergarten, the EYE-TA in Kindergarten, speech and language assessments, phonological awareness data as well as other classroom-based assessments. A team of Christ the Teacher Catholic School Division staff attended the provincial Early Years Data Sharing event to learn more about best practices for supporting instruction based on EYE data.

Christ the Teacher Catholic School Division continued to implement an Early Learning Professional Development plan that was aligned to provincial survey results. Prekindergarten and Kindergarten teachers attended the Ministry Basics workshop, *Responsive Teaching, Practice & Assessment in Early Learning Programs* division professional learning, as well as received training on administering and scoring the EYE-

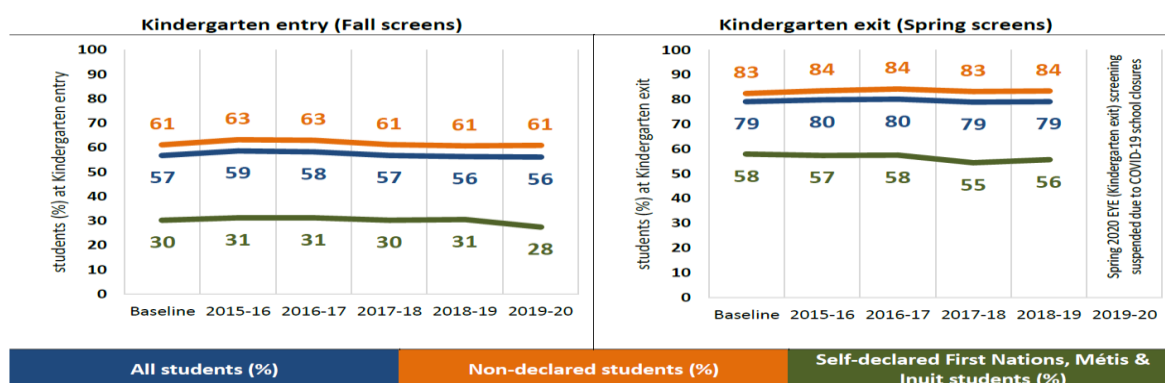
	<p>DA/EYE-TA assessments. Kindergarten teachers new to the position participated in side-by-side phonological awareness screenings with the Speech and Language Pathologist.</p> <p>Three Strong Start Events, based on the domains of the EYE were scheduled in November, January, and March for Prekindergarten-aged children and their families.</p>
Measures for Early Years	
Early Years Evaluation	
<p>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.</p> <p>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.</p> <p>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.</p>	

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

Christ the Teacher RCSSD 212



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

While data from the Spring 2020 Early Years Evaluation – Teacher Evaluation (EYE-TA) is not available, the data set above provides a longitudinal review of division trends regarding assessed student entry and exit rates since the baseline collection year (2014-15) to most recent. Over that span of time, a yearly average of 54% of all students entering Christ the Teacher Catholic Schools demonstrated proficiency of the developmental tasks that comprise “readiness for school” (Tier 1), which is similar to the average for students in all divisions of 57% during that same span. Similarly, an average of 60% of Non-FNMI students in CTTCS scored Tier 1 in the fall screening, compared to 61% of students provincially. However, the fall screening data is quite different for FNMI students, where on average 17% of CTTCS students demonstrated readiness in the fall screening, compared to 30% on average provincially.

In the Kindergarten exit (spring screening), an average of 83% of all students in CTTCS scored Tier 1, for an average increase of 29% from the fall screen. This represents an average of 7% more than the provincial growth rate (22%) for all students during the same time frame. Similarly, an average of 27% of Non-FNMI division students moved into Tier 1 by spring, compared to 23% for this group of students provincially. On average, 39% of FNMI students in CTTCS moved into Tier 1, a full 12% over the provincial growth rate of 27%.

While we are pleased with this growth rate, further work is needed so that FNMI and non-FNMI students are scoring at similar levels. We believe that a significant factor contributing to the division’s growth rates are the professional learning opportunities provided to our early learning teachers.

In reviewing this longitudinal trend data, it is also noted that while both entry and exit results provincially have been relatively consistent over this span, divisional results show a downward trend across all categories and in both entry and exit results. This reality speaks to the importance of continued professional development and appropriate resourcing to support student readiness for school in the early years.

School Division Local Priority Area

Faith Formation Outcome

School division goals aligned with local priority area

Students and staff will grow in their faith by deepening their relationship with Christ and following His example by loving and serving others.

School division actions taken during the 2019-20 school year to support local priority area

A key action for Christ the Teacher Catholic School Division's Faith Formation Outcome was to ensure that Catholic values and virtues permeated all instruction and activities.

Staff and student engagement in local and global service projects was promoted and encouraged. This allowed Christ the Teacher Catholic School communities to live their faith and model our Catholic values during opportunities to serve others.

Support for staff spiritual development was provided both at division-wide faith formation sessions as well as school-based opportunities.

Local Measures for Faith Formation Priority

In 2019, Christ the Teacher Catholic School Division conducted a Parent Guardian survey. Within the "Faith Dimension" portion of the survey, the following perception data was compiled. The Division collects this data biennially. This data continues to guide our programming.

God's word and Catholic beliefs are celebrated through daily prayer and religious celebrations at my child's school	98.92%
My child's school promotes its Catholic identity through symbols and other visible signs	98.37%
My child's school is involved in social justice, service, and charitable activities	96.20%
The staff members of my child's school serve as role models of faith and service	93.48%
People of all faiths and cultures are welcome in my child's school	98.37%
Our school helps parents/guardians support the faith life of my child	90.22%
My child's school has helped my child get to know and love Jesus	97.28%
The Catholic school experience makes my child a better person	90.22%
Overall Score	95.38%

Analysis of Results

The Parent Guardian survey data indicated a high level of satisfaction for the "Faith Dimension" measures. The data will serve as a baseline measure to develop action and maintenance plans to continue to support the Faith Outcome.

Demographics

Students

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

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	120	110	134	144	149
1	157	133	120	140	139
2	157	159	137	129	134
3	156	157	158	133	129
4	137	159	167	163	125
5	145	134	162	168	162
6	114	148	136	160	164
7	116	106	151	142	161
8	114	110	103	149	147
9	109	112	103	78	135
10	129	105	121	96	74
11	94	116	98	114	89
12	155	128	135	142	159
Total	1,703	1,677	1,725	1,758	1,767
PreK	71	76	80	80	84

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.
- Prekindergarten (PreK) enrolments are the 3- and 4-year-old student enrolments which includes those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
- FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk.

Source: Ministry of Education, 2019

Subpopulation Enrolments	Grades	2015-16	2016-17	2017-18	2018-19	2019-20
Self-Identified First Nations, Métis, or Inuit	K to 3	95	81	75	82	79
	4 to 6	72	78	86	74	58
	7 to 9	67	67	68	61	76
	10 to 12	86	77	89	95	95
	Total	320	303	318	312	308
English as an Additional Language	1 to 3	50	56	65	72	64
	4 to 6	43	47	48	63	54
	7 to 9	19	20	35	43	38
	10 to 12	19	23	24	18	<10
	Total	131	146	172	196	158
French Immersion	K to 3	119	124	119	120	121
	4 to 6	71	86	91	112	111
	7 to 9	61	54	62	56	78
	10 to 12	20	27	28	35	31
	Total	271	291	300	323	341

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.
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- 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	104
Principals & Vice-principals (Administrative Time)	8.7
Other educational staff – coordinator of student achievement and supports, consultants, psychologist, speech language pathologist, occupational therapist, career counsellor, school counsellors, educational assistants, library technicians, nutrition worker, liaison worker	60
Administrative and financial staff – payroll clerk, accounts payable & school generated funds clerks, information technologists, and administrative assistants	13.0
Plant operations and maintenance – maintenance workers and caretakers	15.2
Transportation – rural transportation provided by Good Spirit School Division and urban transportation provided by Hertz Northern Bus Ltd	0
Senior management team – director of education, chief financial officer, superintendent	3.0
Total Full-Time Equivalent (FTE) Staff	203.9

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: Christ the Teacher S.D. Human Resource Data System as of August 31, 2020

Senior Management Team

The Director of Education, Barbara MacKesity, reports directly to the Board of Education. The following positions were also part of the Senior Management Team:

- Delmar Zwirsky – Chief Financial Officer
- Chad Holinaty – Superintendent of Education

Infrastructure and Transportation

Christ the Teacher Catholic School Division facilities include nine schools located in three communities, a division office and a maintenance shop. A list of schools is provided below. The newest school, Sacred Heart High School, opened in 2003, and oldest school, St. Theodore School, opened in 1956. The school division head office is located in Yorkton and was purchased in 2006.

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

Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2019-20 Cost
St. Alphonsus School	Roof Replacement	Gymnasium Roof Replacement	94,910
Sacred Heart High School	Lighting Upgrades	Theatre Lighting Upgrades	88,055
St. Paul's School	Roof Replacement	Roof Replacement	213,866
Total			\$396,831

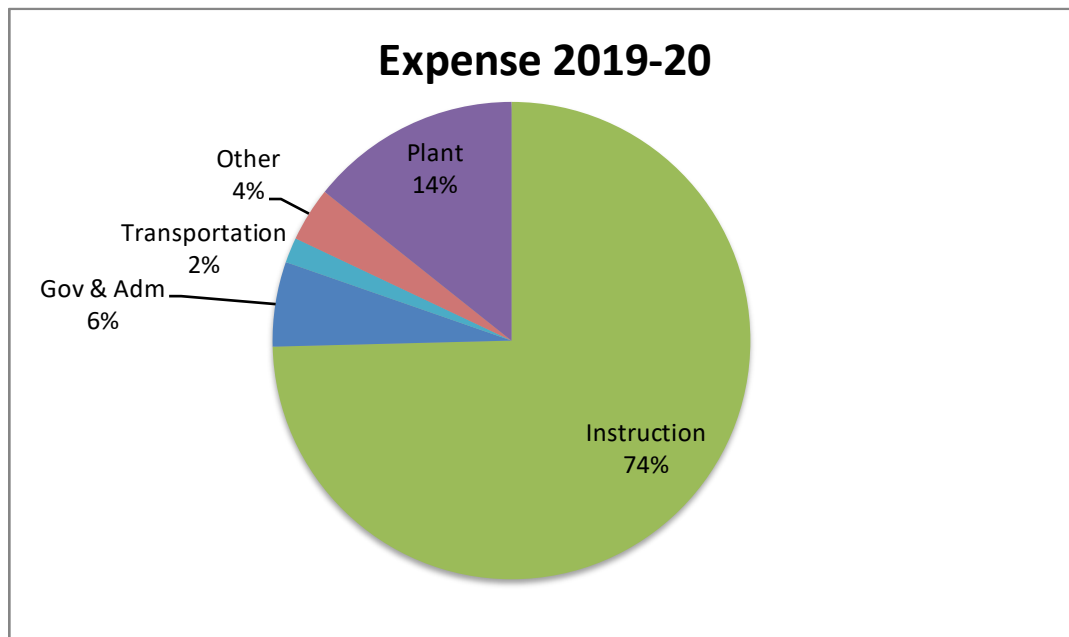
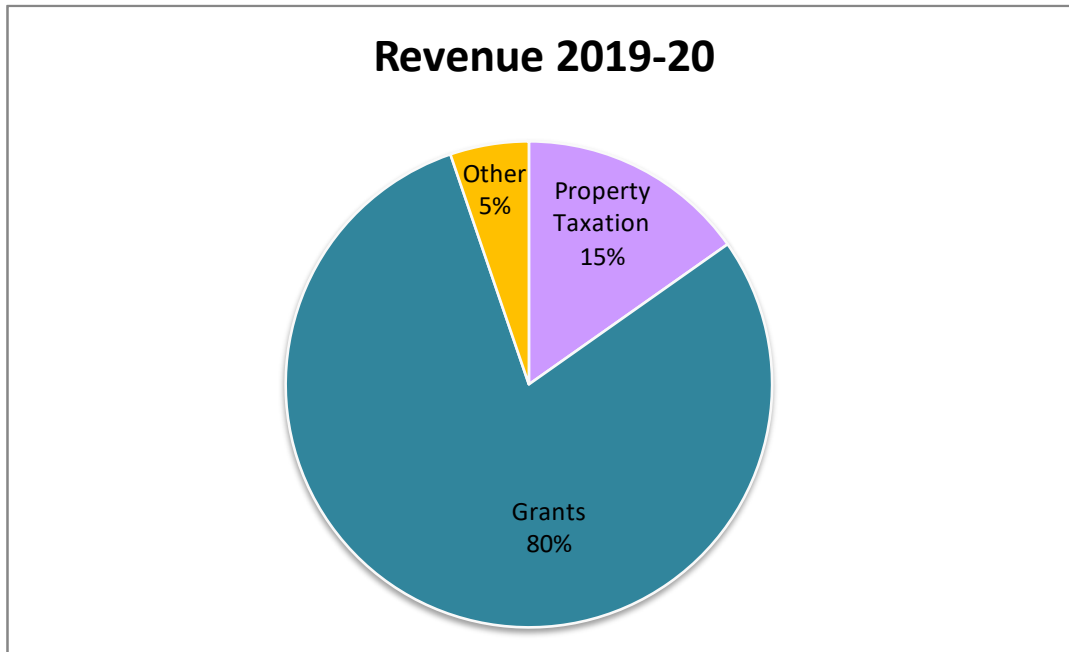
Transportation

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 were contracted to Rilling Bus Ltd. 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 approximately 250 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 five (5) 15-passenger vans and two (2) mini-vans. These vehicles are used for extra-curricular transportation and Prekindergarten student transportation. In addition to the above services, special needs transportation services are contracted from the Saskatchewan Abilities Council, York City Taxi and the City of Melville.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2020	2020	2019	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
REVENUES						
Property Taxation	3,163,179	3,205,157	3,240,775	41,978	1%	
Grants	15,163,656	16,752,279	15,350,839	1,588,623	10%	1
School Generated Funds	531,500	291,525	490,008	(239,975)	-45%	2
Complementary Services	436,740	444,875	398,587	8,135	2%	
Other	299,500	364,814	520,939	65,314	22%	3
Total Revenues	19,594,575	21,058,650	20,001,148	1,464,075	7%	
EXPENSES						
Governance	151,708	134,639	149,732	(17,069)	-11%	4
Administration	995,914	954,035	1,171,263	(41,879)	-4%	
Instruction	15,138,380	14,162,354	13,711,906	(976,026)	-6%	5
Plant	2,741,129	2,712,751	2,458,935	(28,378)	-1%	
Transportation	472,587	324,057	358,042	(148,530)	-31%	6
Tuition and Related Fees	-	10,205	10,205	10,205	100%	7
School Generated Funds	548,769	297,058	459,555	(251,711)	-46%	8
Complementary Services	442,566	386,384	382,240	(56,182)	-13%	9
Other Expenses	2,535	3,797	3,425	1,262	50%	10
Total Expenses	20,493,588	18,985,280	18,705,303	(1,508,308)	-7%	
Surplus (Deficit) for the Year	(899,013)	2,073,370	1,295,845			

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

Note	Explanation
1	Additional funding under the relocatable classroom program, preventative maintenance and renewal and enrolment adjustment contributed to the variance.
2	Decrease in budgeted fundraising revenues due to COVID-19.
3	Revenue from investment income exceeded budgeted amount.
4	Professional development and travel costs less than budgeted due to reduced attendance during COVID.
5	Instructional wages and benefits were less than budgeted with a reduction of substitute teachers costs during COVID. Travel costs associated with professional development during COVID were less than historical costs.
6	Contracted transportation costs were less than budgeted with the reduction of Practical Applied Arts transportation requirements during COVID and a reduction in contract costs associated with the transportation of intensive needs students, both due to school cancellation.
7	Tuition fee expense was not budgeted.
8	Decrease in budgeted fundraising expenses due to the cancellation of out of province trips and other activities due to COVID.
9	Instructional wages and benefits were less than budgeted with a reduction of substitute teachers costs during COVID. Travel costs associated with professional development during COVID were less than historical costs.
10	Service charges exceeded budgeted amounts due to increased fees associated with debit and credit machines being utilized at schools.

Appendix A – Payee List

Board Remuneration

In 2019-20 the Christ the Teacher Catholic School Division made the following payments to the Board of Education:

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Chaban, Monique	3,373	235	-	1,085	-	65	4,758
Fedorowich, Sheri-Lynne	1,461	-	-	-	-	65	1,526
Gibson, Erin	2,523	256	-	1,009	-	65	3,853
Guy, Dwight (Chairperson)	10,858	541	-	3,348	-	65	14,812
Hicke, Brian	3,845	196	-	2,542	-	65	6,648
Niezgoda, Jerome	4,091	-	-	1,679	-	65	5,835
Rathgeber, Lisa	4,223	361	-	958	-	65	5,607
Rogalski, Angie	3,061	313	-	1,190	-	65	4,629
Zaryski, Pat (Vice- Chairperson)	5,225	157	-	2,990	-	65	8,437
Total	38,660	2,059	-	14,801	-	585	56,105

Personal Services

Information for individuals who received payments for salaries, wages, honourariums, etc. which total \$50,000 or more is available upon request by contacting 306-783-8787.

Supplier Payments

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

Name	Amount
Apperley Electric Ltd.	98,992
Carpet One Floor & Home	58,272
CDW Canada Inc.	50,661
Clark Roofing (1964) Ltd.	69,810
Curtis Maleschuk Commercial Cleaning Supplies	118,044
Garth's Painting Ltd.	70,529
Good Spirit S. D. No. 204	102,799
Marsh Canada Limited	58,534
N. L. Construction Inc.	298,505

Name	Amount
Optimum Roofing Ltd.	147,319
Rilling Bus Ltd.	271,541
SaskEnergy Incorporated	109,850
Saskatchewan Power Corporation	230,024
Seal It Up Roofing Ltd.	201,681
Society for the Involvement of Good Neighbours Inc.	75,553
Trade West Equipment Ltd.	56,131

Other Expenditures

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

Name	Amount
Canada Revenue Agency	3,881,193
Cornerstone Credit Union Ltd.	3,000,000
Municipal Employees' Pension Plan	579,775

Name	Amount
Saskatchewan School Boards Association	220,882
Saskatchewan Teachers' Federation	1,158,140
Raymond James Ltd.	4,000,000

Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

Of the Christ the Teacher Roman Catholic Separate School Division No. 212

School Division No. 2120500

For the Period Ending: August 31, 2020

Delmar Zwirsky CPA,CMA

Chief Financial Officer

Miller Moar Grodecki Kreklewich & Chorney

Auditor

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

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Management's Responsibility for the Financial Statements

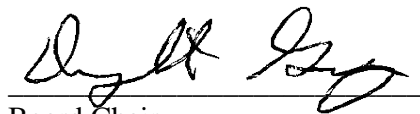
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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

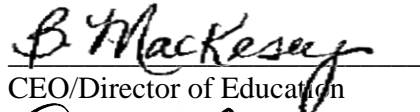
The Board of Education is composed of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible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

The external auditors, Miller Moar Grodecki Kreklewich & Chorney, 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 Christ the Teacher Roman Catholic Separate School Division No. 212:



Board Chair



CEO/Director of Education



Chief Financial Officer

November 16, 2020

Miller Moar Grodecki Krekewich & Chorney
Chartered Professional Accountants

INDEPENDENT AUDITOR'S REPORT

To: The Chairman and Board of Trustees of the
Christ the Teacher R.C.S.S.D. No. 212
Yorkton, Saskatchewan

Opinion

We have audited the financial statements of Christ the Teacher R.C.S.S.D. No. 212 (the School Division) which comprise the statement of financial position as at August 31, 2020, and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Christ the Teacher R.C.S.S.D. No. 212 as at August 31, 2020, and the results of its operations and accumulated surplus from operations, changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the 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 audit opinion.

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

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the 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:

Continued on the next page...

- 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.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Miller Moar Grodecki Kreklewich & Chorney

MILLER MOAR GRODECKI KREKLEWICH & CHORNEY
Chartered Professional Accountants

Melville, Saskatchewan
November 16, 2020

Christ the Teacher Roman Catholic Separate School Division No. 212

Statement of Financial Position as at August 31, 2020

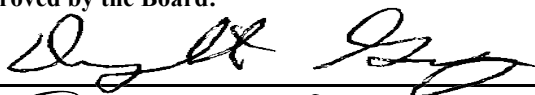
	2020	2019
	\$	\$
Financial Assets		
Cash and Cash Equivalents	6,760,077	7,010,325
Accounts Receivable (Note 5)	1,847,191	1,073,424
Portfolio Investments (Note 3)	7,010,750	5,510,750
Total Financial Assets	15,618,018	13,594,499
Liabilities		
Accounts Payable and Accrued Liabilities (Note 6)	977,478	1,012,332
Long-Term Debt (Note 10)	-	1,217
Liability for Employee Future Benefits (Note 7)	309,000	299,500
Deferred Revenue (Note 9)	707,986	955,566
Total Liabilities	1,994,464	2,268,615
Net Financial Assets	13,623,554	11,325,884
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	16,192,155	16,399,810
Prepaid Expenses	174,545	191,190
Total Non-Financial Assets	16,366,700	16,591,000
Accumulated Surplus (Note 12)	29,990,254	27,916,884


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

Christ the Teacher Roman Catholic Separate School Division No. 212
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$ (Note 13)	\$	\$
REVENUES			
Property Taxes and Other Related	3,163,179	3,205,157	3,240,775
Grants	15,163,656	16,752,279	15,350,839
School Generated Funds	531,500	291,525	490,008
Complementary Services (Note 11)	436,740	444,875	398,587
Other	299,500	364,814	520,939
Total Revenues (Schedule A)	19,594,575	21,058,650	20,001,148
EXPENSES			
Governance	151,708	134,639	149,732
Administration	995,914	954,035	1,171,263
Instruction	15,138,380	14,162,354	13,711,906
Plant	2,741,129	2,712,751	2,458,935
Transportation	472,587	324,057	358,042
Tuition and Related Fees	-	10,205	10,205
School Generated Funds	548,769	297,058	459,555
Complementary Services (Note 11)	442,566	386,384	382,240
Other	2,535	3,797	3,425
Total Expenses (Schedule B)	20,493,588	18,985,280	18,705,303
Operating Surplus (Deficit) for the Year	(899,013)	2,073,370	1,295,845
Accumulated Surplus from Operations, Beginning of Year	27,916,884	27,916,884	26,621,039
Accumulated Surplus from Operations, End of Year	27,017,871	29,990,254	27,916,884

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

Christ the Teacher Roman Catholic Separate School Division No. 212**Statement of Changes in Net Financial Assets
for the year ended August 31, 2020**

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
	(Note 13)		
Net Financial Assets, Beginning of Year	11,325,884	11,325,884	9,653,855
Changes During the Year			
Operating Surplus (Deficit) for the Year	(899,013)	2,073,370	1,295,845
Acquisition of Tangible Capital Assets (Schedule C)	(236,000)	(579,909)	(376,610)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	2,273	2,079
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(2,273)	(2,079)
Amortization of Tangible Capital Assets (Schedule C)	777,041	787,564	780,043
Net Change in Other Non-Financial Assets	-	16,645	(27,249)
Change in Net Financial Assets	(357,972)	2,297,670	1,672,029
Net Financial Assets, End of Year	10,967,912	13,623,554	11,325,884

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

Christ the Teacher Roman Catholic Separate School Division No. 212**Statement of Cash Flows
for the year ended August 31, 2020**

	2020	2019
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus for the Year	2,073,370	1,295,845
Add Non-Cash Items Included in Surplus (Schedule D)	785,291	777,964
Net Change in Non-Cash Operating Activities (Schedule E)	(1,030,056)	(50,859)
Cash Provided by Operating Activities	1,828,605	2,022,950
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(579,909)	(376,610)
Proceeds on Disposal of Tangible Capital Assets	2,273	2,079
Cash (Used) by Capital Activities	(577,636)	(374,531)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(14,000,000)	(5,500,000)
Proceeds on Disposal of Portfolio Investments	12,500,000	4,500,000
Cash (Used) by Investing Activities	(1,500,000)	(1,000,000)
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(1,217)	(6,490)
Cash (Used) by Financing Activities	(1,217)	(6,490)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(250,248)	641,929
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	7,010,325	6,368,396
CASH AND CASH EQUIVALENTS, END OF YEAR	6,760,077	7,010,325

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

Christ the Teacher Roman Catholic Separate School Division No. 212

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	3,086,854	3,145,185	3,156,502
Total Property Tax Revenue	3,086,854	3,145,185	3,156,502
Grants in Lieu of Taxes			
Federal Government	10,000	9,897	9,808
Provincial Government	43,000	51,195	43,732
Other	5,300	4,868	4,954
Total Grants in Lieu of Taxes	58,300	65,960	58,494
Other Tax Revenues			
House Trailer Fees	1,600	1,345	1,596
Total Other Tax Revenues	1,600	1,345	1,596
Additions to Levy			
Penalties	35,150	38,321	27,053
Other	-	197	1,735
Total Additions to Levy	35,150	38,518	28,788
Deletions from Levy			
Cancellations	(13,500)	(24,950)	(4,605)
Other Deletions	(5,225)	(20,901)	-
Total Deletions from Levy	(18,725)	(45,851)	(4,605)
Total Property Taxes and Other Related Revenue	3,163,179	3,205,157	3,240,775
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	14,601,255	15,597,466	14,729,313
Other Ministry Grants	475,901	542,377	39,553
Total Ministry Grants	15,077,156	16,139,843	14,768,866
Other Provincial Grants	86,500	24,079	68,391
Federal Grants	-	148,357	37,681
Total Operating Grants	15,163,656	16,312,279	14,874,938
Capital Grants			
Ministry of Education Capital Grants	-	440,000	475,901
Total Capital Grants	-	440,000	475,901
Total Grants	15,163,656	16,752,279	15,350,839

Christ the Teacher Roman Catholic Separate School Division No. 212

Schedule A: Supplementary Details of Revenues for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
School Generated Funds Revenue			
Curricular			
Student Fees	31,500	6,377	22,804
Total Curricular Fees	31,500	6,377	22,804
Non-Curricular Fees			
Commercial Sales - Non-GST	75,000	33,780	56,013
Fundraising	225,000	169,877	234,373
Grants and Partnerships	85,000	18,126	36,814
Students Fees	85,000	40,701	106,823
Other	30,000	22,664	33,181
Total Non-Curricular Fees	500,000	285,148	467,204
Total School Generated Funds Revenue	531,500	291,525	490,008
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	331,704	331,704	301,118
Other Provincial Grants	105,036	113,171	97,469
Total Operating Grants	436,740	444,875	398,587
Total Complementary Services Revenue	436,740	444,875	398,587
Other Revenue			
Miscellaneous Revenue	44,000	77,259	225,202
Sales & Rentals	25,500	27,105	37,763
Investments	230,000	258,177	255,895
Gain on Disposal of Capital Assets	-	2,273	2,079
Total Other Revenue	299,500	364,814	520,939
TOTAL REVENUE FOR THE YEAR	19,594,575	21,058,650	20,001,148

Christ the Teacher Roman Catholic Separate School Division No. 212

Schedule B: Supplementary Details of Expenses for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	41,967	41,304	42,847
Professional Development - Board Members	20,100	14,801	23,403
Grants to School Community Councils	17,838	17,800	17,210
Other Governance Expenses	71,803	60,734	66,272
Total Governance Expense	151,708	134,639	149,732
Administration Expense			
Salaries	667,233	680,566	775,429
Benefits	85,550	84,700	88,429
Supplies & Services	86,222	90,525	188,226
Non-Capital Furniture & Equipment	14,350	12,075	12,742
Building Operating Expenses	48,392	19,575	33,302
Communications	37,500	28,112	23,468
Travel	25,380	12,680	28,137
Professional Development	11,500	7,284	5,458
Amortization of Tangible Capital Assets	19,787	18,518	16,072
Total Administration Expense	995,914	954,035	1,171,263
Instruction Expense			
Instructional (Teacher Contract) Salaries	10,660,502	9,957,364	9,634,795
Instructional (Teacher Contract) Benefits	522,687	524,231	467,387
Program Support (Non-Teacher Contract) Salaries	2,422,771	2,217,248	2,113,170
Program Support (Non-Teacher Contract) Benefits	440,639	398,831	374,454
Instructional Aids	301,108	350,105	379,472
Supplies & Services	211,785	203,856	238,199
Non-Capital Furniture & Equipment	94,078	131,110	88,496
Communications	27,112	24,428	22,045
Travel	43,808	30,826	39,628
Professional Development	112,520	41,196	41,775
Student Related Expense	113,528	86,531	115,751
Amortization of Tangible Capital Assets	187,842	196,628	196,734
Total Instruction Expense	15,138,380	14,162,354	13,711,906

Christ the Teacher Roman Catholic Separate School Division No. 212

Schedule B: Supplementary Details of Expenses for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	688,410	643,606	635,083
Benefits	129,836	118,461	112,731
Supplies & Services	-	894	9,382
Non-Capital Furniture & Equipment	10,100	6,322	18,284
Building Operating Expenses	1,372,355	1,402,689	1,144,870
Communications	2,250	1,614	1,528
Travel	22,440	21,149	27,401
Professional Development	1,500	-	149
Amortization of Tangible Capital Assets	514,238	518,016	509,507
Total Plant Operation & Maintenance Expense	2,741,129	2,712,751	2,458,935
Student Transportation Expense			
Supplies & Services	22,250	7,809	9,261
Non-Capital Furniture & Equipment	13,500	2,959	3,463
Contracted Transportation	399,058	276,284	305,484
Amortization of Tangible Capital Assets	37,779	37,005	39,834
Total Student Transportation Expense	472,587	324,057	358,042
Tuition and Related Fees Expense			
Tuition Fees	-	10,205	10,205
Total Tuition and Related Fees Expense	-	10,205	10,205
School Generated Funds Expense			
Academic Supplies & Services	15,000	18,898	28,829
Cost of Sales	155,000	132,424	184,585
Non-Capital Furniture & Equipment	15,000	13,831	8,271
School Fund Expenses	346,500	114,634	220,101
Amortization of Tangible Capital Assets	17,269	17,271	17,769
Total School Generated Funds Expense	548,769	297,058	459,555

Christ the Teacher Roman Catholic Separate School Division No. 212
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	203,271	191,299	199,353
Program Support (Non-Teacher Contract) Salaries & Benefits	172,990	184,588	169,013
Instructional Aids	15,900	1,495	900
Supplies & Services	4,510	4,535	6,231
Non-Capital Furniture & Equipment	12,400	1,172	1,000
Communications	600	596	596
Travel	21,556	1,929	5,021
Professional Development (Non-Salary Costs)	1,670	644	-
Student Related Expenses	3,343	-	-
Contracted Transportation & Allowances	6,200	-	-
Amortization of Tangible Capital Assets	126	126	126
Total Complementary Services Expense	442,566	386,384	382,240
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	2,535	3,647	3,120
Interest on Other Long-Term Debt	-	150	305
Total Interest and Bank Charges	2,535	3,797	3,425
Total Other Expense	2,535	3,797	3,425
TOTAL EXPENSES FOR THE YEAR	20,493,588	18,985,280	18,705,303

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2020

	Land		Buildings		Other	Furniture and	Computer Hardware and	Computer	Assets		
	Land	Improvements	Buildings	Short-Term	Vehicles	Equipment	Audio Visual Equipment	Software	Under Construction	2020	2019
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<i>Tangible Capital Assets - at Cost</i>											
Opening Balance as of September 1	620,090	15,315	24,495,644	1,703,986	330,950	2,428,663	3,119,379	148,612	-	32,862,639	32,592,014
Additions/Purchases	-	-	-	-	70,753	161,004	35,955	-	312,197	579,909	376,610
Disposals	-	-	-	-	(31,926)	(128,079)	-	-	-	(160,005)	(105,985)
Closing Balance as of August 31	620,090	15,315	24,495,644	1,703,986	369,777	2,461,588	3,155,334	148,612	312,197	33,282,543	32,862,639
<i>Tangible Capital Assets - Amortization</i>											
Opening Balance as of September 1	-	7,661	10,892,928	367,133	218,982	2,134,839	2,752,483	88,803	-	16,462,829	15,788,771
Amortization of the Period	-	766	415,018	81,439	54,510	77,653	142,671	15,507	-	787,564	780,043
Disposals	-	-	-	-	(31,926)	(128,079)	-	-	-	(160,005)	(105,985)
Closing Balance as of August 31	N/A	8,427	11,307,946	448,572	241,566	2,084,413	2,895,154	104,310	N/A	17,090,388	16,462,829
Net Book Value											
Opening Balance as of September 1	620,090	7,654	13,602,716	1,336,853	111,968	293,824	366,896	59,809	-	16,399,810	16,803,243
Closing Balance as of August 31	620,090	6,888	13,187,698	1,255,414	128,211	377,175	260,180	44,302	312,197	16,192,155	16,399,810
Change in Net Book Value	-	(766)	(415,018)	(81,439)	16,243	83,351	(106,716)	(15,507)	312,197	(207,655)	(403,433)
Disposals											
Historical Cost	-	-	-	-	31,926	128,079	-	-	-	160,005	105,985
Accumulated Amortization	-	-	-	-	31,926	128,079	-	-	-	160,005	105,985
Net Cost	-	-	-	-	-	-	-	-	-	-	-
Price of Sale	-	-	-	-	2,273	-	-	-	-	2,273	2,079
Gain on Disposal	-	-	-	-	2,273	-	-	-	-	2,273	2,079

Christ the Teacher Roman Catholic Separate School Division No. 212

**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)	787,564	780,043
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(2,273)	(2,079)
Total Non-Cash Items Included in Surplus	785,291	777,964

Christ the Teacher Roman Catholic Separate School Division No. 212

**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	(773,767)	(72,520)
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(34,854)	119,388
Increase in Liability for Employee Future Benefits	9,500	4,600
(Decrease) in Deferred Revenue	(247,580)	(75,078)
Decrease (Increase) in Prepaid Expenses	16,645	(27,249)
Total Net Change in Non-Cash Operating Activities	(1,030,056)	(50,859)

CHRIST THE TEACHER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO.212
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 Christ the Teacher Roman Catholic School Division No. 212” and operates as “the Christ the Teacher Catholic School Division No. 212”. 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) Trust Funds

Trust funds are properties assigned to the school division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As a trustee, the school division merely administers the terms and conditions embodied in the agreement, and it has no unilateral authority to change the conditions set out in the trust indenture.

Trust funds are not included in the financial statements as they are not controlled by the school division. Trust fund activities administered by the school division are disclosed in Note 14 of the financial statements.

c) Measurement Uncertainty and the Use of Estimates

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

CHRIST THE TEACHER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO.212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

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

- the liability for employee future benefits of \$309,000 (2019 - \$299,500) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$17,090,388 (2019 - \$16,462,829) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- property taxation revenue of \$3,205,157 (2019 - \$3,240,775) because final tax assessments may differ from initial estimates.
- uncollectible taxes of \$68,419 (2019 - \$69,506) 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.

d) Financial Instruments

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

CHRIST THE TEACHER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO.212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2020

e) Financial Assets

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

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

Accounts Receivable includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances. Provincial grants receivable represents capital grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met.

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

Portfolio Investments consist of Guaranteed Investment Certifications (GICs). The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (d).

f) Non-Financial Assets

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

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

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

CHRIST THE TEACHER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO.212
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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 (portables, storage sheds, outbuildings, garages)	20 years
Other vehicles – passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

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

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance premiums, Saskatchewan School Boards Association Membership fees, Workers' Compensation premiums, office supplies, consumables and software licenses.

g) Liabilities

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

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

Long-Term Debt includes capital lease obligations where substantially all of the benefits and risks incident to ownership are transferred to the school division without necessarily transferring legal ownership. The amount of the lease liability recorded at the beginning of the lease term is the present value of the minimum lease payments, excluding the portion thereof relating to executory costs.

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

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

i) Revenue Recognition

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

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

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. 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 property tax on behalf of the school division. The final annual taxation amounts are reported to the

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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 both the 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.

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.

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3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2020	2019
Portfolio investments in the cost or amortized cost category:	<u>Cost</u>	<u>Cost</u>
GICs		
Cornerstone Credit Union, 2.56%, maturing January 2021	\$ 3,000,000	\$ -
Raymond James, 2.65%, maturing May 2021	4,000,000	-
Bank of Montreal, 2.08%, maturing October 2023	10,750	10,750
Canaccord Genuity, 3.00%, matured October 2019	-	2,500,000
Canaccord Genuity, 3.10%, matured January 2020	-	3,000,000
Total portfolio investments reported at cost or amortized cost	\$ 7,010,750	\$ 5,510,750

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2020 Actual	2019 Actual
Governance	\$ 56,105	\$ 78,534	\$ -	\$ -	\$ 134,639	\$ 149,732
Administration	765,266	170,251	-	18,518	954,035	1,171,263
Instruction	13,097,674	868,052	-	196,628	14,162,354	13,711,906
Plant	762,067	1,432,668	-	518,016	2,712,751	2,458,935
Transportation	-	287,052	-	37,005	324,057	358,042
Tuition and Related Fees	-	10,205	-	-	10,205	10,205
School Generated Funds	-	279,787	-	17,271	297,058	459,555
Complementary Services	375,887	10,371	-	126	386,384	382,240
Other	-	3,647	150	-	3,797	3,425
TOTAL	\$15,056,999	\$3,140,567	\$ 150	\$ 787,564	\$18,985,280	\$18,705,303

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5. 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:

	2020			2019		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 1,507,231	\$ 68,419	\$ 1,438,812	\$ 959,203	\$ 69,506	\$ 889,697
Provincial Grants Receivable	220,000	-	220,000	5,958	-	5,958
Other Receivables	188,379	-	188,379	177,769	-	177,769
Total Accounts Receivable	\$ 1,915,610	\$ 68,419	\$ 1,847,191	\$ 1,142,930	\$ 69,506	\$ 1,073,424

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2020	2019
Accrued Salaries and Benefits	\$ 293,953	\$ 257,287
Supplier Payments	654,697	676,392
Other - Audit Fees & Excess Program Funds	28,828	78,653
Total Accounts Payable and Accrued Liabilities	\$ 977,478	\$ 1,012,332

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7. 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 and paid time off benefits. 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 (per annum)	1.54%	1.93%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	3.00%	3.00%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2020	2019
Accrued Benefit Obligation - beginning of year	\$ 212,300	\$ 173,200
Current period service cost	14,900	12,200
Interest cost	4,300	5,500
Benefit payments	(4,100)	(5,700)
Actuarial losses	11,800	27,100
Accrued Benefit Obligation - end of year	239,200	212,300
Unamortized net actuarial gains	69,800	87,200
Liability for Employee Future Benefits	\$ 309,000	\$ 299,500

Employee Future Benefits Expense	2020	2019
Current period service cost	\$ 14,900	\$ 12,200
Amortization of net actuarial (gain)	(5,600)	(7,400)
Benefit cost	9,300	4,800
Interest cost	4,300	5,500
Total Employee Future Benefits Expense	\$ 13,600	\$ 10,300

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8. 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) and Saskatchewan Teachers' Superannuation Plan (STSP)

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

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

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

	2020			2019
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	151	1	152	155
Member contribution rate (percentage of salary)	9.50% - 11.70%	6.40%	6.40% - 11.70%	6.40% - 11.70%
Member contributions for the year	\$ 1,002,045	\$ 4,636	\$ 1,006,681	\$ 1,008,396

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.

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

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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:

	2020	2019
Number of active School Division members	93	91
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	\$ 290,018	\$ 276,589
School Division contributions for the year	\$ 290,018	\$ 276,589
Actuarial extrapolation date	Dec-31-2019	Dec-31-2018
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

9. 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:				
Property Taxation	\$ 917,127	\$ 564,696	\$ 917,127	\$ 564,696
Climate Action Incentive Fund	-	100,342	-	100,342
Kenya Well Project Funds	3,195	-	-	3,195
Federal Grant & Program Grant	35,244	-	35,244	-
Fundraising Revenue	-	39,753	-	39,753
Total Deferred Revenue	\$ 955,566	\$ 704,791	\$ 952,371	\$ 707,986

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10. LONG-TERM DEBT

Details of long-term debt are as follows:

		2020	2019
Capital Leases:	Lease Photocopier	\$ -	\$ 546
	Lessor: Concentra Financial		
	Minimum net lease payments: \$281 quarterly		
	Inherent Interest Rate: 7.82%		
	Expired: December 2019		
	Lease Photocopiers	-	671
	Lessor: Xerox Canada		
	Minimum net lease payments: \$691 quarterly		
	Inherent Interest Rate: 5.66%		
	Expired: October 2019		
Total Long-Term Debt		\$ -	\$ 1,217

Principal and interest payments on the long-term debt are as follows:

	Capital Leases	2020	2019
Principal	\$ 1,217	\$ 1,217	\$ 6,490
Interest	150	150	305
Total	\$ 1,367	\$ 1,367	\$ 6,795

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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	Cognitive Disability Strategies Program	2020	2019
Revenues:				
Operating Grants	\$ 331,704	\$ 113,171	\$ 444,875	\$ 398,587
Total Revenues	331,704	113,171	444,875	398,587
Expenses:				
Salaries & Benefits	296,055	79,832	375,887	368,366
Instructional Aids	-	1,495	1,495	900
Supplies and Services	-	4,535	4,535	6,231
Non-Capital Equipment	-	1,172	1,172	1,000
Communications	-	596	596	596
Travel	-	1,929	1,929	5,021
Professional Development (Non-Salary Costs)	-	644	644	-
Amortization of Tangible Capital Assets	126	-	126	126
Total Expenses	296,181	90,203	386,384	382,240
Excess of Revenues over Expenses	\$ 35,523	\$ 22,968	\$ 58,491	\$ 16,347

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12. ACCUMULATED SURPLUS

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

Certain amounts of the accumulated surplus, as approved by the board of education, have been designated for specific future purposes. 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 designated assets.

	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	\$ 16,399,810	\$ 579,909	\$ 787,564	\$ 16,192,155
Less: Debt Owning on Tangible Capital Assets	(1,217)	-	(1,217)	-
	16,398,593	579,909	786,347	16,192,155
PMR maintenance project allocations (1)	1,358,690	475,546	428,633	1,405,603
Designated Assets:				
Capital projects:				
Relocatable Classroom	150,747	440,000	312,197	278,550
	150,747	440,000	312,197	278,550
Other:				
School Generated Funds	529,409	291,524	317,073	503,860
School Decentralized Budget Carryovers	152,848	51,204	-	204,052
Board Governance Training & Election	27,532	-	-	27,532
Catholic Distinctiveness	160,642	150,000	22,919	287,723
Technology	1,209,802	600,000	11,532	1,798,270
Academic Equipment Replacement	400,555	500,000	125,884	774,671
Division Office Software Upgrades	53,015	50,000	-	103,015
Maintenance	2,925,172	-	11,167	2,914,005
Vehicle Replacements	240,480	60,000	59,593	240,887
Legal	71,475	-	-	71,475
FMNE Achievement Fund	1,011	-	-	1,011
Investing in Teachers Initiative	160,061	150,000	7,509	302,552
Professional Development (LEADS Members Carryover)	34,133	7,000	7,109	34,024
School Community Councils (Matching Grant Carryover)	12,244	-	-	12,244
Central Textbooks & Curriculum Resources	201,308	100,000	4,823	296,485
Urban Programming for Indigenous Peoples	-	30,642	-	30,642
COVID-19 for Future Expenditures	-	1,250,000	-	1,250,000
	6,179,687	3,240,370	567,609	8,852,448
Unrestricted Surplus	3,829,167	2,279,806	2,847,475	3,261,498
Total Accumulated Surplus	\$ 27,916,884	\$ 7,015,631	\$ 4,942,261	\$ 29,990,254

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

13. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 10, 2019 and the Minister of Education on August 26, 2019.

14. TRUSTS

The school division, as the trustee, administers trust funds for scholarships and a memorial donation. The trust assets and transactions are not included in the financial statements.

Information about these trusts is as follows:

	Gulak Memorial Fund		Scholarships		Total	Total
	2020	2019	2020	2019	2020	2019
Cash and short-term investments	\$ 151,445	\$ 147,101	\$ 78,642	\$ 80,345	\$ 230,087	\$ 227,446
Total Assets	151,445	147,101	78,642	80,345	230,087	227,446
Revenues						
Contributions and donations	-	-	11,850	12,600	11,850	12,600
Interest on investments	4,344	4,117	1,197	1,120	5,541	5,237
	4,344	4,117	13,047	13,720	17,391	17,837
Expenses						
Scholarships	-	-	14,750	16,000	14,750	16,000
	-	-	14,750	16,000	14,750	16,000
Excess (Deficiency) of Revenues over Expenses	4,344	4,117	(1,703)	(2,280)	2,641	1,837
Trust Fund Balance, Beginning of Year	147,101	142,984	80,345	82,625	227,446	225,609
Trust Fund Balance, End of Year	\$ 151,445	\$ 147,101	\$ 78,642	\$ 80,345	\$ 230,087	\$ 227,446

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15. CONTRACTUAL RIGHTS

Significant contractual rights of the school division are as follows:

- Climate Action Incentive Fund contract with the Ministry of Education with a payment of \$100,342 over 1 year expiring March 31, 2021.

16. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- Student transportation agreement with Southland Transportation Ltd. of approximately \$770,000 over 3 years.

Operating lease obligations of the school division are as follows:

Future minimal lease payments			
	Copier Leases		Total
2020	\$	12,395	\$ 12,395
2021		5,972	5,972
2022		5,244	5,244
2023		765	765
Total	\$	24,376	\$ 24,376

17. COMPARATIVE INFORMATION

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

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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 monitors overdue accounts on a monthly basis.

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 impairment in collectability.

The aging of grants and other accounts receivable as at August 31, 2020 was:

August 31, 2020						
	Total	0-30 days	30-60 days	60-90 days	Over 90 days	
Grants Receivable	\$ 220,000	\$ 220,000	\$ -	\$ -	\$ -	
Other Receivables	130,700	130,700	-	-	-	
Gross Receivables	350,700	350,700	-	-	-	
Allowance for Doubtful Accounts	-	-	-	-	-	
Net Receivables	\$ 350,700	\$ 350,700	\$ -	\$ -	\$ -	

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 monitoring budgets, completing quarterly forecasts and maintaining cash balances for current and future cash requirements to meet accounts payable obligations and accrued liabilities.

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

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August 31, 2020					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 977,478	\$ 977,478	\$ -	\$ -	\$ -
Total	\$ 977,478	\$ 977,478	\$ -	\$ -	\$ -

iii) Market Risk

The school division is exposed to market risks with respect to interest rates.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents and portfolio investments. The school division also has an authorized bank line of credit of \$750,000 with interest payable at prime minus 1.00% per annum. Changes in the bank's prime lending rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2020.

The school division minimizes these risks by:

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

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 receivables. 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.