



**Board of Education of the Regina School
Division #4 of Saskatchewan
2019-20 Annual Report**

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School Division Contact Information

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Letter of Transmittal



Honourable Dustin Duncan
Minister of Education

Dear Minister Duncan:

The Board of Education of Regina School Division #4 is pleased to provide you and the residents of the school division with the 2019-20 annual report. This report presents an overview of the Regina 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 blue ink, appearing to read 'Adam Hicks', written over a horizontal line.

Adam Hicks
Chairperson

Introduction

This annual report presents an overview of the Regina School Division #4 of Saskatchewan (Regina Public Schools) activities and results for the fiscal year September 1, 2019 to August 31, 2020. The annual report provides a snapshot of Regina Public Schools, its governance structures, students, staff, programs and facilities. It also includes results and analysis of a number of indicators that contribute to understanding student success.

In addition to detailing the school division's activities and performance, this report outlines how Regina Public Schools is deploying the provincial Education Sector Strategic Plan in relation to its school division plan. Fewer results of student progress are available in this report compared to previous years because several end-of-year data collections were interrupted due to the pandemic.

Also included is a report from management endorsing the financial overview and audited financial statements. Financial statements included in this report have been audited by an independent auditor following the Canadian Generally Accepted Accounting Standards.

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.

Please note, the images used in this report were taken prior to putting physical distancing restrictions in place.



Governance

The Board of Education

Regina Public Schools is governed by an elected board of seven Trustees, each representing one of seven subdivisions in the City of Regina. *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.” Trustees are elected for four-year terms and are responsible for the policy direction that guides the school division.

Regina Board of Education Trustees were elected by the public ratepayers of the City of Regina or acclaimed on October 26, 2016. Board of Education members at August 31, 2020 were:

Subdivision 1: Dr. Jane Ekong

Subdivision 2: Aleana Young

Subdivision 3: Adam Hicks (Vice-Chair)

Subdivision 4: Cindy Anderson

Subdivision 5: Tanya Foster

Subdivision 6: Katherine Gagne (Board Chair)

Subdivision 7: Jay Kasperski

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



School Community Councils

Regina Public Schools (RPS) is responsive to the communities it serves through a local governance structure of School Community Councils (SCCs) in all schools. Each school must elect an SCC and ensure that the SCC can be engaged in the learning program at the school.

SCCs face an ongoing challenge of having sufficient membership. Principals work closely with SCC members to encourage additional members to participate. All Regina Public schools have an SCC in varying levels of involvement.

Grants to SCCs are provided to support School Strategic Plans. Grant funding was provided at a rate of \$1,936 in 2019-20 for each SCC. Total funding expended by SCCs in 2019-20 was \$82,893.

Regina Public Schools – SCC Membership

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Parents & Guardians	73%	70%	70%	73%	72%	73%	76%
Community Members	4%	4%	4%	2%	2%	1%	<1%
Other*	23%	26%	26%	25%	26%	26%	23%

*Includes principals, vice-principals, staff and student representatives

The Education Regulations, 2019 require school divisions to undertake orientation, training, development and networking opportunities for SCC members. RPS hosts annual forums where SCC members are invited discuss a variety of topics. These forums provide an opportunity for higher levels of engagement for both parents and the community in general. The following SCC workshops and forums occurred in 2019-20:

- Four schools participated in workshops with Tony Dalton in November, 2019. The attendees included SCC members, in-school administration, and staff members. Mr. Dalton works with schools around the world to increase parent engagement and family school partnerships.
- RPS and the Regina Catholic School Division hosted the first SCC Conference on November 23, 2019 at St. Nicholas School. Nearby rural school divisions were also invited to attend. Approximately 150 people were in attendance. The keynote speakers were Tony Dalton, Dr. Debbie Pushor, and Dr. Ted Amendt.
- The SCC Forum with Trustees was held February 26, 2020 at the RPS Division Office. Approximately 100 people were in attendance including SCC members, Principals, Vice-Principals, Division Office staff and Trustees. The guest speaker was Dr. Ted Amendt from the Saskatchewan School Boards Association. Dr. Amendt presented his research findings for successful SCCs which included ways to engage parents and the school community.
- The Spring 2020 SCC Forum was to be held at Campus Regina Public on April 2, 2020 with a focus on mental health strategies. The Forum was cancelled due to COVID-19 restrictions.

Increased involvement from parents and community members are continually encouraged and SCCs will continue to have a focus on educational priorities.

School Division Profile

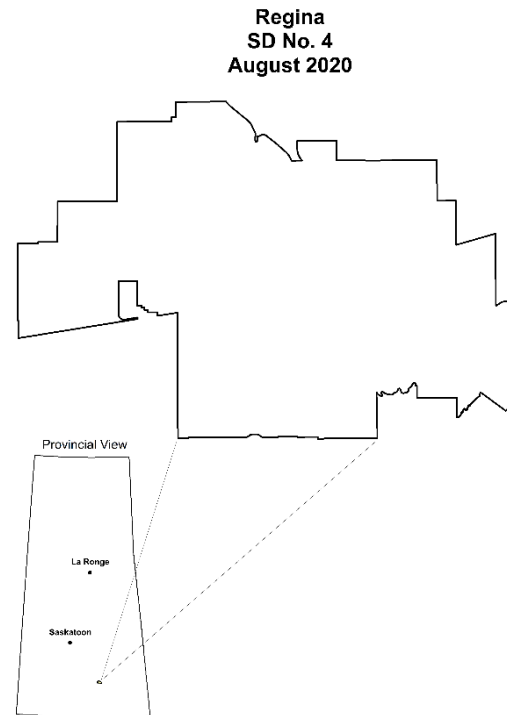
About Us

Regina Public Schools is one of Saskatchewan's largest school divisions in terms of student population, and is one of four urban school divisions in the province.

RPS educates more than 24,000 students in 44 elementary schools, 8 high schools, and 1 adult campus. The division is affiliated with three associate schools offering religious-based programming.

RPS is governed by an elected board of seven trustees. Trustees are elected for four-year terms and are responsible for the policy direction that guides the school division. For a detailed map of Regina Public Schools' electoral subdivisions please visit <https://www.reginapublicschools.ca/board>.

Each school is represented by a School Community Council that supports and engages the community in educational programming.



RPS serves all public ratepayers within the boundaries of the City of Regina. In addition, the division offers access to a select group of programs to students from adjoining school divisions that either do not offer those programs or, for geographic reasons, cannot provide them.

Division Philosophical Foundation

The RPS mission provides clear direction for all activity in the school division. It is guided by the Shared Values and directed by the Strategic Plan. The RPS mission is ***“to instil the value of knowledge, the dignity of effort and the worth of the individual”***.

RPS' Shared Values are the foundation of all interaction within the division. The values, developed through extensive community collaboration and adopted in 2000, are: ***“I belong; I want to know; I am responsible; and I respect”***.

The Shared Values give direction and frame what goes on in the schools. Students learn to take responsibility for themselves and for others in the community, both in and out of school. Every school community celebrates and embraces multiculturalism and respects individual spiritual beliefs. The Shared Values mirror the goals of public education. They transcend differences and provide an equal opportunity to recognize, enrich, and enhance the unique gifts and talents of all students.

Community Partnerships

Regina Public Schools seeks to build strong partnerships with a variety of organizations in Regina. These partnerships are a critical component in efforts to support both student learning and the successful transition of students into and through the system.

The following intergovernmental partnerships continued in 2019-20:

- RPS continued to partner with the Ministry of Social Services, the Ministry of Corrections and Policing, and the Saskatchewan Health Authority to meet the social, physical and psychological needs of students. The collaborative approach assisted students who require intensive supports to meet their highest potential.
- RPS continued membership in the Regina Human Service Partnership. This partnership develops and implements integrated service delivery responses to children, youth and families and works to further human services integration.

The following are six programs and partnerships that have been developed to support students.

- 1) The HUB to support the Community Safety and Well-Being partnership was developed with the following goals:
 - a. To create a collaborative working group for identifying and supporting students and families who may be in a situation that could cause immediate risk or harm;
 - b. To work through the lens of risk categories such as mental health, addictions, criminal involvement, parenting and anti-social/negative behaviour; and
 - c. To allow partners to do “Offers of Service” through multi-sector planning.
- 2) The Regina intersectoral Partnership (TRiP) continued to offer an integrated approach to reducing vulnerability among children and youth. This multi-sector partnership provides programs, such as the *11U1* and *twelve&up*, that work with children and youth to engage them in supports and activities that otherwise would not be accessible. Through this involvement, a reduction in police involvement, violence, school absenteeism, disruptive behaviour and substance abuse has occurred.
- 3) The Early Years Family Centres program continued in 2019-20 and is aimed at early intervention. Three centres operated in 2019-20 with one RPS location at Dr. L.M. Hanna School, and the remaining two locations at Regina Catholic Schools locations of Sacred Heart Community School and St. Matthew School. The Early Years Family Centres provide opportunities for parents and children, newborn to age six, to engage in supports for literacy development, health care and child development along with play programs. These centres help to promote readiness skills in our youngest learners.
- 4) The United Way supported eleven Summer Success Literacy Camps in eight locations this past year. Mosaic provided financial support to four of the eleven camps focusing on primary camps as well as the grade 3-5 camp. The camps targeted vulnerable students, allowing them additional literacy instruction to prevent “summer slide” in their June reading levels. United Way Regina also supported Regina Public Schools in the Attendance Matters campaign targeting students and the community by sharing messages about the importance of regular school attendance for academic achievement and graduation rates.

- 5) The Campaign for Grade-Level Reading partnership continued in 2019-20. The campaign seeks to disrupt generational poverty by mobilizing communities to promote early school success for those children currently on the high-risk side of the achievement gap. To date, efforts have helped to spark a movement for ensuring early school success, advancing grade-level reading and reducing chronic absence as important policy priorities.
- 6) RPS continued to partner with the Red Cross to provide information for youth about building healthy relationships and bullying prevention through Pink Day and youth facilitation and training workshops.

Other partnerships include:

- The Community Violence Threat Risk Assessment (VTRA) protocol, which was initiated in 2017, continued in 2019-20. The protocol supports critical collaborative planning among the partners to reduce violence and prevent traumatic events.
- RPS continued to partner with Regina Catholic Schools, Prairie Valley School Division, File Hills Qu'Appelle Tribal Council, post-secondary institutions, business and industry to support the Regina District Industry Education Council (RDIEC). The role of RDIEC is to provide career development opportunities for youth, educators and career practitioners.
- RPS continued to provide curriculum and programming at Campus Regina Public with an experiential approach. Many industry partners are involved in delivering this model, including SaskTel, Saskatchewan Health Authority, Regina Police Service, Regina and Region Home Builder's Association, Bobcat of Regina, Avante Garde Beauty Training Specialist, Fries Tallman Lumber, Capital Automotive Group, Lincoln Welding, U of R Early Childhood, and Regina Fire and Protective Services.
- RPS continued the collaborations initiated in 2017 when māmawêyatitân centre opened with the City of Regina and Regina Public Library. Scott Collegiate is part of an innovative and collaborative space at māmawêyatitân centre that provides integrated services for the residents of the community.

Program Overview

The Saskatchewan Core Curriculum is taught through the required areas of study and an extensive range of other programs. RPS champions inclusive practices that help all students, regardless of their skills and needs, to learn and grow within their own neighbourhood schools and with their peers. Elementary schools provide adaptations for students requiring additional supports and enrichment programs for students striving for academic challenge. Modified courses at the high school level support students in mastering basic objectives. The Advanced Placement program is available at all high schools to meet the needs of students destined for post-secondary education or who are interested in enrichment and additional academic challenges.

French Immersion programming is offered at two high schools and eight elementary schools, including three single-track elementary French Immersion programs. Cree language instruction is offered at five elementary schools and two high schools.

RPS provides services and programs for all students, whether they are advanced learners or require intensive supports. RPS provides early learning experiences to three- and four-year old children in 41 Prekindergarten/Preschool programs. With a focus on equitable opportunities and smooth transitions, RPS also offers programs for high school students to easily access specialized career, skills, and higher-education focused instruction. Middle Years Practical and Applied Arts (PAA) programming is provided for Grades 6 through 8 students with students provided access to cross-curricular integrated middle-level PAA programs, hands-on project choices, and the required resources to support integrated PAA activities. Beginning in 2016-17, all Grade 8 students participated in middle-level PAA program modules offered at Campus Regina Public.

Campus Regina Public provides students in every high school with access to additional diverse academic, skilled trades, applied arts and post-secondary pathway programming. Grade 11 and 12 students from across the city can participate in semester-long specialized instruction without having to move from their neighbourhood high school. This programming works alongside the proven successful programming offered at the Regina Trades and Skills Centre. These programs provide smooth transitions for students and prepare them for life after high school, regardless of the career direction they choose.

Martin Collegiate offers students an Academy program, which is a learning opportunity that will help to develop leaders of tomorrow through specific interest-based educational experiences. Innovative sport-focused programming at Martin Academy delivers core curriculum with sport-specific electives. The Martin Academy offers four-year programming in hockey, baseball, softball and premier performance.

The Balfour Arts Collective (BAC) was offered at Balfour Collegiate for its first year in 2018-19. BAC is an innovative program for students who have a desire to complete their high school diploma with a fine arts focus. Students further their skills in dance, drama, or visual art while receiving a well-rounded arts education.

All RPS schools offer extracurricular programs. At both the elementary and high school level, this provides opportunities in the arts, sports and recreation outside of the classroom environment.

RPS has a well-coordinated planning process, which enables alignment of the Strategic Plan and all school division planning activities with those of the Education Sector Strategic Plan (ESSP). The Regina Public Schools Strategic Plan provides overall direction for everything the division does and serves as a guide to ensure that all RPS planning processes are in alignment with each other. The Strategic Plan defines Regina Public Schools' mission, vision and guiding principles. In addition to these foundational elements, the Strategic Plan includes strategic directions, board priorities and key strategies to achieve board priorities.

The Regina Public Schools Strategic Plan (2017-20) continues its commitment to student success through a Leadership for Learning framework and six core strategies:

- Improve Indigenous student retention and achievement;

- Engage students, families, staff and community in education;
- Increase the number of Kindergarten students who enter Grade 1 ready to learn;
- Increase the number of students who achieve grade-level performance in literacy and numeracy;
- Increase graduation rates; and
- Demonstrate effective governance, leadership and accountability.

All six strategies will be the focus of school division planning and implementation activities through 2020. The division's expenditures will continue to be aligned to support the achievement of these goals, and the effectiveness of the strategies will be monitored and adjusted annually.

The diversity of Regina's neighbourhoods, student learning needs and levels of community support for schools across the division dictate that a differentiated and incremental approach to target setting and goal attainment is necessary at the local school level. Therefore, School Strategic Plans at the school level are designed to achieve realistic, contextualized and incremental improvement in student results.

A copy of the Regina Public Schools 2017-20 Strategic Plan is available at https://www.reginapublicschools.ca/strategic_plan.



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.

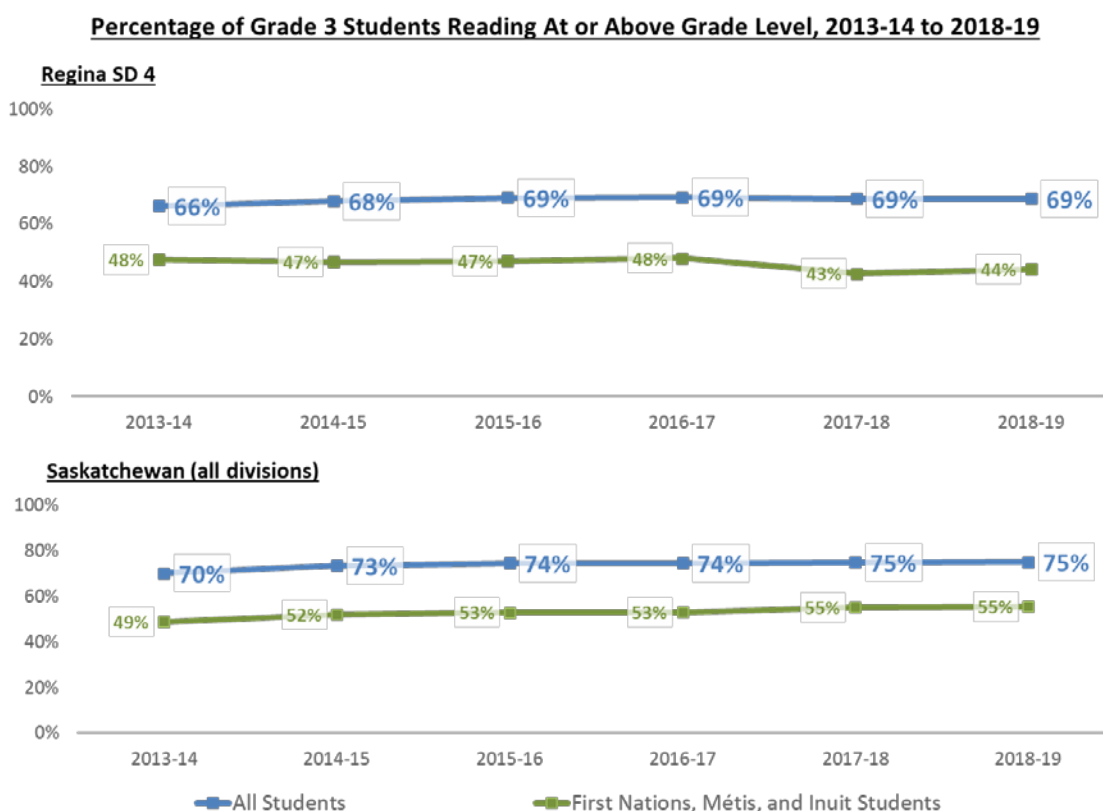
<p>School division goals aligned with Reading, Writing and Math at Grade Level outcome</p>	<p>RPS' priority strategy is to increase the number of students who increase grade-level proficiency in literacy and numeracy. Provincial and Division assessment information is used to identify learning needs and design instruction. RPS offers assessments, instruction, and an environment to make learning meaningful, engaging and appropriate for all students.</p>
<p>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</p>	<p>To develop reading, writing, and mathematics proficiency, RPS:</p> <ul style="list-style-type: none"> • Incorporated provincial writing and mathematics rubrics for new teachers and teachers new to role/grade. • Provided new teachers with professional learning and support materials in writing and mathematics. • Built school administrator capacity by providing Professional Learning in data analysis in Dossier. • Focused interventions for students requiring additional support with Administrator and Learning Resource Teacher focus on Tier 1, 2, and 3 based interventions. • Provided professional development for new primary teachers and primary teachers new to role for assessing reading (Fountas and Pinnell, Benchmark Assessment, and GB+). • Summer Success was revised and, in lieu of summer camps, student engagement backpacks and nutrition supports were distributed to students and their families. Plans for Saturday Summer Success Literacy Camps for Fall 2020 were put in place. • Used an Adjusting Grading Process for students for whom traditional progress reports do not suffice. • Participated in the United Way Campaign for Grade Level Reading. • Leveraged technology to provide asynchronous professional learning opportunities in ProSchool for grades 4, 7, and 9 around assessing and teaching writing. • Provided professional learning to teachers around supporting English as an Additional Language (EAL) students. • Provided two half-time EAL teachers to support refugee students with low literacy levels and support families through the Newcomer Welcome Centre. • Provided half-day professional learning for 60 teachers and teacher librarians around the implementation of SaskCode kits for grades 1-9. • Received financial support, 40 shared kits and a technology support person through a partnership with Saskatoon Industry Education Council, Prairie Valley School Division and Regina Catholic School Division. • Provided professional learning for the online platforms of Seesaw and Google Classroom to support staff and families with literacy and numeracy supplemental learning opportunities following school closures due to COVID-19 in March 2020. • Created a division webpage to support all subject areas for English and French Immersion programs by grade during supplemental learning.

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

Between 2013-14 and 2018-19 the percentage of all RPS Grade 3 students reading at or above grade level has increased by three percentage points from 66% to 69%. RPS has maintained the percentage of all Grade 3 students reading at or above grade level (69%) since 2015-16. RPS' latest results for this measure are slightly lower than the provincial results (74%-75%) since 2015-16. 2018-19 division results for Grade 3 First Nations, Métis and Inuit (FNMI) students reading at or above grade level are lower (44%) than results of all students and have ranged between 43% and 48% since 2013-14. 2018-19 provincial results for Grade 3 FNMI students reading at or above grade level are higher (55%) and have ranged between 49% and 55% since 2013-14. The division is encouraged that in 2018-19, 7% of all Grade 3 students and 9% of Grade 3 FNMI students were reported as being just one level below the grade level reading benchmark, meaning these students were on the cusp of achieving reading at grade level. RPS continues to strive toward increasing the number of grade 3 students reading at or above grade level.



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

ESSP Outcome:

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

ESSP Improvement Targets:

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

<p>School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome.</p>	<p>The division's goals aligned with the Improving First Nations, Métis and Inuit (FNMI) Student Engagement and Graduation Rates Outcome are:</p> <ul style="list-style-type: none"> • To increase the FNMI three-year and five-year graduation rates. • To progress towards parity between FNMI and non-FNMI students on the OurSCHOOL engagement measures.
<p>School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>The division took the following actions during the 2019-20 school year to achieve the outcomes and targets:</p> <ul style="list-style-type: none"> • Monitored achievement and attendance data for self-declared students. • Shared regular data reports of self-declared students with staff to analyze and identify attendance trends. • Continued to provide an Indigenous advocate teacher to work within schools. • Increased the number of cultural support persons in two high schools. • Increased cultural support to schools through the involvement of First Nations Elders and Knowledge Keepers. • Provided technology through the Indigenous Education Advocates for students to complete course requirements. • Provided cultural support in the form of a Cultural Liaison to school teams. • Provided technology loans during supplemental learning in March to June. • Designed the Métis Early Learning Pilot Project (MELPP) and prepared for project implementation in Fall 2020. • Provided professional learning sessions and support around using OurSCHOOL data to inform action at the division and school levels.

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	Regina Public	Province	Regina Public	Province	Regina Public
English Language Arts A 10 (Eng & Fr equiv)	75.1	74.9	78.5	78.1	62.9	59.9
English Language Arts B 10 (Eng & Fr equiv)	75.7	75.5	79.1	78.2	64.3	62.5
Science 10 (Eng & Fr equiv)	73.8	71.7	77.5	76.0	61.8	55.5
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.5	71.4	77.1	75.2	63.0	58.4
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	76.8	78.0	79.0	79.4	65.5	66.2
English Language Arts 20 (Eng & Fr equiv)	77.3	76.0	79.6	78.1	67.0	63.6
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	70.0	62.4	72.7	66.0	64.9	52.5
Math: Foundations 20 (Eng & Fr equiv)	77.4	78.0	79.1	78.6	67.8	71.1

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

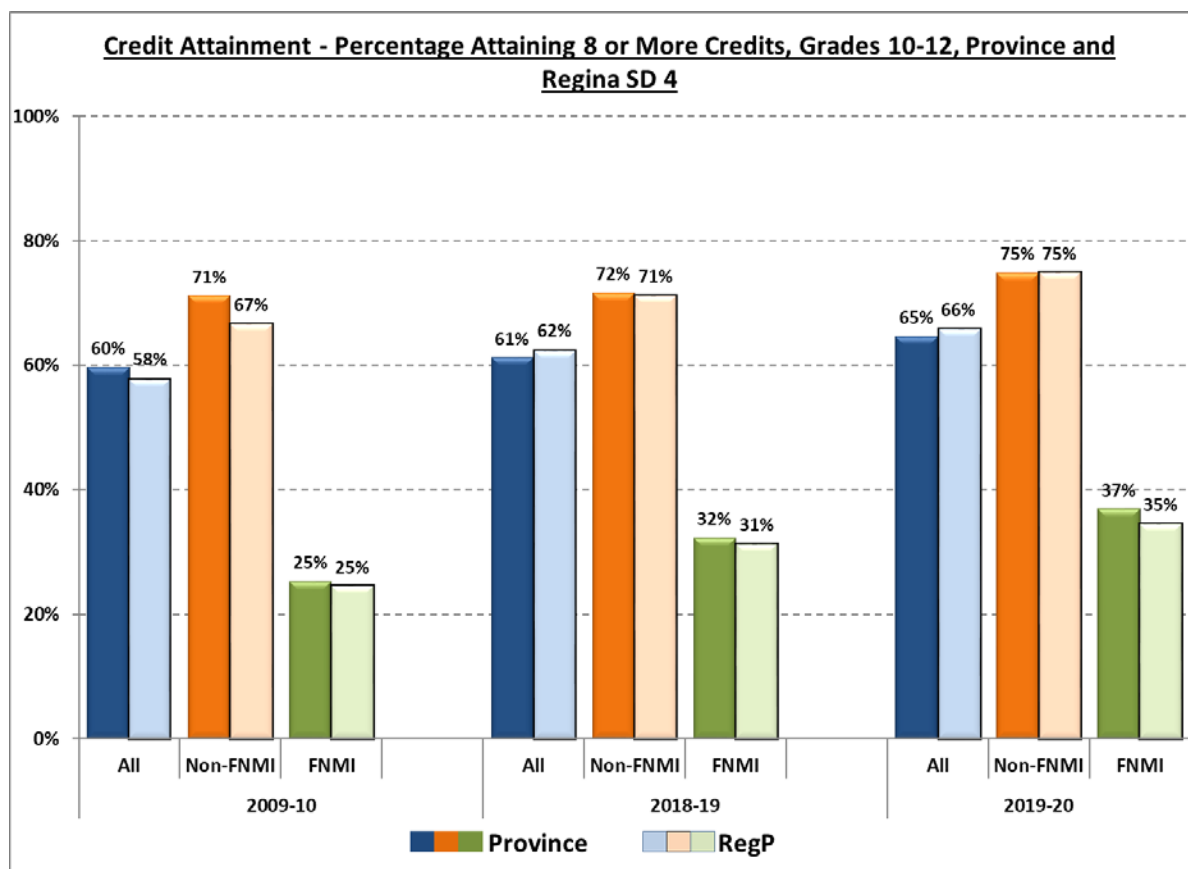
Analysis of Results – Average Final Marks

In 2019-20, across all courses identified, the average final marks (by subject) for all RPS students ranged from 62% to 78%. For most subjects, the division results (all students) for average final marks are roughly the same as provincial results. However, RPS average final marks for one course (Math Workplace and Apprenticeship 20) is roughly 8% lower than the provincial average. The division will continue to support its 20 level math teachers to find ways to improve outcomes for students. Additionally, although the division remains proud of the results of FNMI students and the supports that are in place to help students achieve better final grades, RPS recognizes the gaps that exist in average final marks between FNMI and non-FNMI students and will continue to work toward greater parity in these measures.

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

RPS continues to achieve a steady increase in credit attainment from the 2009-10 baseline results to 2019-20 results. In 2019-20, the division experienced 66% of all grade 10-12 students attaining 8 or more credits, up four percentage points from last year's results (62%) and eight percentage points from 2009-10 results (58%). 2019-20 results for FNMI students indicate an increase to 35%, up by four percentage points from 2018-19 (31%) and up ten percentage points from 2009-10 (25%). RPS is particularly proud of the significant progress made by FNMI students in the area of credit attainment and remains committed to improving this area even more. The provincial policy decision that all students would receive passing grades in courses in which they were actively enrolled as of March 13, 2020 likely contributed to the increase in credits earned in 2019-20 compared to previous years.

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

Regina Public Schools' priority goals are to achieve an "on-time" graduation rate of 85% and an "extended-time" graduation rate of 90% by 2020.

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

The following are actions RPS took in 2019-20 to achieve the outcomes and targets of the Graduation Rates outcome:

- Participated in the Graduation Rate Symposium in the Fall of 2019 and the Provincial Leadership Team working group which focused on improving data gathering, attendance monitoring, intervention and graduation and post-graduation planning.
- Ensured that every RPS student in Grades 9 through 12 developed a graduation and post-graduation plan using My Blueprint (an online education and career planning tool).
- Continued the development and expansion of a local interagency structure to facilitate the necessary relationships, resource sharing, and programming to support students demonstrating chronic absenteeism.
- Continued to be a partner in TRiP (The Regina intersectoral Partnership), which supports community solutions to attendance and behaviour concerns.
- Continued to implement an Attendance Intervention Protocol and Incentive Initiative to better identify and target students who were beginning to be habitually absent and those who were chronic non-attenders. Through a series of interventions, and with the involvement of families, RPS provided consistent monitoring and support for students in addressing issues causing their absenteeism. As a complement to this focus, RPS also provided an incentive to encourage regular attendance.
- Continued to support the Indigenous Advocate positions so that all but one high school had this resource to engage and support families with school.
- Continued the Learning Re-Engagement Centre designed for Grade 10 students who struggle with attendance and academic success. In a smaller environment, students were re-engaged to school by providing motivating, interest-based instruction differentiated to their academic abilities and needs.
- Continued to offer Advanced Placement course offerings in every high school to provide enrichment and improve engagement.
- Continued supporting and monitoring a "Triple Eight" strategy to encourage and support all students who are capable of attaining eight credits in each of Grades 10, 11 and 12. All RPS high schools had a goal supporting the division's Triple Eight Strategy.

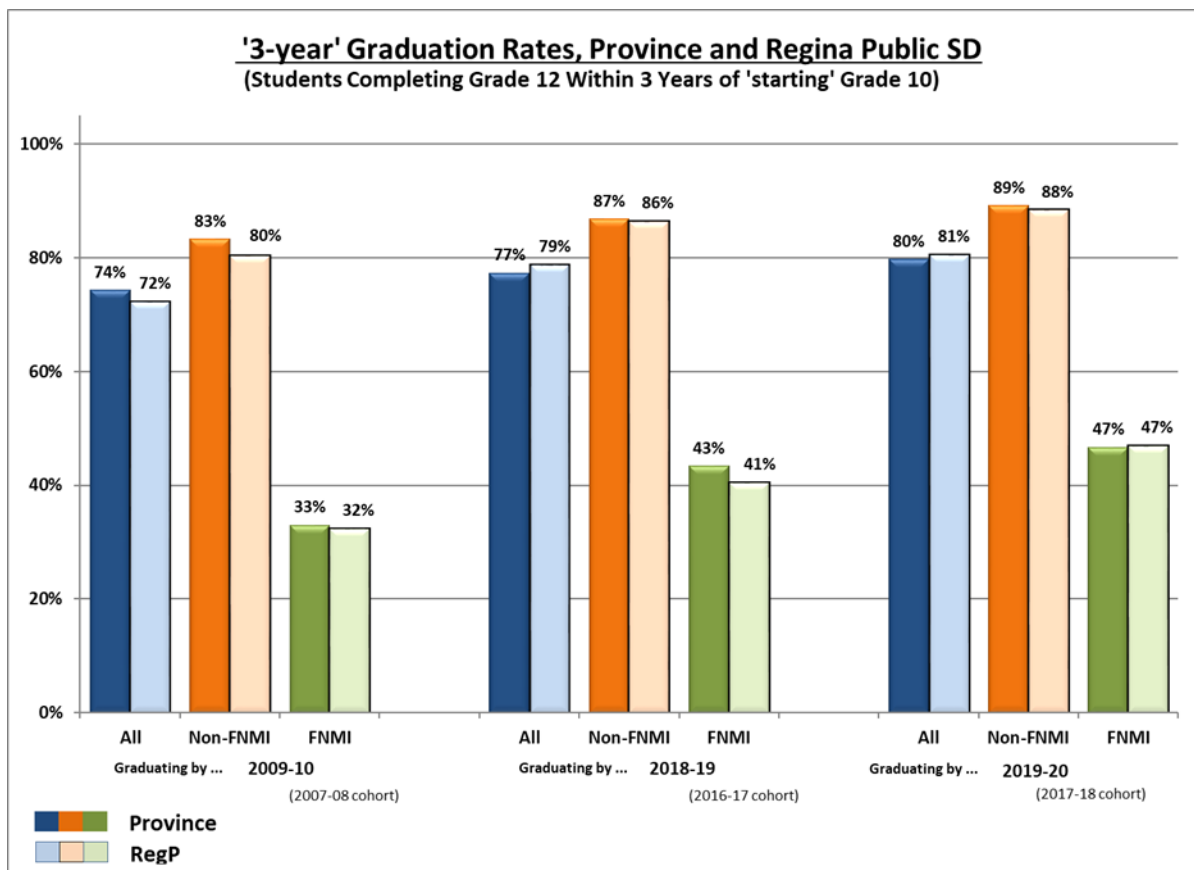
- Continued focus on credit recovery, high school advisory, attendance interventions and Indigenous Advocates to work in unison to help schools achieve their Triple Eight goals.
- Continued to support and enhance the high school advisory program ensuring every student had at least one significant adult to support them through high school.
- Developed additional intervention practices and provided additional resources to improve student retention rates and to locate former students no longer enrolled to invite those students back to school.

Measures for Graduation Rates

Three-Year Graduation Rate

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

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



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

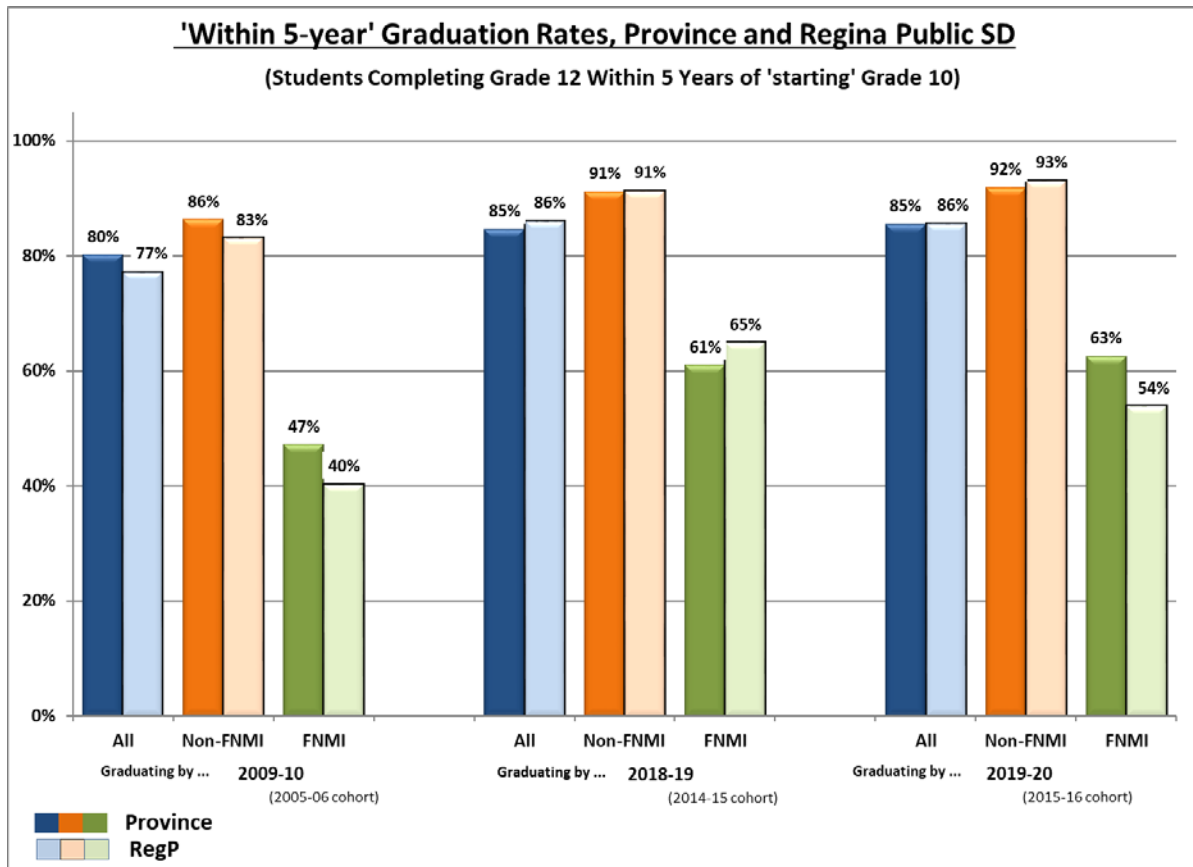
Analysis of Results – Three-Year Graduation Rates

RPS' on-time graduation rates have improved significantly since 2009-10, buoyed by a concerted effort to improve results for all students. Over the past decade, division results have improved from 72% to 81% for all students, which is slightly above the provincial rate of 80%. Division results for FNMI students also increased since 2009-10 from 32% to 47% in 2019-20, on par with the provincial rate. The 2019-20 FNMI on-time graduation rate of 47% represents an improvement of six percentage points over just one year. Improving on-time graduation rates during a global pandemic is a testament to the strength and resilience of staff and students. RPS' results are noteworthy given its size, diversity, and growing population. Additionally, the rates show that the division successfully responded to the challenge of transitioning to a remote learning instructional model that lasted from March until June. Three-year graduation rates may also have been directly impacted by the Provincial Response Team's (PRT) guidelines regarding final grades and awarding credits. The division looks forward to continued improvement in on-time graduation rates for all students and is committed to bridging the gap in rates between FNMI students and Non-FNMI students.

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'

RPS' extended-time graduation rates for all students increased significantly over the past decade, improving from 77% to 86%, slightly above the provincial results of 85%. Results have also improved for FNMI students since 2009-10, moving from 40% to 54%. The division is proud that it offers a variety of supports and opportunities to help FNMI students graduate within 5 years of beginning Grade 10.

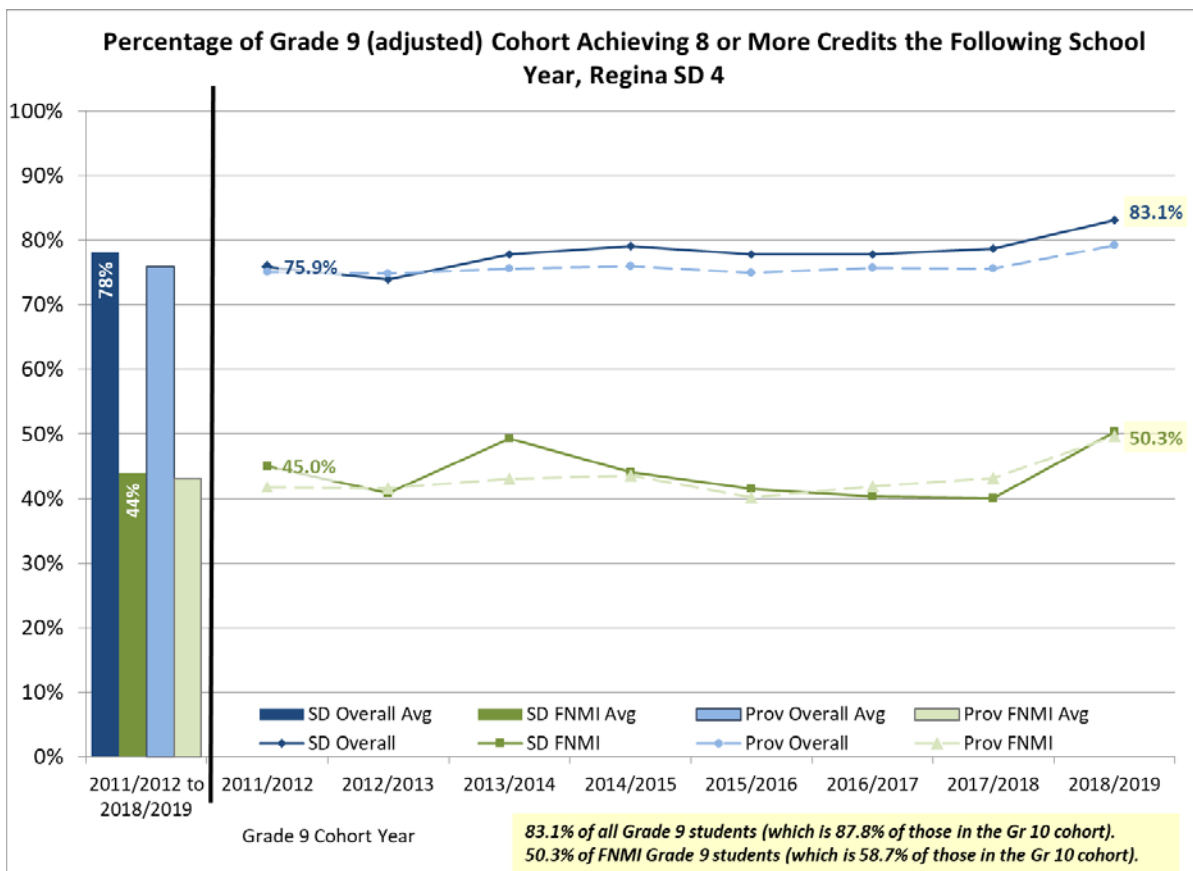
While the 2019-20 extended-time graduation rate for FNMI students has decreased from 65% to 54% since 2018-19, the drop is most likely associated with the relative success of an entirely different cohort of grade 10 students' on-time (3-year) graduation rates. The extended time graduation rates for FNMI students in both 2018-19 and 2019-20 show that at least 11% of students benefited from the supports provided to achieve graduation in 5 years rather than 3 years.

Extended-time graduation rates may have been directly impacted by the Provincial Response Team's (PRT) guidelines regarding final grades and awarding credits.

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

RPS has seen an increase in credit attainment for grade 9 cohort groups in their grade 10 year over time. Since 2011-12, overall division results for all grade 9 students' credit attainment has increased by 6 percentage points, up to 83% from 76%. The 2019-20 division results for all students is 5 percentage points above the provincial overall average of 78%. Division results for FNMI students have fluctuated since 2011-12 but increased significantly in 2019-20. A total of 50% of FNMI students in the 2018-19 grade 9 cohort earned 8 or more credits in 2019-20 compared to 40% in 2018-19. The division's eight-year averages for all students was 78% and the FNMI subpopulation was 44%. These results are slightly higher than the provincial eight-year averages. These results are positive as RPS is a large school division that is growing in population and diversity requiring substantial work to not only maintain results but to improve them as well. RPS believes grade 9 to 10 transition results are directly correlated to an increased focus on credit recovery and attendance at the high school level. The provincial policy decision that all students would receive passing grades in courses in which they were actively enrolled as of March 13, 2020 likely contributed to the increase in credits earned in 2019-20 compared to previous years.

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.

<p>School division goals aligned with the Early Years outcome</p>	<p>RPS' priority strategy for the early years aligns with the Education Sector Strategic Plan Early Years Outcome and is guided by the <i>Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework</i>. The strategy outcome is to increase the number of Kindergarten students who enter Grade 1 ready to learn. The strategy includes defining school readiness and ensuring it reflects the holistic nature and voice of First Nations and Métis education and learners.</p>
<p>School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Early Years outcome</p>	<p>RPS took the following actions during the 2019-20 school year to achieve the outcomes and targets of the Early Years outcome. RPS actions included professional development, identifying and removing barriers for attending Prekindergarten and Kindergarten programs, reflecting upon how to better provide equitable and culturally responsive learning opportunities in support of First Nations and Métis education, identifying common expectations and practices suitable for early learners, and continued use of family-based and interagency approaches to address vulnerability and honoring the voice of First Nations and Métis educational partners.</p> <p>In response to the pandemic and move to supplemental learning, some actions were completed, but others that were in progress were put on pause, or not started and tabled for the reopening.</p> <p>General Actions:</p> <ul style="list-style-type: none"> • Reviewed and analyzed division and school data (i.e. Help Me Tell My Story, Early Years Evaluation, Prekindergarten and Kindergarten Annual Reports, and Professional Development Reports) in support of identifying potential immediate, short-term, and long-term readiness actions. The Fall and Winter review and analysis occurred, but the Spring review and analysis was put on pause. • Revised school strategic planning documents in support of the readiness priority and reflective of teacher and administrator feedback and input. • Continued to embed readiness connections to administrator professional development. The Spring administrator professional development focused on early years was tabled for reopening. • Engaged in discussion with Ministry of Education staff regarding Early Years Evaluation data and attended the Early Years Annual Event. • Continued division and school involvement in the Joint-Use Schools Working Group as well as Regional and Site-Based Early Learning Committees. The Fall and Winter meetings were held, but the Spring meetings were put on pause. • Continued support, collaboration, professional learning opportunities, and committee representation with various educational partners designed to support

smooth transitions and connections between all partners and stakeholders. The format was revised with a transition to paper, email, phone, and/or virtually.

- Supported Prekindergarten and Kindergarten transition through staggered start.
- Collaborated with United Way and other partners in offering Summer Success and expanding Prekindergarten and Kindergarten support to three school communities. The Summer Success program was revised and, in lieu of summer camps, student engagement backpacks and nutrition support were created and distributed to students and their families. Initial plans for Saturday Success camps for Fall were put in place.
- Collaborated and connected with Prekindergarten and Kindergarten families through Seesaw, Family Days, and school-wide family events. The Spring events were provided remotely through learning packages, online, by phone, or virtually.

Prekindergarten:

- Offered regular meetings and professional learning supports for Prekindergarten that included:
 - start-up and year end meetings,
 - training and support for teachers/associates/assistants new to the role (e.g. Mentorship, Instruction and Assessment Practice, Resources, Readiness, Help Me Tell My Story, Seesaw, Gradebook, and Learning Language and Loving It);
 - a teacher directed Communities of Practice including Responding to Children's Interest for those yet to complete this training, and
 - Professional Learning Community for all (i.e. The Amazing Brain).
- Continued use of Help Me Tell My Story in schools with Prekindergarten.
- Continued Early Learning Intensive Support Pilot across 18 Prekindergarten Programs in 9 schools.
- Continued *Children Communicating, Connecting and in Community* Pilot across two programs in one school.

Kindergarten

- Offered professional learning supports for Kindergarten that include training and support for teachers/assistants new to the role (e.g. Mentorship, Instruction and Assessment Practice, Resources, Readiness, Early Years Evaluation, Seesaw, Gradebook, Learning Language and Loving It, and La Roue for French Immersion); division and teacher directed Communities of Practice including Effective Literacy in Kindergarten Modules for those yet to complete this training, and Professional Learning Community for all (i.e. The Amazing Brain).
- Continued use of Early Years Evaluation with Kindergarten in all schools.
- Continued Kindergarten Leap in two programs in two schools.
- Continued to support the placement of Kindergarten eligible students in Functional Integrated Academic Program and Developmental Centres as needed.

Measures for Early Years

Early Years Evaluation

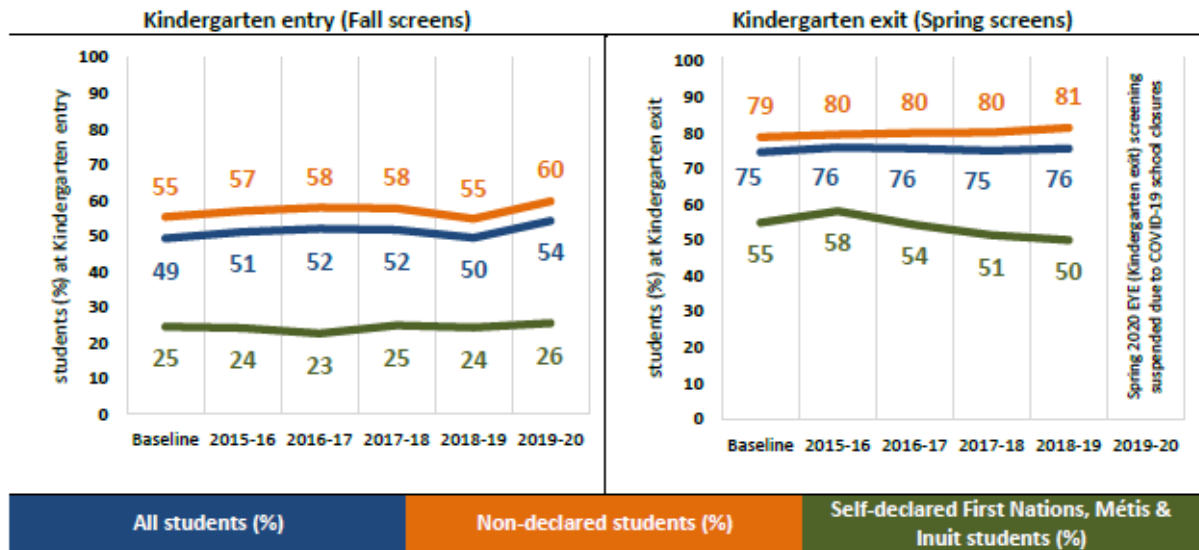
The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify the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

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

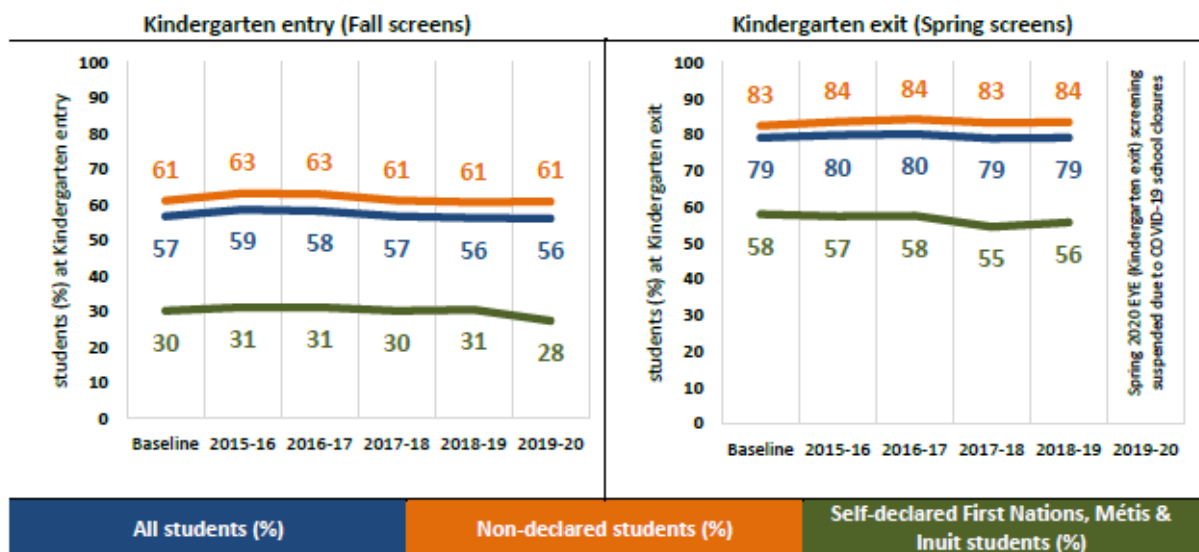
The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit since 2014-15 (baseline year). EYE-TA was used to assess Kindergarten students at entry in 2019-20. As a result of the COVID-19 pandemic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

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

Regina Public 4



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

RPS' most recently available EYE results indicate in June 2019, 76% of Kindergarten students left Kindergarten ready to learn. These results indicate a 1% increase from June 2018, but are 3% below the results for the province. Spring 2019 results for RPS FNMI students were at 50% and are lower than results from non-FNMI students, which were 81%, mirroring a challenge also seen at the provincial level. The division is quite proud that the percentage of FNMI students identified as being "ready to learn" doubled from the Fall assessment to the Spring assessment, an indication that the division provides quality Kindergarten programming and instruction and is committed to reducing achievement gaps.

Since the 2014-15 baseline year, the division has maintained EYE spring assessments results for all students of approximately 76% at Tier 1 (ready to learn), whereas spring results have slightly decreased over this time period for FNMI students. RPS was looking forward to conducting Spring EYE assessments in 2019-20 as Fall 2019 results showed the highest percentage ever (54%) of all students ready to learn.



Demographics

Students

As one of the largest urban school divisions in the province, Regina Public Schools served more than 24,000 students and operated 44 elementary and 8 high schools in 2019-20. RPS is also affiliated with three associate schools offering religious-based programming. Eight elementary schools and two high schools offered French Immersion programs to 2,844 students in 2019-20.

RPS operated Prekindergarten programs that provided early learning experiences to over 600 three and four year-old children in 2019-20.

In recent years, Regina has seen a remarkable increase in the number of new Canadians whose first language is not English. At the beginning of the 2019-20 school year, RPS provided support to 3,276 English as an Additional Language (EAL) students. This number continued to increase over the course of the year.

Over 600 young adults re-engaging in the learning process, benefited from specialized programs provided through the Adult and Victoria Campuses, Regina Trades and Skills Centre and through Night School.

Below are the K-12 enrolments from 2015-16 to 2019-20 by grade level. Pre-K enrolments are also listed.

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	1,811	1,840	1,986	1,908	2,076
1	1,808	1,876	1,862	2,022	1,953
2	1,811	1,837	1,905	1,881	2,011
3	1,710	1,831	1,858	1,911	1,891
4	1,656	1,751	1,843	1,849	1,921
5	1,564	1,679	1,770	1,853	1,869
6	1,559	1,585	1,681	1,771	1,881
7	1,519	1,614	1,600	1,701	1,777
8	1,411	1,567	1,603	1,576	1,700
9	1,506	1,391	1,558	1,572	1,620
10	1,609	1,704	1,577	1,683	1,664
11	1,601	1,541	1,558	1,456	1,614
12	2,126	2,160	2,116	2,149	2,028
Total	21,691	22,376	22,917	23,332	24,005

PreK	714	766	650	618	668
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Subpopulation Enrolments	Grades	2015-16	2016-17	2017-18	2018-19	2019-20
Self-Identified First Nations, Métis, or Inuit	K to 3	1,419	1,328	1,390	1,377	1,409
	4 to 6	940	959	1,001	1,065	1,071
	7 to 9	837	854	869	879	973
	10 to 12	1,133	1,125	1,125	1,145	1,180
	Total	4,329	4,266	4,385	4,466	4,633
English as an Additional Language	1 to 3	718	777	853	980	1,097
	4 to 6	684	726	666	802	879
	7 to 9	477	502	526	571	696
	10 to 12	622	664	652	588	604
	Total	2,501	2,669	2,697	2,941	3,276
French Immersion	K to 3	1,036	1,056	1,144	1,235	1,389
	4 to 6	556	583	620	615	644
	7 to 9	417	437	453	475	498
	10 to 12	301	319	282	295	313
	Total	2,310	2,395	2,499	2,620	2,844

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



Staff

RPS employs approximately 2,300 full-time equivalent employees in a variety of school-based and division-level positions. While the majority of employees are teachers or professional educators in supervisory positions, RPS also employs ancillary professionals, such as occupational therapists, speech-language pathologists and psychologists. Additionally, support personnel, including special education assistants, administrative assistants, trades people, facility technicians, teacher associates, resource centre assistants and technicians, and nutrition coordinators, are just a few of the types of positions held by RPS employees. At the school division administrative level, RPS also employs a number of administrator, business and information technology professionals.

In addition to the local teachers' association, the Regina Public School Teachers' Association, employees are represented by three separate CUPE locals (650, 3766 and 4643), an SGEU local and a SUN local. RPS administers an Employment Equity Plan in its effort to ensure a representative workforce.

Job Category	FTEs
Classroom teachers	1415.2
Principals, vice-principals	84.0
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	613.6
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	35.7
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	175.9
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	1.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	11.3
Total Full-Time Equivalent (FTE) Staff	2336.7

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: Regina Public Schools, 2020

Senior Management Team

The Director of Education, Greg Enion, reports directly to the Board of Trustees. Reporting to the Director are two Deputy Directors, the Supervisor of Communications, and the Supervisor of Policy, Planning and Research. On a contract basis, the Consultant for the development and implementation of the Division's Mental Health and Well-Being Strategy also reports to the Director.

The Deputy Director of Division Services, Naomi Mellor, has responsibility for business affairs, educational facilities, accounting, human resources and payroll, stores and distribution, and transportation. Three superintendents report directly to this position.

The Deputy Director of Student Achievement and School Operations, Darren Boldt, is responsible for all aspects of student achievement, information technology services, and oversees school operations, which includes teacher staffing responsibilities. Five superintendents report directly to this position as does the Manager of Information Governance and Reporting. Each of the Student Achievement Superintendents oversees school principals and has responsibility for a group of specified schools.



Infrastructure and Transportation

The Regina Public School Division has 44 elementary schools, 8 high schools, an Adult Campus and the Campus Regina Public (Victoria Campus). RPS is also affiliated with three religious-based affiliate schools.

School	Grades	Location
Albert	PreK-8	1340 Robinson St.
Arcola	PreK-8	2315 Abbott Rd.
Argyle	K-8	2941 Lakeview Ave.
Balfour	9-12	1245 College Ave.
Henry Braun	K-8	710 Graham Rd.
Judge Bryant	PreK-8	2828 Dewdney Ave. E.
Ruth M. Buck	K-8	6330 7th Ave. N.
Campbell	9-12	102 Massey Rd.
Centennial	PreK-8	6903 Dalgliesh Dr.
M.J. Coldwell	PreK-8	103 Fairview Rd.
Connaught	PreK-8	3515 13th Ave.
Coronation Park	PreK-8	3105 4th Ave. N.
The Crescents	K-8	2401 Retallack St.
Douglas Park	PreK-8	635 Douglas Ave. E.
Dr. George Ferguson	PreK-8	117 Brotherton Ave.
W.H. Ford	PreK-8	480 Rink Ave.
Glen Elm	PreK-8	1225 9th Ave. E.
Grant Road	PreK-8	2501 Grant Rd.
Dr. L.M. Hanna	PreK-8	55 Davin Cres.
Harbour Landing	K-8	4419 James Hill Rd.
W.S. Hawrylak	K-8	2530 Assiniboine Ave. E.
Wilfred Hunt	K-8	101 Mayfield Rd.
Imperial	PreK-8	200 Broad St.
Henry Janzen	K-8	222 Rink Ave.
F.W. Johnson	9-12	400 Fines Dr.
Kitchener	PreK-8	840 Athol St.
Winston Knoll	9-12	5255 Rochdale Blvd.
Lakeview	K-8	3100 20th Ave.
George Lee	K-8	180 Wells St.
Jack MacKenzie	K-8	3838 Buckingham Dr. E.
MacNeill	K-8	6215 Whelan Dr.
Martin	9-12	1100 McIntosh St.
Massey	K-8	131 Massey Rd.
McDermid	PreK-8	139 Toronto St.
Gladys McDonald	K-8	335 Garnet St. N.
McLurg	PreK-8	125 Paynter Cres.
Marion McVeety	PreK-8	38 Turgeon Cres.

School	Grades	Location
Ethel Milliken	K-8	4510 Queen St.
Elsie Mironuck	PreK-8	18 Wakefield Cres.
Ruth Pawson	K-8	40 Weekes Cres.
Dr. A.E. Perry	K-8	93 Lincoln Dr.
Plainsview	PreK-8	7741 Mapleford Blvd.
W.F. Ready	K-8	2710 Helmsing St.
Rosemont	PreK-8	841 Horace St.
Scott	9-12	3355 6th Ave.
Seven Stones	PreK-8	1101 Princess St.
Sheldon-Williams	9-12	2601 Coronation St.
Thom	9-12	265 Argyle St. N.
Thomson	PreK-8	2033 Toronto St.
Walker	PreK-8	5637 7th Ave.
Wascana Plains	K-8	5125 East Green Brooks Way
Wilfrid Walker	K-8	2102 Wagman Dr. E.
Campus Regina Public and Victoria Campus	9-12	1069 14th Ave. E.
Allan Blakeney Adult Campus		4210 4th Ave.
Harvest City Christian Academy	K-12	2202 8th Ave. N.
Regina Christian School	K-12	2505 23rd Ave.
Regina Huda School	K-12	40 Sheppard St.

Infrastructure Projects

Regina Public Schools (RPS) takes pride in its educational facilities. Physical surroundings have a significant impact on student achievement and on the provision of equitable opportunities for learning and the delivery of effective programs.

RPS is focused on instruction and successful outcomes for all students. RPS is planning for the future, both in terms of how students are taught as well as the facilities they attend. RPS has an ongoing plan to renovate existing schools and build new schools to complement the professional and caring teaching that goes on inside the buildings.

The Division made progress on the following capital projects during the 2019-20 school year based on Ministry of Education approval.

Major Capital Project	2019-20 Funding
Argyle/St. Pius X Joint-Use School	Design
Harbour Landing West Joint-Use School	Design Initiation
Imperial/McDermid Joint-Use School with St. Peter/St. Michael	Project Scoping
Southeast Joint-Use High School	Project Scoping

Preventative maintenance and school renewal funding is provided for repairs and enhancements to existing facilities. The following infrastructure projects (exceeding \$200,000) were undertaken in the 2019-20 school year.

Infrastructure Projects			
School	Project	Details	2019-20 Cost
Balfour Collegiate	Foundation	Foundation stabilization and sewer work.	\$768,000
Dr. A.E. Perry School	Facility Renovations	Facility renovations to refresh the school and to accommodate French Immersion.	\$751,000
Elsie Mironuck School	Crawl Space	Crawl space Permalon vapour barrier upgrade.	\$311,000
F.W. Johnson Collegiate	Crawl Space	Crawl space Permalon vapour barrier upgrade.	\$298,000
Kitchener School	Foundation	Foundation stabilization.	\$309,000
Ruth Pawson School	Crawl Space	Crawl space Permalon vapour barrier upgrade.	\$335,000
Sheldon Collegiate	Crawl Space	Crawl space Permalon vapour barrier upgrade.	\$204,000
Winston Koll Collegiate	Crawl Space	Crawl space Permalon vapour barrier upgrade.	\$285,000
Total			\$3,261,000

Transportation

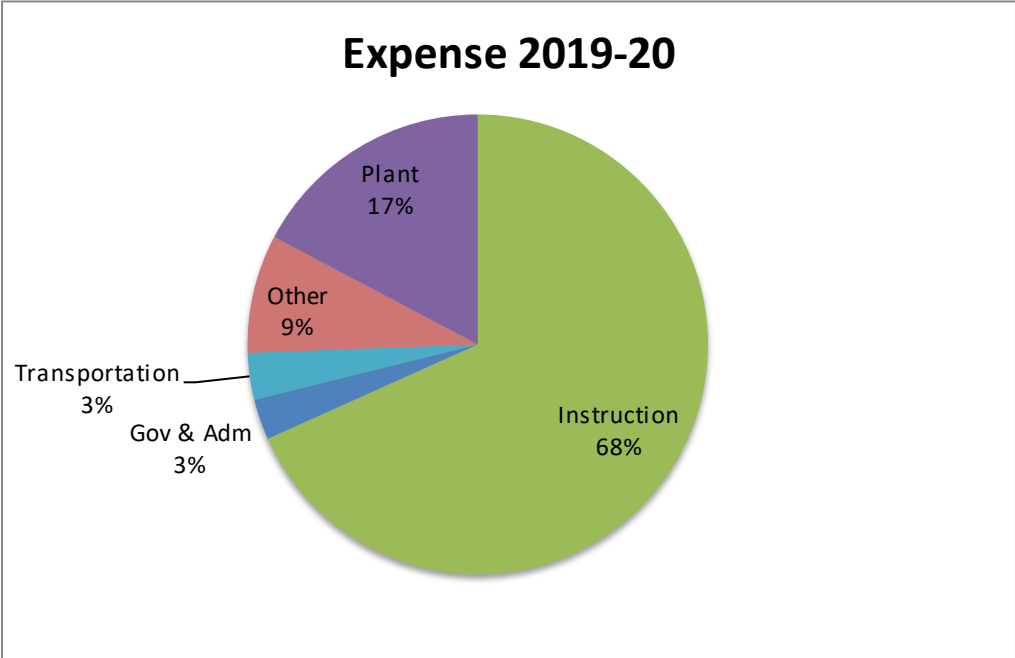
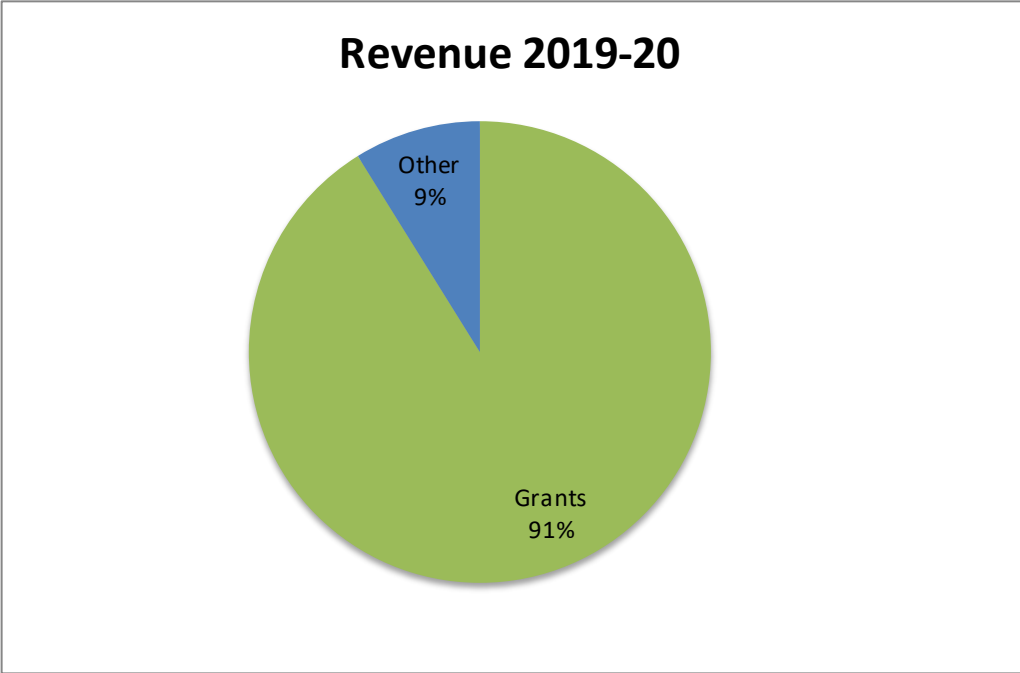
Regina Public Schools is an urban school division supported by public school ratepayers residing within the boundaries of the City of Regina. Regina Public Schools Transportation Services strives to provide safe, efficient, and cost-effective transportation to eligible RPS students.

RPS owns 56 school buses and contracts out the operation and maintenance of these buses. The Division also contracts out 36 additional buses. In order to provide services for its intensive supports students, the Division contracts light vehicle services to seven providers.

RPS and Regina Catholic Schools have a Memorandum of Understanding (MOU) for joint bussing opportunities. This MOU allows the school divisions to consider joint bussing where the opportunity will allow for reduced bussing and, as a result, cost savings. Under this MOU the two school divisions continued joint bussing for Wascana Plains and St. Elizabeth Schools, and added joint bussing for Elsie Mironuck and St. Mary's Schools.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2020	2020	2019	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	-	-	29,632	-		
Grants	223,205,111	226,229,912	222,324,579	3,024,801	1%	
Tuition and Related Fees	950,000	989,694	1,084,032	39,694	4%	
School Generated Funds	4,120,000	3,333,088	4,883,557	(786,912)	-19%	1
Complementary Services	3,895,180	4,301,376	4,172,718	406,196	10%	2
External Services	10,639,872	10,698,934	10,230,502	59,062	1%	
Other	1,860,000	2,662,769	2,059,867	802,769	43%	3
Total Revenues	244,670,163	248,215,773	244,784,887	3,545,610	1%	
EXPENSES						
Governance	597,892	646,336	544,808	48,444	8%	4
Administration	6,553,956	6,499,974	6,681,930	(53,982)	-1%	
Instruction	175,615,924	170,901,749	169,256,557	(4,714,175)	-3%	
Plant	40,705,436	43,191,566	41,345,355	2,486,130	6%	5
Transportation	7,884,474	8,219,143	7,632,308	334,669	4%	
Tuition and Related Fees	609,000	502,042	664,670	(106,958)	-18%	6
School Generated Funds	3,669,002	2,937,865	4,157,534	(731,137)	-20%	7
Complementary Services	5,785,589	5,787,609	5,774,280	2,020	0%	
External Services	10,639,872	10,698,934	10,230,502	59,062	1%	
Other Expenses	876,108	913,466	1,070,016	37,358	4%	
Total Expenses	252,937,253	250,298,684	247,357,960	(2,638,569)	-1%	
Surplus (Deficit) for the Year	(8,267,090)	(2,082,911)	(2,573,073)			

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

Note	Explanation
1	Under budget due to school closures in March 2020
2	Over budget due to additional grants received (Jordan's Principle, Conventus, SaskCode, Pathways)
3	Over budget due to capital gain on school buses; reimbursements from Workers' Compensation Board and Saskatchewan School Boards Association; and interest revenue under budget due to declining interest rates
4	Over budget due to election expense accrual at the year end that was not budgeted
5	Over budget related to CUPE retroactive pay adjustment; additional Preventative Maintenance Repairs (PMR) expenses as a result of using PMR reserves that were not budgeted
6	COVID-19 school closures in March 2020 resulted in fewer tuition fees expenses paid
7	Under budget as a result of COVID-19 school closures in March 2020

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Anderson, Cindy	32,270	-	-	-	-	1,493	33,763
Ekong, Jane	32,270	-	-	499	-	1,493	34,262
Foster, Tanya	32,270	-	-	660	-	1,493	34,423
Gagne, Katherine *	37,111	-	-	660	-	1,744	39,515
Hicks, Adam**	32,573	-	-	518	-	1,509	34,600
Kasperski, Jay	32,270	-	-	46	-	1,493	33,809
Young, Aleana	32,270	-	-	-	-	1,493	33,763

* Board Chair

** Board Vice-Chair

Personal Services

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

Name	Amount
Abdulhadi, Amira	57,105
Abello, Timothy	51,210
Aceron, Glen	55,983
Achtemichuk, Danita	91,472
Achter, Evan	55,696
Ackerman, Jason	90,553
Adam, Brent	90,977
Adams, Cindy	97,167
Adams, Kelly	90,977
Adams, Kyla	115,119
Adams, Sarah	60,934
Adelman, Scott	91,167
Adema, Elinor	65,551
Agarand, Angela	83,037
Agecoutay-Sweet, Natalie	90,977
Agopsowicz, Tiffany	88,003
Aiginitis, Maria	86,772
Ainsley, Renee	88,397
Aitken, Justin	73,502
Alexander, Darren	87,236

Name	Amount
Alexander, Holly	80,912
Alexander, Jennifer	88,339
Allan, June	88,738
Allen, Lisa	126,700
Ambrosia, Jeffrey	97,016
Amon, Patrick	75,774
Anders, Sheri-Lynn	86,438
Andersen, Kimberly	96,685
Anderson, Aaron	99,768
Anderson, Delaine	97,096
Anderson, Jessica	51,315
Anderson, Karen	88,460
Anderson, Katherine	91,077
Anderson, Maria	90,489
Anderson, Nicole	73,364
Anderson, Rochelle	89,614
Anderson, Roxanne	115,550
Anderson, Tristen	90,839
Anderson Cobb, Kimberly	90,977
Antonini, Cory	114,022

Name	Amount
Antonowitsch, Seleena	67,041
Antrobus, Leanne	73,761
Apperley, Deanna	91,777
Appleby, James	92,931
Arackal Antony, Jose	51,181
Araneda, Andres	89,578
Arcari, Melissa	83,477
Archambault, Marie-Pier	65,051
Archambault, Monica	89,090
Archibald, Ryan	56,625
Ardelan, Dara	87,709
Argue, Lana	93,613
Arguin, Bree	82,842
Armbruster, Leighton	69,131
Armstrong, Holly	90,343
Armstrong, Jamie	92,792
Ash, Marsha	52,284
Ash-Molleken, Danielle	77,419
Asselin, Marcel	95,760
Atchison, Jes	92,225
Atem, Martino	66,960
Attwater, Shae-Lynne	92,734
Audet, Kristine	88,449
Avram, Lisa	92,121
Babcock, Scott	86,755
Bachelu, Denis	88,628
Bachiu, Brent	122,390
Bachiu, Kathleen	86,755
Back, Colin	88,979
Back, Jill	91,354
Baete, Monique	64,888
Bahia, Kam	90,212
Baht, Jeremy	51,874
Bailey, Kelsey	86,842
Baird, Deidre	105,781
Balas, Don	111,081
Baldo, Erika	76,814
Baldwin, Cory	63,068
Baldwin, Megan	81,140
Bali, Jordan	59,912

Name	Amount
Balkwill, Angela	139,971
Bansley, Scott	97,752
Baran, Jacqueline	50,488
Baranga Reinfelds, Slavita	57,697
Barber, Janeen	91,669
Barber, Neil	91,099
Bariuan, Jose	57,605
Barnes, Nicholas	78,494
Baron, Shawna	50,184
Baron-Williams, Bonnie	96,161
Barrett, Sarah	88,394
Barth, Jamie	84,754
Bartlett, Allen	58,165
Bashutski, Michael	96,294
Basi, Harbinder	87,507
Bauche-Williams, Danielle	63,608
Baumgartner, Aaron	118,969
Baumgartner, Sarah	96,161
Bautista Chernick, Allene	61,168
Baxter, Lee	58,009
Baxter, Richard	70,051
Beattie, Jennifer	91,988
Beauregard, Jeanne	97,201
Beckmann, Lee	79,586
Bedard, France	94,184
Bedore, Haylie	61,560
Bekker, Joshua	86,755
Belick, Laurie	73,256
Beliveau, Kendra	95,378
Bell, Sarah	86,755
Belle, James	76,949
Bellegarde, Sandra	100,075
Bellisle, Willow	58,659
Belvedere, Chelsea	72,835
Benesh, Amanda	64,984
Bengert Siman, Winter	89,475
Benjamin, Eric	84,407
Benjamin, Erin	66,312
Benoit, Lori	90,660
Benson, Brett	89,953

Name	Amount
Benson, Elizabeth	91,965
Bentley, Ronald	96,625
Bentz, Angela	86,438
Berg, Kaylan	73,995
Berger, Kirstie	70,184
Bergey Kaip, Kimberly	90,660
Berriault, Heather	88,518
Berriault, Mari-Anne	63,177
Berrns, Karen	115,513
Berube, Daniel	62,368
Betson, Erin	115,830
Bidulka, Zvezdana	52,519
Bilokury, Kayla	75,334
Birch, Andrea	88,420
Bird, Leatha	91,393
Birgan Deacon, Yasemin	78,888
Bishoff, Erin	86,986
Bisset, Chanelle	54,354
Black, Jeremy	104,516
Black, Katherine	113,778
Black, Pearl	51,660
Blair, Doug	86,176
Blaisdell, Whitney	72,539
Blake, Tina	91,765
Blakley, Brent	91,538
Blampied, Leandra	56,482
Blenkin, Pamela	75,765
Blenkin, Robert	59,916
Blish, Nyone	51,845
Blondeau, Lucas	76,090
Bodnar, Courtney	91,307
Bodnarchuk, Ryan	60,954
Boehme, Lori	89,785
Boire, Crystal	87,542
Bojarski, Ada	65,147
Boldt, Darren	198,342
Bolen, Christine	92,207
Bolen, Sheila	57,586
Bolianatz, Roberta	88,963
Bonnor, Chas	74,644

Name	Amount
Booth, Tabitha	101,902
Borland, Sienna	68,372
Bortis, Kali	89,887
Borys, Janelle	68,917
Bosley, Blayne	88,975
Boulanger, Allison	95,209
Bourlon, Vanessa	90,679
Boutilier, Stephen	97,883
Bowes, Monique	112,560
Boyarski, Peggy	57,158
Boychuk, Orisha	66,276
Boyd, Neeja	91,844
Boyd, Sydney	56,081
Brace, Amanda	71,815
Brace, Graham	80,471
Brace, Kayley	63,009
Bradley, Jesse	108,719
Bradley, Stacey	108,705
Brady, Lisa	65,176
Brady, Terilyn	50,971
Braithwaite, Stacey	100,075
Brandt, Andrew	57,228
Brandt, Constance	56,370
Braun, Garry	90,977
Braun, Luke	100,944
Bray, Crystal	87,449
Brentnell, Carlie	89,250
Brezinski, Dori-Lyn	60,690
Brezinski, Gwendolyn	121,117
Brezinski, Kelly	110,585
Bridgeman, Jannae	95,883
Bridgeman, Scott	88,027
Briere, Jennifer	78,746
Britton, Shawna	87,247
Brock, Adam	63,335
Brock, Sidni	70,779
Brodziak, Shelley	103,531
Brouet, Michael	86,755
Brown, Amanda	95,464
Brown, Cindy	87,957

Name	Amount
Brown, Jodey	53,475
Brown, Joshua	56,513
Brown, Kim	58,851
Brown, Kimberly	103,823
Brown, Kyle	69,228
Brown, Sasha	88,933
Brown, Shannon	92,592
Bru, Danielle	62,954
Bryanton, David	162,035
Bryce, Michele	99,083
Buchan, Sarah	69,225
Buchko, Dale	58,777
Buhler, Tyson	75,632
Buisson, Nancy	135,604
Burgess, Gary	58,600
Burkholder, Theresa	56,099
Burkowsky, Larry	58,071
Burnett, Debra	136,909
Burnett, Melissa	90,241
Burns, Beverly	91,384
Burns, Courtney	75,980
Burns, Sarah	57,936
Burton, Lori	94,718
Burzminski, Dalton	64,066
Bussiere, Darryl	104,791
Bylsma, Renae	87,587
Bzdel, Mark	86,857
Cachene, Jori	96,161
Caissie, Destiny	69,686
Caleval, Connor	62,175
Campbell, Kassandra	86,095
Campbell, Margo	100,944
Campeau, Isabelle	99,768
Canlas, Joel	53,937
Cann, Marcy	86,755
Cappo, Jeffery	62,665
Cardinal, Shana	86,164
Carignan, Darla	86,755
Carlson, Gisele	96,161
Carlson, Ronaleen	96,912

Name	Amount
Caron, Donna	52,118
Caron, Kyle	72,056
Carr, Jocelyn	87,267
Carswell, Brittany	71,121
Carteri, Linda	66,107
Carteri, Sophie	73,356
Cassell, Dawne	96,161
Casswell, Carol	72,121
Castillo, Roderick	52,056
Castle, Claire	76,885
Caswell, Ryan	88,299
Caul, Carolyn	97,022
Cazakoff, Melody	91,116
Centimo, Clorinda	96,870
Chalifour, Andrea	96,161
Chamberlin, Megan	64,173
Chambers, Kelly	65,129
Chammartin, Michel	86,755
Chan, Roanna	72,063
Chapman, Leslie	90,197
Chase, Jacqueline	97,144
Chase, Melissa	73,020
Chatani, Kristen	62,853
Cherepuschak, Robert	91,063
Chernick, Elizabeth	56,850
Chernoff, Lindsay	70,235
Child, Neil	96,161
Chisholm, Angela	89,558
Chittick, Chelsea	63,132
Christiansen, Jodi	88,687
Christie Beach, Carol	88,703
Christoffel, Kathleen	110,791
Christopherson, Joel	90,090
Christopherson, Kelley	89,437
Church, Jason	80,042
Clake, Kenneth	128,797
Clake, Megan	90,795
Clampitt, David	76,479
Clark, Dale	97,009
Clark, Erica	52,053

Name	Amount
Clark, Janeen	95,443
Clarke, Jared	71,997
Clayards, Heidi	105,777
Clayton, Ashley	78,482
Clement, Alexandre	58,532
Clement, Cassie	82,147
Clements, Crystal	91,637
Cleveland, Traci	96,490
Clifford, Kevin	60,110
Clifton, Evan	88,505
Clyne, Delaine	139,971
Coffin, Tia	94,640
Coleman, Glenna	64,960
Coleman, Jason	156,725
Coleman, Jennifer	96,311
Coleman, Kristin	87,495
Coleridge, Nicole	86,986
Collado, Amy	57,536
Coller, Holly	51,626
Collier, Naomi	89,552
Comaniuk, Sandra	50,939
Compain, Margaret	55,011
Constable, Leah	86,438
Contreras, Juan	69,819
Conway, Vicki	88,703
Cook, Deanna	91,971
Cook, Lacey	87,718
Corbett, Leah	78,811
Corbin, Monica	53,186
Cornwall, Julie	91,642
Costanza, Christina	71,834
Cotcher, Janice	68,232
Counios, Evangelia	90,977
Coupal, Shirley	90,660
Couse, Kelly	90,582
Cowper, Zachary	59,479
Craig, Lindsey	70,454
Craigen, Tracey	53,643
Crawford, Katelyn	71,800
Crawford, Laurie	74,431

Name	Amount
Crawford, Trina	87,072
Crichlow, Shianne	98,425
Crompton, Holly	71,841
Cross, Jamie	90,977
Crumly-Wellington, Michelle	73,245
Cruse, Kelly	60,364
Cruse, Ryan	86,418
Culbengan, Ernesto	55,271
Cullins, Tracy	87,081
Cunningham, Nicole	83,269
Cunningham, Tahnis	58,827
Currie, Sharla	81,155
Curry, Glenna	128,550
Curtis, Andra	88,697
Curtis, Jocelyn	76,107
Cushway, Alison	86,755
Cushway, Russell	87,478
Cutting, Cambri	93,554
Cutting, Paul	77,074
Cyr, Ken	74,762
Cyr, Vanea	134,824
Dacey, Michael	79,743
Dacosta, Meaghen	71,940
Dadie, Kouabran	62,324
Daelick, Lori	119,244
Dahl, Douglas	103,358
Dahlgren, Wayne	104,796
Daka, Allison	91,220
Daniels, Duane	134,073
Danyluk, Carmen	82,069
D'arcy, Tanya	81,466
David, Rhoneil	52,949
Davidson, Lisa	88,703
Davidson, Troy	82,515
Davies, Jennie	100,028
Davis, Anneliese	63,826
Davis, Kelsey	60,309
Davis, Shannon	67,989
Davis-Yau, Stephanie	82,036
Dawuda, Alhassan	70,095

Name	Amount
Day, Nicholas	60,675
De La Cruz, Dennis	60,272
De La Cruz, George	58,462
Dean, Brady	70,826
Dean, Vivian	91,399
Deck, Kelly	56,942
Decker, Jennifer	72,591
Deis, Jamie	51,335
Deis, Kelly	90,269
Delorme, Alana	78,446
Delorme, Ruth	87,749
Demyen, Gale	58,972
Deren, Amery	89,249
Derenisky, Sandra	60,124
Deringer, Donarae	87,865
Derkatch, Mindy	97,001
Derkitt, Lynn	50,975
Dermody, Karen	86,755
Derosier, William	129,190
Derzaph, Patricia	60,430
Desjarlais, Broadrick	87,934
Desjarlais, Danielle	87,849
Desjarlais, Jennifer	87,853
Desnoyers, Madison	67,832
Diallo, Mamadou	64,092
Dietz, Marilyn	88,090
Diewold, Nichole	83,890
Digby, Gail	87,603
Digness, Dianne	54,472
Dinsmore, Deanne	92,124
Diop, Dioumbou	59,584
Dixit, Swati	53,091
Dobson, Megan	61,780
Dolmage, Heather	74,171
Donohue, Corrie	66,240
Donovan, Anna-Marie	75,606
Donovel, Christina	87,726
Doobay, Erin	88,784
Dore, Claire	92,318
Dorion, Denis	77,852

Name	Amount
Dorland, Jean	86,329
Douglas, Thomas	76,195
Drackett, Shauna	91,780
Dreher, Kaycee	72,605
Drennan, Joshua	69,574
Driver, Danielle	79,826
Drozda Daunheimer, Jocelyn	82,330
Dryburgh, Tara	91,384
Duck, Michael	76,644
Duell, Nicole	88,168
Duffield, Blaine	86,755
Duke, Tammy	114,835
Dumba, Jeff	86,755
Dumelie, Danielle	84,157
Dumont, Kyle	92,731
Duran, Alexandra	86,755
Dusaran, Fernando	61,298
Dusaran, Francis	53,491
Dusyk, Ceane	86,755
Dyck, David	77,968
Dyck, Michael	91,538
Earis, Sonia	86,888
Easton, Jacquelyn	60,746
Eastwood, Mary	93,385
Eckert, Anessa	57,687
Edey, Gwendolyn	90,977
Edmonds, Murray	72,387
Egeto, Megan	95,563
Eiswirth, Justin	76,090
Elberg, Tanya	92,041
Elder, Lance	113,290
Ell, Grant	56,332
Ell, Karla	64,831
Elles, Mandi	59,122
Ellis, Laurie	101,096
Ellis, Tracey	112,432
Empey, Gail	90,977
Empringham, Amy	97,735
Endicott, Jeffery	74,848
Engel, Kim	105,494

Name	Amount
Engen, Christopher	96,165
Enion, Ashley	85,563
Enion, Charlene	85,676
Enion, Gregory	231,491
Erfle, Ruebi	87,766
Erhardt, Leslie	91,320
Eskdale, Gloria	59,061
Evans, Kelli	94,274
Ewert-Molesky, Lara	91,780
Exelby, Heather	90,560
Exner, Danette	119,846
Exner, Keltie	64,310
Exner, Kristin	86,121
Falconer, Nicole	85,687
Farley, Stephanie	93,178
Favel, Sandra	92,707
Fayant, Lynette	86,755
Fayant, Shannon	120,817
Fazakas, Marilyn	61,734
Fedorus, Shannon	103,135
Fedyck, Ryan	55,839
Fehr, Matthew	87,592
Fehr-Rose, Raeleen	87,655
Fell, Rebecca	65,785
Fellner, Jade	79,083
Fellner, Skyler	65,091
Felstrom, Nancy	96,230
Ferwerda, Michelle	81,112
Fick, Miranda	88,512
Ficko, Sarah	90,977
Ficor, Jocelyn	72,642
Fiege, Becky	92,207
Fiege, Kirk	77,244
Field, Miranda	95,589
Fifi, Martin	52,433
Filyk, Regan	81,990
Findlay, Heather	103,081
Finstad, Paul	59,197
Fiorante, Lisa	86,755
Fiorante, Paula	87,935

Name	Amount
Fisher, Cassandra	69,360
Fisher, Richanda	67,839
Fladager, Jay	115,697
Fladager, Kira	109,668
Flaman, Tammy	79,472
Flaman-Drumm, Lori	88,287
Flegel, Kenneth	52,220
Flengeris, Maria	69,918
Fletcher, Amber	73,941
Fletcher, Shannen	58,248
Flood, Ryan	90,977
Florek, Carlie	72,964
Floyd, Devon	67,497
Floyd, Sarah	82,456
Fokou Akifack, Veronique	58,832
Forbes, Darren	90,977
Ford, Henry	87,389
Foreman, Andrew	88,195
Foreman, Dallas	86,194
Forrest, Salema	90,977
Forster, Hilary	68,650
Forsyth, Kylee	88,730
Foster, Kent	86,755
Foster, Sherron	90,822
Fougere, Kristen	71,662
Fournier, Rosanne	69,693
Fowler, Leslie	85,676
Fox-Schaffer, Sage	87,489
Fraese, Sharon	85,304
Francisco, Maria	78,527
Frank, Brayden	62,168
Frank, Christine	61,491
Franklin, Terralee	84,899
Fraser, Miranda	70,095
Fraser, Payden	56,091
Frazer, Lisa	91,196
Frederickson, Terri	90,977
Frederiksen, Brenda	87,992
Fredlund, Victoria	60,010
Frei, Lisa	156,725

Name	Amount
Frei, Taylor	66,086
Fries, Brian	72,363
Friesen, Cathline	88,259
Friesen, Timothy	56,439
Frigon, James	91,821
Frigon, Lori	86,755
Froh, Linda	91,023
Froh, Tara	87,205
From, Hillary	66,736
Fry, Renatta	91,595
Fuchs, Chantalle	67,070
Fuchs, Sarah	68,396
Fulmek, Raegyn	59,861
Funke, Henry	94,860
Furman, Daniel	84,307
Gabel, Amanda	87,362
Gaboury, Jeremy	89,136
Gabriel, Benjamin	66,514
Gaertner, Lila	61,607
Galbraith, Kristy	90,068
Gale, Erin	88,536
Gamracy, Taylor	51,102
Ganes, Mark	69,720
Ganshirt, Dawn	63,485
Gardiner, Jennifer	96,134
Gardiner, Ramona	51,389
Gardiner, Scott	91,611
Garner, Larissa	86,969
Garoza, Gilbert	52,190
Garrate, Amy	51,999
Garratt, Linda-Lea	90,348
Garratt, Tara	102,029
Garrow, Kimberly	50,669
Gates, Krista	100,427
Gates, Nicole	52,963
Gatin, Brian	100,310
Gattinger, Meagan	61,332
Gauthier, Rebecca	70,899
Gauthier, Shawn	58,706
Gebhart, Brent	63,854

Name	Amount
Geddes, Erin	102,776
Geiss, Lindsay	85,944
Gelinas, Kayla	68,186
Gellner, Lynda	92,746
Gelowitz, Darcy	90,396
Gelsinger, Brent	73,391
Gemmell, Megan	66,831
Gent, Victor	53,480
Georgacacos, Lindsay	88,175
George, Brittany	66,358
George, Jonathan	70,306
Gerein, Todd	91,780
Gerlach, Melissa	88,545
Germain, Norman	60,057
German, Alysen	78,411
Gerrand, Andrew	70,457
Gerrior, Michael	80,553
Gerspacher, Jocelyn	86,767
Getz, Allison	65,700
Giambattista, Anna	59,197
Giambattista, Kristi	89,919
Gibson, Christopher	83,098
Gibson, Lacy	86,755
Giesbrecht, Matthew	72,835
Gillingham, David	103,570
Gilroy, Rulene	104,337
Gilroy, Warren	74,035
Ginetz, Karrie	84,031
Girodat, Dale	124,672
Giroux, Stefanie	86,384
Glass, Nancy	57,518
Glasser, Jenelle	78,131
Glasser, Sheryl	91,246
Glasspell, Geoffrey	96,707
Glasspell, Melissa	71,958
Glover, Justine	95,432
Goby, Benjamin	100,752
Goby, Sonja	88,020
Goebel, Scott	51,047
Goertzen, Ashley	69,546

Name	Amount
Goode, Erica	76,696
Goodman, Travis	70,858
Gordon, Sheri	72,514
Goski, Nanette	88,697
Goudie, Anastasia	70,211
Goudreau, Rylan	68,575
Gouin, Stephanie	78,112
Goulet, Karla	70,343
Grad, Leslie	59,706
Graf, Dayna	92,143
Grajczyk, Katrina	77,347
Grand, Amanda	76,138
Grayston, Jason	86,755
Green, Daelynn	76,484
Greene, Christine	77,177
Greenslade, Jeffrey	95,527
Grodecki, Kathryn	73,348
Grodecki, Michelle	91,494
Grover, Chris	63,435
Gudereit, Sharon	86,755
Guest, Kathleen	76,610
Gullacher, Paul	90,977
Gullickson, Kelsey	71,348
Haas, Justine	70,980
Hack, Breanne	70,388
Hack, Karin	86,755
Hackel, Danielle	88,036
Hackel, Jordan	70,988
Hadican, Steven	90,977
Haggard, Melissa	86,625
Hagman, Amanda	78,035
Haig, Deanna	90,510
Hainstock, Lorena	113,723
Halbert, Alison	59,706
Halbert, Gary	143,388
Halbert, Robin	87,495
Hall, Eldon	86,755
Hall, Jody	89,881
Hall, Kevin	53,672
Hall, Ryan	87,706

Name	Amount
Halladay, Tracey	87,693
Hamel-Srochenski, Carey	92,207
Hamill, Kristy	77,951
Hamilton, Chris	61,185
Hamilton, Jason	54,736
Hammett, Rebecca	86,692
Hamon, Andrea	86,755
Hamon, Callan	67,950
Haniak, Samantha	77,545
Hanline, Daniel	86,755
Hanover, Cameron	57,768
Hanslip, Donna	92,751
Hanslip, Herman	56,694
Harden, Christina	88,595
Harder, Kylie	58,532
Harding, Gregory	126,406
Harlos, Erin	86,755
Harris, Karey	113,920
Harris, Kathryn	83,077
Harris, Stuart	99,768
Harrison, Justin	86,755
Harrison, Kathryn	108,302
Harrison, Tania	87,980
Hart, Dylan	69,705
Hartman, Christopher	69,750
Hartness, Loretta	65,037
Hastings, Beverly	89,842
Hau, Stacie	79,624
Haus, Rhonda	115,340
Hayden, Angelic	60,478
Hayduk, Hilary	90,159
Hayko, Kimberley	70,843
Haynes, Rosa	79,974
Heidel, Gordon	55,930
Heinrichs, Brad	66,915
Helfrick, Malissa	75,992
Henderson, Dawna	76,394
Henderson, Janelle	61,519
Hendren, Katherine	86,597
Hendry, Adrienne	90,508

Name	Amount
Henrion, Megan	63,497
Henry, Jill	85,300
Henry, Tyler	63,233
Henson, Margot	87,067
Herbison, Morgan	85,092
Herman, Dean	89,275
Heron, Dustin	89,368
Herridge, Lois	170,640
Hersberger, Shelby	57,100
Hesje, Jade	60,261
Hesselink, Paula	170,640
Heuchert, Taniya	56,934
Heuck, Georg	92,505
Heymen, Peter	58,235
Hibbert, Teri-Lin	89,928
Hickey, Jordan	82,119
Hicks, Chelsey	69,857
Hiebert, Janice	88,227
Hillbom, Carolyn	86,755
Hincks, Jo-Ann	65,874
Hinks, Charlene	93,543
Hipperson, Anna	73,391
Hischebett, Kelly	81,470
Hlushko, Trevor	71,431
Hodgins, Lori	86,853
Hodgins, Ryan	86,438
Hodgson, Kimberly	88,454
Hodsman, Jessica	91,884
Hoeft, Neshica	71,827
Hoffman, Andrea	63,062
Holbrow, Darryn	91,636
Holcomb, Christopher	67,034
Holinaty, Carissa	86,121
Hollerbaum, Megan	62,721
Hollinger, Sharmayn	89,427
Hollinger, Taylor	89,749
Holmes, Emily	70,728
Holota, Carmen	113,009
Holowka, Teila	67,775
Holstein, Leanne	87,437

Name	Amount
Holtby, Dallas	55,454
Holywell, Shelley	90,977
Hominuke, James	83,619
Hone Best, Jennifer	85,512
Hordern, Kjersten	95,373
Horton, Glenn	74,762
Houk, Tracy	115,150
Houlden, Barry	91,856
Houston, Robert	87,115
Hove, Carmen	73,761
Howard, April	101,051
Howard, Kylee	59,505
Howat, Karla	118,372
Howatt, Tyler	84,892
Howell, Maureen	88,928
Howie, Lori	86,795
Howse, Jason	92,861
Howse, Lynn	90,977
Howse-Meister, Dale	80,254
Hubbard, Marnie	92,763
Hubbard, Tracy	90,977
Hubenig, Jeff	120,836
Huber, Christine	78,886
Huber, Jennifer	96,161
Huber, Jennifer	92,332
Huber, Shari	92,435
Hughes, Chloe	76,197
Hughes, William	74,762
Hunt, Robin	78,403
Hunter, Catrina	86,013
Hunter, Morgan	70,983
Hunter, Renae	77,533
Hurford, Kent	58,318
Hurlbert, Nina	92,491
Husband, Mark	87,726
Hutt, Taylor	63,450
Hutton, Angela	114,662
Ibbott Neiszner, Hillary	112,995
Ingenthron, Lacey	82,333
Ingola, Jordan	72,714

Name	Amount
Irfan, Alina	50,880
Irvine, Jessica	75,403
Ismond, Rachelle	56,829
Jackson, Angelica	58,168
Jackson, Karen	92,850
Jackson, Kirsten	82,984
Jackson, Lindsay	95,512
Jackson Jensen, Kristopher	58,247
Jacobs, Mark	53,839
Jaindl, Edward	55,753
Jan, Kristopher	94,433
Janssen, Jason	96,959
Janzen, Lara	93,017
Jay, Michelle	63,434
Jeannot, Armand	87,072
Jensen, Colin	113,117
Jessop, Marissa	80,017
Jo, James	96,161
Johns, Dylan	91,538
Johnson, Alyssa	84,483
Johnson, Cathy	58,878
Johnson, Donald	67,039
Johnson, Jacqueline	70,359
Johnson, Sara	63,647
Johnson, Scott	91,555
Johnson, Tracy	94,413
Johnson Bechard, Myvanwy	92,382
Johnstone, Shannon	61,791
Jones, Amy	78,901
Jones, Keyaira	62,512
Jones, Lori	55,326
Jones, Mark	58,715
Jones, Tyler	88,599
Jones-Leibel, Kimberly	91,765
Jordens, Sharon	89,975
Josephson, Corby	86,755
Josephson, Ryan	107,563
Jost, Sandra	87,836
Kadler, Tammy	66,666
Kaluza-Hughes, Christina	102,454

Name	Amount
Kamboz, Inderjit	92,834
Kanellopoulos-Perent, Fotini	92,832
Kankindi, Alice	63,471
Kannenber, Brett	70,781
Kardynal, Ryan	89,171
Kasprick, Jason	104,158
Kauck-Fiacco, Breanne	56,236
Kay, Alexandria	59,290
Kay, Stephanie	57,385
Kazymyra, Melissa	58,483
Keefe, Sarah	96,161
Keil, Trudy	96,161
Keir, Kelly	91,538
Kelln, Tammy	61,873
Kemp, Brooke	62,014
Kerr, Emma	78,971
Kerr, Ingrid	86,992
Kerster, Darian	71,310
Keshane, Sarah	90,436
Keyes, Christopher	121,656
Kilpatrick, Amanda	59,484
Kimbley, Alison	81,028
King, Nancy	99,648
Kinney, Susan	92,838
Kinvig, Heidi	53,620
Kiosses, Christos	62,388
Kirsch, Kaela-Lee	53,561
Kissick, Darryl	65,369
Kjeldsen, Davin	94,299
Klaptchuk, Melissa	67,193
Klassen, Tracey	73,366
Klassen, Trudy	87,534
Klein, Joella	92,815
Kleppe, Stefani	65,305
Klotzel, Philip	103,545
Knelsen, Corinne	110,427
Knoblauch-Schoepp, Sherry	115,570
Knoll, Aimee	92,931
Knoll, Michael	90,072
Knudsen, Marissa	72,201

Name	Amount
Koch, Michael	95,611
Kodas, Mary	96,926
Kohuch, Fredrick	60,950
Kondratiuk, Jillian	64,138
Kopec, Syndee	91,247
Korczak, Pamela	98,242
Koroluk, Robyn	87,379
Koronkiewicz, Tristian	62,270
Korpan, Gregory	82,510
Koshman, Arnold	53,745
Koskie, Amanda	68,341
Kot, Janis	91,266
Kotylak, Laura	87,126
Kouadio, Christelle	68,214
Kowalyszyn, Lisa	98,412
Kozack, Barbara	51,828
Kozack, Todd	88,680
Kramer, Jennifer	92,673
Krassman, Trista	88,164
Krenbrink, Tracy	95,205
Kretschmer, Mardi-Jane	92,410
Krogsgaard, Bernard	54,272
Krogsgaard, Tori	83,501
Krueger, Michelle	80,162
Krug, Kari	80,446
Kukura, Lori	121,851
Kullman, Elaine	92,746
Kuntz, Ashley	103,531
Kuntz, Joel	58,066
Kuntz, Kelsey	83,452
Kuntz, Nancy	70,791
Kuntz-Zech, Shaela	93,697
Kuppenbender, Lindsay	80,375
Kuster, Payton	60,306
Kuz, Kelsey	63,881
Kuz, Laura-Lee	91,538
Kydd, Amanda	50,846
Kydd, Sarah	100,333
Labar-Ahmed, Laurel	96,161
Labas, Jill	89,064

Name	Amount
Labuik, Tara	87,443
Lafontaine, Lana	95,760
Lague, Ellen	87,314
Lamb, Michael	91,539
Lamport, Erin	92,886
Landgraf, Lisa	93,822
Lane, Jennifer	90,963
Lang, Brittany	66,694
Lang, Rhondean	92,771
Langill, Jara	89,917
Langmaier, Andy	67,948
Lapchuk, Sasha	93,959
Lapchuk, Wanda	99,808
Laplante, Teresa	88,992
Larocque, Meredith	71,088
Lawrence, Darcy	93,682
Lawrence, Kim	95,034
Laycock, Kathleen	67,119
Lazarou, Theodoros	111,593
Lazarou, Wendy	69,550
Lazorko, Jayme-Lee	86,117
Lazurko, Dina	71,216
Lazurko, Tara	66,459
Le Drew, Danae	62,607
Leach, Jennifer	88,420
Leal, Victor	55,830
Learned Garritty, Amber	67,009
Leclair, Rachelle	57,158
Lee, Georgina	81,123
Lee, Nigen	87,589
Lee, Rori	100,075
Leib, Shannon	85,864
Leibel, Brooklyn	60,382
Leier, Kendra	57,723
Leier, Michael	100,944
Leippi, Stacy	76,353
Leitner, Joanne	100,075
Leitner, Perry	97,356
Lekivetz, Jennifer	91,063
Lemieux, Sydney	68,320

Name	Amount
Lemmons, Jason	74,762
Leniczek, Karen	87,720
Lenihan, Kelsie	95,475
Lepage, Roger	90,977
Leshchyshyn, Raelene	67,425
Leslie, Denise	90,977
Leung, Lydia	83,528
Leung, Roxanne	96,167
Leupold, Juanita	93,381
Leurer, Kimberly	79,533
Levers, Trent	90,977
Levesque, Brianna	61,993
Levesque, Mario	111,061
Levy, Leah	50,282
Lewis, Charlene	89,305
Lewis, Heather	90,977
Lewko, Kelli	82,767
Lewry, Calandra	96,161
Lichtman, Aleesha	62,390
Lichtman, Sandra	87,568
Lillejord, Autumn	80,757
Limosnero, Carlo	55,082
Linner, Patricia	59,325
Lipinski, Bruce	170,640
Little, James	80,676
Little, Melanie	114,597
Litzenberger, Blair	120,979
Lloyd, Darren	96,161
Lobb, Brian	96,670
Lock, Melissa	93,064
Lockert, Jason	83,649
Loepky, Cheryl	86,755
Lonie, Kelsey	67,356
Looyesen, Jeffrey	65,075
Lorenz, Marcel	91,386
Lothian, Curtis	91,294
Loucks, Kristi	65,199
Louttit, Kirsten	60,996
Lowey-Chimilari, Tannis	118,487
Lozinski, Delee	87,819

Name	Amount
Lucyk, Tessa	64,052
Ludtke, Nicole	88,789
Lueke, Tove	68,692
Lynch, Colleen	91,931
Lynch, Jessica	60,095
Lynnes, Jordan	64,992
Lyons-Mouyios, Jennifer	86,995
Mabundu, Anne-Marie	63,993
Macaulay, Susan	95,844
Macaulay, William	96,161
Macdonald, Karen	91,611
Macdonald, Mitchell	71,278
Macdonald, Tracy	91,611
Machin, Kevin	90,977
Machmer, Laurie	83,882
Machnaik, Lisa	86,755
Mackay, Donna	96,093
Macphail, Theresa	61,546
Macpherson, Betsy	86,755
Macpherson, Katherine	90,977
Madhur, Daya	80,960
Madiratta, Jessica	91,637
Maekelburger, Jessica	77,020
Maertens, Darren	55,673
Maertens, Laurie	54,588
Maertens, Matthew	72,182
Maffenbeier, Darrell	100,403
Magotiaux, Tanya	87,044
Maguire, Kaleigh	68,654
Mah, Melissa	86,830
Maier, Marian	98,796
Maier, Stephanie	62,655
Maierhoffer, Joseph	149,546
Mailhot, Joni	76,219
Makris-Nagel, Maria	86,755
Mallett, Michael	96,161
Mallory, Angela	96,085
Manastyrski, Kayleigh	77,142
Manning, Tusauna	92,734
Manuel South, Shelly	92,483

Name	Amount
Manz, Jim	89,113
Marchtaler, Jason	90,977
Marchtaler, Shaune	91,000
Marcotte, Sarah	57,341
Mario, Terry	112,348
Mark, Caitlin	70,136
Markesteyn, Michael	92,799
Markwart, Kimberley	117,063
Marsden, Christopher	61,311
Marshall, Chad	87,634
Martinez, Elmer	55,663
Martinson, Sherman	86,121
Mastel, Tracy	95,844
Matechuk, Carley	60,035
Matheson, Kristy	88,512
Matic, Rachelle	95,844
Matichuk, Heather	82,997
Maurer, Ashley	82,475
Maxie-Poitras, Tanja	96,161
Maxwell, Jeffrey	91,538
Mayer, Julie	58,584
Mayer, Sara	66,827
Mazhar, Rashida	82,713
Mcarthur, Amanda	80,201
Mccashin, Kyla	80,212
Mccaw, Krista	108,290
Mccaw, Matthew	105,777
Mcchesney, Elann	90,977
Mcclelland, Lyane	93,591
Mccormick, Jolene	89,296
Mccrystal, Hailey	70,780
Mcdivitt, Krista	84,295
Mcdonald, Allyson	92,279
Mcdonald, Amy	76,237
Mcdonald, Joan	100,723
Mcdonald, Leanne	60,861
Mcfadden, Timothy	90,977
Mcfadyen, Cindy	100,075
Mcfetridge, Brianne	90,774
Mcgeough, Brittany	93,538

Name	Amount
Mcgeough, Laurie	85,619
Mcgillis, Stacey	81,078
Mcgillivray, Cathy	110,431
Mcgillivray, Colleen	86,672
Mcgurran, Joseph	99,107
Mcintosh, Vanessa	86,142
Mciver, Karen	85,109
Mckay, Kerri	87,549
Mckay, Megan	67,043
Mckee, Ivy	91,931
Mckenzie, Janine	74,904
Mckenzie, Kola	92,959
Mckenzie-Cox, Maxine	102,976
Mckeown, Darcy	123,520
Mckillop, Ian	118,273
Mckillop, Michelle	86,755
Mckillop, Scott	95,760
Mckim, Lauren	79,450
Mckinna, Alissa	91,197
Mclain, Bradley	58,380
Mclaren, Ian	93,111
Mclaren, Laine	61,149
Mclauchlan, Erin	84,528
Mcleod, Darla	59,659
Mcleod, Erin	97,918
Mcmann, Bret	75,135
Mcmartin, Jodi	88,103
Mcmillan, Teagan	63,658
Mcmillen, Krista	90,977
Mcmillen, Shayne	104,624
Mcmullen, Alyssa	78,074
Mcmurdo, Kimberlee	89,466
Mcmurtry, Bonnie	88,743
Mcnabb, Paige	58,081
Mcnabb, Patrick	74,060
Mcnair, Tricia	90,977
Mcnevin, Meira	94,238
Mcnutt, Kristen	64,838
Mcpherson, Krystal	123,186
Mcorrie, Catharine	91,275

Name	Amount
Mctaggart, Scott	64,497
McWilliams, Allen	75,633
Meagher, James	55,281
Medl, Derek	97,548
Meenan, Darla	89,067
Meier, Sheryl	96,161
Mellor, Naomi	145,937
Melnechenko, Brandan	90,357
Melnyk, Heather	51,716
Meredith, Kenneth	126,796
Meredith, Sharon	90,994
Merk, Jennifer	71,589
Meyer, Kelley	93,705
Meyers, Brittney	62,803
Meyers, Lana	89,079
Miezianko, Dean	122,805
Millar, Lee	90,433
Millar, Tyrone	87,086
Miller, Blaine	83,221
Miller, Chera	90,298
Miller, Marilyn	106,247
Miller, Miranda	83,300
Milligan, Lori	79,888
Minor, Joanna	90,497
Minter, Jennifer	96,161
Missal, Amy	64,798
Missal, Ellen	53,097
Missens, Leah	91,601
Mitchell, Barry	56,655
Mitchell, Ian	114,335
Mitchell, Linda	99,768
Mitchell, Renee	71,544
Mitchell, Tana	100,944
Moeller, Carol	69,745
Mohr, Wanda	54,721
Molano, Rocky	52,326
Moller, Dwight	70,818
Montague, Nicolle	90,977
Montague, Renee	86,810
Montgrand, Winston	87,581

Name	Amount
Mooney, Patrick	124,410
Moore, Patrick	90,977
Moran, Robert	72,363
Morgan, Marshall	72,910
Morhart, Jeffrey	58,704
Moroz, Amy	86,755
Morphy, Andrea	108,656
Morris, Colleen	87,373
Morrow, Dora	61,149
Morrow, Nicole	83,390
Mortley, Philip	59,096
Moser, Jessica	96,997
Mosiondz, Landon	74,336
Moskal, Lyndsay	89,173
Mossman, Megan	65,025
Motlik, Scott	85,787
Mourre, Jennifer	101,476
Mucha, Sandra	91,798
Muir, Renee	62,695
Mulholland, Ian	89,522
Muller, Jason	75,960
Munro, Jason	102,619
Munroe, Craig	56,864
Munson, Krista	110,810
Murray, Ashley	84,344
Musleh, Judy	86,755
Mvoula, Divin	56,029
Mymryk, Wendy	90,885
Myrah, Ashley	72,212
Nadarajah, Nolan	59,735
Nadoroznick, Samira	87,069
Nagel, Kari	92,006
Nagel, William	87,171
Nameth, Tricia	74,777
Neetz, Claudine	98,982
Neithercut, Lorne	90,977
Nelson, Alana	92,740
Nelson, Chantelle	76,733
Nelson-Goetz, Dixie	122,057
Nenson, Brian	93,664

Name	Amount
Nenson-Catley, Lisa	115,215
Nesbitt, Brittany	63,421
Nesland, Jessica	57,399
Neufeld, Barry	90,977
Neufeld, Colin	68,962
Neufeld, Tammy	75,707
Neufeld-Ruetz, Janine	96,161
Neuls, Seth	125,937
Neustaeter, Danny	80,032
Newman, Alison	92,109
Newman, Robert	93,897
Nicholson, Cara	92,216
Nistor, Starla	118,495
Nixdorf, Angelika	78,114
Nixon, Dwila	96,161
Nixon, Jordan	69,484
Nolet-Nerenberg, Chantal	73,095
Nordin, Phil	95,611
Norman, Curtis	99,297
Norman, Jason	114,151
Noyes, Ellen	88,512
Nye, Bevan	72,861
Ochitwa, Nysa	86,401
Ochitwa, Stephanie	96,323
O'donnell, Chantelle	91,162
O'halloran, Jodi	89,958
Oleson, Jennifer	101,453
Olliver, Brenda	86,755
Olson, Emma	50,133
Olson, Wendy	87,844
Olynick, Starla	92,061
Olynyk, Darcy	92,364
Olynyk, Orië	84,811
Onieu, Carleen	92,805
Orban, Luana	51,828
Orthner, Cynthia	89,923
Ortman, Kyla	85,376
Osborne, Lexy	66,085
Ostapovitch, Brenda	90,977
Ostapovitch, Loretta	90,977

Name	Amount
Otte, Kristy-Lee	54,937
Ottenbreit, Randall	60,510
Ottenbreit-Born, Wybius	96,161
Overby, Shane	110,096
Overholt, Melissa	88,535
Palmer, Lauren	70,268
Palon, Emmanuel	50,256
Paluck, Sarina	78,145
Panchuk, Charla	72,350
Pankewich, Corinne	85,611
Panko, Kelsey	113,778
Panko, Michael	115,013
Panko, Saffron	74,192
Paoli, Loretta	96,248
Papp, Michelle	92,012
Paredes, Roberto	53,107
Parisien, Kevin	89,691
Parisien, Steven	86,755
Parisone, Kasiani	58,760
Park, Denny	76,348
Parker, Candace	88,668
Parker, Chad	96,486
Parley, Judy	105,777
Parr, Allison	88,581
Parr, Jessica	86,361
Paskiw, Danny	96,299
Patron, Joanne	89,390
Patterson, Christina	77,668
Patterson, Deanna	71,223
Patterson, Janine	80,804
Patterson, Janne	93,827
Patterson, Tammy	90,977
Payot, Chantelle	82,019
Peace, Richard	91,793
Pearce, Blaine	87,171
Pearce, Lois	90,874
Pechey, Christina	67,020
Pechey, Kama	90,286
Pedscalny, Karen	92,931
Pelletier, Deanna	86,755

Name	Amount
Pelletier, Francoise	110,753
Pelletier, Justin	73,484
Pelletier, Sandra	80,912
Pelling, Andrew	109,610
Pennett, Dane	88,333
Pennington, Theresa	94,340
Penny, Mark	88,490
Perepeluk, Kim	96,257
Perkins, Raylee	76,770
Perreault, Emily	64,629
Perreault Volke, Carmen	56,159
Perry, Jeffrey	95,431
Peters, Aileen	60,809
Peters, Andrea	50,095
Peters, Brittany	86,755
Peters, Darren	97,155
Peters, Devon	68,029
Peters, Michelle	86,013
Peters, Scott	90,977
Peters, Taylor	89,711
Peterson, Bethany	64,215
Peterson, Kristina	70,044
Peterson, Megan	78,630
Petrulias, Spelios	57,790
Pham, Vanessa	72,520
Phillips, Robert	115,992
Picard, Rebekah	77,937
Pieracci, Carla	90,104
Piluk, Sarah	77,619
Plant, Brooke	68,332
Poetker, Alexandra	68,951
Poitras, Marissa	62,283
Pokoyoway, Tyler	91,416
Poll, Stephen	96,292
Pollock, Kelly	77,285
Pon, Terrance	96,161
Porras, Valeska	70,696
Porter, Cecelia	60,511
Potter, Kristina	92,470
Potvin, Alexandra	69,788

Name	Amount
Potvin, Joseph	71,583
Powell, Erin	87,449
Powell, Lisa	97,534
Powers, Nicole	63,861
Pradinuk, Iris	62,900
Preece, Carol	89,614
Price, Krista	87,865
Prieto, Marco	55,190
Pringle, Krystal	71,959
Pritchard, Gary	86,755
Prososky, Peter	90,497
Proulx, Crystal	83,721
Proulx, Gilbert	92,121
Pulock, Chantelle	61,823
Purtill, Edward	89,598
Puryk, Nicole	76,298
Puszkas, Seanna	65,897
Putz, Nicole	82,886
Pyle, Bradford	90,977
Quest, Reid	64,652
Quine, Tara	83,820
Quinney, Shaun	88,570
Racette, Derek	74,968
Racette, Scott	54,161
Racette, Tricia	88,335
Radfelder, Karli	65,257
Radigk, Sarah	78,539
Ramage, Sophie	91,699
Randall, Melissa	107,607
Randall, Sara	105,987
Ranford, Amy	80,125
Rasmussen, Alexander	94,400
Ratt, Tammy	84,952
Rayner, Dale	94,708
Ready, Julie	63,030
Reavley, Sharon	104,376
Redant, Yvonne	86,755
Redekopp-Mckeown, Juanita	143,388
Reed, Christopher	92,718
Reed, Eve	61,861

Name	Amount
Reed, Morgan	170,640
Reed, Shelly	108,909
Reeve, Nicole	89,555
Regonas, Renato	56,302
Reid, Jennifer	71,232
Reiman, Victoria	90,977
Rempel, Sacha	73,697
Rempel Furry, Tracy	91,988
Renwick, Gilliane	82,506
Renwick, Jonathon	64,034
Renwick (Estate Of), Corey	90,196
Reoch, Kelley	88,529
Repski, Denee	86,755
Reschny, Alicia	91,367
Revet, Jeannette	116,706
Reyes, Maria	66,110
Rice, Cindy	76,892
Richards, Johslyne	87,749
Richardson, Graham	71,750
Riche, Dale	70,681
Riddell, Cara	87,285
Ridgway, Colleen	90,275
Riffel, Christopher	90,977
Rilling, Karen	92,734
Rilling, Michael	95,468
Rilling, Rodney	125,460
Rilling, Sharon	86,755
Rincker, Stephanie	96,161
Riou, Jaime	86,104
Ripplinger, Amy	92,918
Rissling, Michael	108,407
Rissling, Samuel	55,454
Roach, Jaclyn	56,339
Robertson, Jane	97,144
Robinson, Fraser	83,135
Robinson, Jennifer	90,660
Roehner, Nicole	70,425
Roemer, Tracey	72,878
Rogal, June	56,631
Rogers, Cynthia	92,619

Name	Amount
Rogers, Kristi	80,404
Rogers, Rylan	73,455
Rogers, Stephanie	60,530
Roher, Amy	76,968
Roland Semenchuck, Michele	110,585
Rope, Mariah	67,037
Rosbrook, Kyle	79,136
Rosengren-Hultgren, Kerrilyn	91,073
Rosenkranz, Kaitlyn	86,199
Rosnau, Scott	105,777
Ross, Jodie	89,632
Ross, John	91,272
Ross, Shawn	56,719
Roy, Jacqueline	99,567
Rugg, Rochelle	103,234
Ruggieri, Karla	91,272
Ruiter, Megan	73,391
Rusconi, Clifford	94,754
Ryba, Tamara	101,344
Saeed, Sibgha	60,012
Sageer, Samina	75,872
Sakatch, Jacqueline	92,434
Sali, Kendra	54,444
Sanchuck, Shannon	93,113
Sandberg, Thomas	92,630
Sandomirsky, Jessica	86,755
Sandomirsky, Michelle	61,783
Sawchyn, Mackenzie	96,609
Scarfe, Jeanne	101,060
Schack, William	92,225
Schafer, Christie	95,844
Schaffer, Kristen	75,847
Schapansky, Natalie	92,480
Schenher, Sandra	91,035
Scherle, Ashley	76,770
Schienbein, Michael	67,632
Schindelka, Joel	95,760
Schlenker, Adam	70,098
Schmalenberg, Michael	64,349
Schmidt, Alexandra	65,368

Name	Amount
Schmidt, Erin	60,837
Schmirler, Kimberly	52,244
Schneider, Jonathan	87,397
Schnell, Celeste	81,485
Schroeder, Kim	86,755
Schuchardt, Sarah	71,566
Schultz, Amy	96,161
Schuster Turner, Emory	69,548
Schutte, Ashlyn	67,784
Schwann, Lisa	93,613
Schwartz, Carlene	88,466
Schwartz, Garrett	59,383
Schwartz, Jamie	91,194
Schwindt, Shane	88,570
Scott, Angela	87,836
Scott, Tricia	89,535
Sebastian, Danielle	86,438
Sebastian, Glenn	57,667
Seiferling, Amy	65,229
Seiferling, Karen	57,871
Seifert, Candice	92,734
Seifert, Curtis	120,302
Seitz, Jan	90,977
Selimos, Soula	86,769
Senft, Ashley	81,075
Sentes, Jolene	88,392
Sentes, Shelley	90,350
Sewell, Jennifer	96,086
Sexon, Rochelle-Ann	73,391
Seymour, Daina	90,502
Shabatoski, Christopher	92,457
Shabatoski, Kara	89,239
Shakespeare, Sandra	90,525
Shambel, Jessica	79,491
Shamel, Jason	66,318
Shannon, Josie	70,992
Shannon, Sheena	86,819
Sharma, Sabina	79,466
Shaver, Sarah	74,031
Shaw, Cameron	65,118

Name	Amount
Shaw, Erin	91,571
Shell, Dylan	53,653
Shellenberg, Kevin	67,844
Shelstad, Marcia	90,977
Shepherd, Laura	65,118
Sherman, Krista	80,277
Shing, Paddra	64,589
Shiplack, Marin	83,853
Shire, Matthew	74,762
Shrestha, Sabina	58,096
Shuba, Suzanne	75,882
Shukin, Brenda	57,609
Siemens, Jolene	83,396
Silverthorn, Shannon	89,049
Silvius, Michael	85,261
Simons, Renelle	86,975
Simpson, Andrew	90,128
Simpson, Brooke	59,287
Simpson, Ryan	57,743
Sims, Julie	68,329
Sinclair, Bradley	88,512
Singh, Amy	97,870
Sinhmar, Daljeet	84,654
Sirup, Marissa	66,440
Sison, Anelyn	77,791
Sitter, Amie	87,697
Sivertson, Kristi	77,481
Sklar, Adrienne	91,054
Skoczylas, Deborah	78,471
Skogberg, Lori	102,526
Skrypnyk, Keeley	95,298
Slack, Laura	74,732
Slobodian, Michael	72,803
Smith, Chalyn	86,520
Smith, David	50,344
Smith, Fiona	93,811
Smith, Jodie	94,844
Smith, Landon	53,388
Smith, Laurie	88,142
Smith, Marie	96,184

Name	Amount
Smith, Melodie	90,977
Smith, Michelle	72,835
Smith, Ryan	96,870
Smith, Shauna	96,167
Smith, Stephanie	86,138
Smith, Tara	86,709
Smith, Troy	74,737
Smyth, Amanda	58,156
Sojonky, Arlene	92,207
Somer, Tracy	86,519
Somers, Lawrence	119,788
Somers, Tracey	86,280
Sommerfeld, Jodie	86,261
Sonntag, Jodie	75,815
Soroka, Jonathon	61,825
Sorrell, Toni	57,854
Sotropa, Brenda	86,755
Sotropa, Karae	63,335
Soutar, Sandra	89,390
Spasoff, Tamara	104,173
Spock, Pamela	104,782
Spray, Sean	51,959
Stallard, Paul	83,277
Stangel, Shawna	104,207
Staudt, Donna	56,234
Stawarz, Deanne	91,324
Steciuk, Ricky	170,640
Stennes, Lindsay	86,784
Stephen, Leona	86,952
Stephens, Melissa	60,363
Stephenson, Janet	78,827
Stephenson, Nicole	51,587
Sterling, Ronald	86,755
Stetner, Lindsay	88,020
Stevely, Rennae	85,890
Stevenson, Brenda	89,041
Stevenson, Brian	86,755
Stevenson, Rhonda	96,133
Stevenson, Victor	96,161
Stewart, Darryl	96,396

Name	Amount
Stinson, Craig	86,441
Stinson, Danielle	99,392
Stinson, Shandra	66,805
Stirling, Heather	95,246
Stock, Shawn	67,313
Stoffel, Anthony	66,451
Stouse, Charmaine	89,466
Stoyko, Shaylyn	59,041
Streifel, Lynell	90,095
Stroeder, Elizabeth	86,940
Struthers, Ethel	96,161
Strykiwsky, Vanessa	65,306
Studlin, Karen	86,940
Stumph, Michael	72,813
Stusek, Sheryl	87,188
Sundeen, Jeremy	97,403
Surkan, Sandra	88,732
Sutherland, Carrie	74,943
Sutherland, Jillian	114,604
Sveinson, Daryl	92,532
Sveinson Kuntz, Sherran	101,754
Swann, Robin	69,024
Swedburg, Kalen	83,902
Sweeney, Timothy	92,190
Switzer, Angela	96,713
Sykes Jonasson, Lisa	86,847
Sylla, Oumar	65,222
Tamayo, Edwin	58,828
Tanner, Jenna	86,802
Tarr, Pamela	90,977
Tayler, Rebecca	88,842
Taylor, Alexandra	57,207
Taylor, Andrea	89,067
Taylor, Constance	91,319
Taylor, Janine	95,795
Taylor, Jenaya	69,371
Taylor, Michael	95,760
Taylor, Samantha	87,231
Taylor-Neale, Diane	90,977
Taypotat, Jacqueline	86,156

Name	Amount
Tazzioli, Tanya	60,292
Temple, Ian	90,373
Tendler, Ashlyn	58,835
Terhorst, Jodi	53,236
Terry, Corey	111,668
Terry, Denise	89,177
Tessier, Kimberly	88,431
Thacker, Elizabeth	83,695
Thakker, Sejal	114,121
Therrien, Elizabeth	83,619
Thiessen, Michelle	64,244
Tholl, Alma	77,333
Thomas, Erin	77,074
Thomas, Jonathan	83,007
Thompson, Kate	123,687
Thomson, Courtney	87,666
Thomson, Emily	60,573
Thrun, Ronda	59,095
Thull, Karen	94,541
Thunberg, Kristina	78,471
Timmons, Carla	58,374
Tkach, Tania	81,277
Todorovich, Catlyn	61,166
Toews, Corinne	93,693
Toews-Urban, Alexandria	77,075
Tomchuk, Michael	122,646
Toniello, Cynthia	93,388
Toporowski, Alana	62,427
Topp, Roseanne	90,660
Toshack Payne, Michelle	73,026
Trail, Candace	93,728
Trail, Ian	100,738
Tranberg, Jessica	76,518
Tremblay, Brian	57,752
Tremblay, Leigh	67,630
Trithart, Karen	87,778
Tsakas, Maria	89,876
Tuazon, Arturo	52,300
Tucker, Ingrid	52,567
Tunison, Jillian	86,755

Name	Amount
Turbuck, Andrew	88,188
Turnbull, Tracey	89,344
Turner, Pamela	88,512
Turner, Peter	95,527
Turner, Shelly	90,977
Tymiak, Phillis	98,242
Ulriksen, Andrea	90,269
Unruh, Gabriella	86,755
Ur Rehman, Uzma	63,324
Urban, Grant	104,761
Uy, Allan	58,541
Valley, Janet	78,830
Van Buekenhout, Daniel	137,870
Van Dusen, Erik	139,971
Van Dusen, Heidi	88,504
Van Iderstine, Darcia	98,005
Van Luven, Shea	85,419
Vancise, Caitlyn	65,948
Vancise, Robert	87,957
Vanderhooft, Timothy	94,248
Vargo, Tracey	95,441
Veikle, Gail	99,042
Verville, Simone	55,126
Vibe, Tessa	69,423
Vickaryous, James	89,644
Vierling, Jacqueline	92,975
Viher, Paula	69,870
Villeneuve, Dawn	75,633
Vindevoghel, Lindsay	87,819
Vogel, Ariana	68,058
Volk, Taylor	70,306
Vollman, Lee	52,909
Vollman, Raegan	86,755
Vuong, Sarah	94,995
Waddell, Brody	59,252
Wade-Cummings, Richard	80,325
Wagman, Hayley	56,416
Wagner, Janelle	103,839
Waldron, Melanie	90,977
Wall, Catherine	66,604

Name	Amount
Wall, Leanne	69,979
Wall, Michelle	68,345
Wallace Markesteyn, Lisa	91,925
Wall-Coughlan, Sarah	90,877
Walton, Erin	90,983
Wang-Reschke, April	104,305
Ward, Jillian	75,610
Warnecke, Christopher	86,755
Warner, Aaron	77,783
Warnyca Strecker, Karen	93,132
Warren, Brian	92,587
Warren, Devin	96,156
Warren, Heidi	82,928
Warren, Patricia	103,480
Washkowsky, Mitchell	53,131
Wasyliw, Timothy	67,048
Waters, Tara	89,171
Watkis, Juan-Marie	92,012
Watts, Wendy	100,944
Waugh, Monique	92,435
Webb, Robert	66,430
Weber, Christopher	91,948
Weber, Jessica	60,503
Weber, Joanne	96,161
Weese, Sara	58,223
Weichel, Garry	63,569
Weichel, Jonathan	53,313
Weichel, Lisa	94,855
Weinrauch, Jennifer	94,711
Weir, Gabrielle	92,272
Weir, Janessa	74,655
Weisbrod, Megan	90,046
Weisgarber, Michael	95,760
Wenger, Pamela	91,503
Weninger, Brian	87,285
Wenzel, Jill	97,548
Wesdyk, Corina	66,515
Wesley, Roberta	86,940
Westbrook, Christie	65,713
Weston, Dean	56,062

Name	Amount
Whaley, Lisa	85,676
Wharran, Tracy	89,876
White, Cassia	88,417
White, Craig	59,273
White, Michael	105,777
Whitfield, Thomas	103,925
Whiting, Mark	77,675
Whitten, William	56,964
Whittle, Mehley	81,395
Wiebe, Brittany	81,045
Wiens, Jacqueline	91,769
Wiest, Cameron	61,803
Wilbraham, Dana	59,838
Wilhelms, Erica	75,693
Wilkes, David	52,006
Wilkes, Robert	88,401
Wilkinson, Crystal	86,755
Wilkinson, Robert	92,995
Wilkinson, Theresa	60,499
Wilkinson, Travis	90,066
Williams, Adam	85,745
Williams, Jillian	92,549
Williams, Tyler	91,925
Wilson, Barbara	89,975
Wilson, Kimberley	86,778
Wilson, Lyndsie	66,534
Wilson, Mark	96,130
Winchester, Kevin	56,352
Wing, Robert	73,251
Wirll, Hope	74,149
Wisniewski, Jeffrey	90,737
Wiszniak, Linnea	98,826
Wittal, Erin	92,710
Wlock, Jana	92,756
Wood, Ryan	100,968
Woodard, Marlis	87,738
Workman, Rachelle	69,879
Wotherspoon, Stephanie	91,884
Wright, Christopher	58,532
Wright, William	88,443

Name	Amount
Wurm, Tasha	92,648
Wyatt, Jennifer	90,343
Xhaferi, Jocelyn	56,678
Yanoshewski, Theresa	87,645
Yantz-Barton, Eleisha	86,755
Yaqoob, Aysha	61,803
Yarnton, Devin	70,302
Yarnton, Lucas	71,846
Yasinowski, Carrie	90,876
Yea, Stacey	90,989
Yee, Kaitlen	79,798
Yemba, Tara	95,527
Yeske, Kevin	88,512
Yeske, Trudy	61,122
Yim, Shelley	87,657
Youck, Andrea	90,977

Name	Amount
Youck, Sabrina	58,367
Youck, Tracy	86,842
Young, David	92,734
Young, Stacey	86,755
Yuzik, Emerson	56,986
Zacharias, Mark	92,556
Zanni, Shannon	93,906
Zarowny, Baron	86,052
Zeller, Terry	90,435
Zemlak, Sophia	61,072
Zimbaluk, Darla	88,073
Zimmer, Kim	88,720
Zini, Julia	77,928
Zsohar, Laura	65,705
Zwarich, Tayler	58,622

Transfers

Listed are transfers to recipients who received a total of \$50,000 or more.

Name	Amount
Harvest City Christian Academy	442,394
Ranch Ehrlo Society	351,029
Regina Christian School Association	550,353
Regina Huda School	1,484,504

Name	Amount
Regina Roman Catholic School Division #81	615,031
Socialization, Communication, and Education Program (SCEP) Centre	106,000

Supplier Payments

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

Name	Amount
1 Wascana Driving School	189,184
22Fresh	102,990
Access 2000	112,657
Action Sewer & Drain	323,255
All-Pro Environmental	224,368
Alpine Drywall And Plastering (2007) Ltd	110,537
Amazon	194,128

Name	Amount
Apex Plumbing & Heating	474,451
Associated Asbestos Abatement Ltd	51,308
Atlas-Apex Roofing (Saskatchewan) Inc	812,970
B A Robinson Co Ltd	113,816
Baltic Athletics Inc	106,005
Brigadier Security	123,303

Name	Amount
C P Distributors Ltd	99,048
Caltec Flooring Ltd	83,193
Capital Cabs 2000	961,777
CDW Canada	1,580,569
Century West Construction	823,149
Christie Mechanical Ltd	262,218
City of Regina	751,323
Cleanbrite Canada Ltd	202,498
Clevr	59,217
Cloverdale Paint Inc	327,602
Co-Op Taxi Lines	165,608
Costco	51,685
Curtis Construction Ltd	134,395
Cypress Sales Partnership	81,331
Dell Canada Inc	470,998
Duaco Construction	77,655
EDCO Plumbing & Heating Ltd	230,512
EECOL Electric (Sask) Ltd	57,806
ESTI Consulting Services	75,124
Evolution Audio Visual Ltd	127,604
Federated Co-Operatives Ltd	282,674
Finishes Plus Ent 1992	491,733
First Class Planners	57,692
Flaghouse	52,243
Flying Eagle Conveyance	175,907
Flynn Canada Ltd	187,315
Friesens	57,412
Full Throttle Furnace & Duct Cleaning Inc.	287,582
Gameday Sport Services Inc	153,312
Glacier Glass Service Ltd	368,537
Gordon Food Service	144,217
Harbuilt Construction Ltd	1,321,624
HBI Office Plus Inc	487,606
Hipperson Const Co (1996) Ltd	237,575
HVAC Service	53,386
Impact Security Group Inc	117,863
Independent Construction Management Inc	256,268
Inland Audio Visual Ltd	475,332
Intellimedia Inc	56,997

Name	Amount
Intrado Canada Inc	51,266
J C Kenyon Engineering Inc	362,914
John Nightingale	184,273
Jordan Asbestos Removal Ltd	282,045
JPH Consulting Ltd	57,762
KEV Group	109,644
Konica Minolta Business	1,107,641
Kress Electric Ltd	116,796
Lancashire Distribution	89,827
Layman's Driving Services Ltd	113,287
Loraas Disposal Services	85,280
Majestic Air Inc	69,417
Marsh Canada Limited	807,530
Meyers Norris Penny	75,889
Momentum HVAC Services	250,033
Nelson Education Ltd	54,475
Number Ten	594,011
Oracle Corporation Canada Inc	166,393
Pace Solutions Corp	85,673
Pearson Education Canada	214,930
Powerland Computers	78,722
Powerschool Canada ULC	393,837
Pratts Wholesale Food Service Ltd	94,222
Quorex Construction	626,483
Raven Roofing (Sask) Ltd	150,077
Real Canadian Superstore	65,639
Real Canadian Wholesale Club	166,374
Regina Food Bank	90,000
Regina High Schools Athletic Association	104,017
Regina Public Library	115,592
Restorex Disaster Restoration	297,403
Rieger General Contracting	135,295
RK Publishing Inc	151,830
Saskatchewan Workers' Compensation	597,410
Saskcon Repair Services Ltd	507,642
SaskEnergy	1,635,195
SaskPower	3,050,609
SaskTel CMR	500,334

Name	Amount
Scholastic Canada Ltd	138,296
Security Resource Group Inc	77,964
SEPW Architecture Inc	182,171
Shanahan's Building Specialties Ltd	639,087
ShortBuss Transportation Inc	391,495
Sportfactor	88,376
St John's Music Ltd	126,887
Stay Safe Solutions Ltd	80,262
Supreme Basics	647,090
Swish-Kemsol	167,037
TC Media Livres Inc	59,567
TG Marketing	71,798
The Floor Show	57,486
The Home Depot	61,737
Thorpe Industries Ltd	137,971
Torchys Sport Imaging	50,970

Name	Amount
Trade West Equipment Ltd	303,164
Tri West Paving	54,918
Van De's Accessible Transit Inc	57,129
Vector Construction Ltd	173,365
Veritiv Canada Inc	395,612
Vipond Inc	108,771
Vogan's Driver Training	92,135
Wal-Mart	56,975
Walters Industrial Mechanical Ltd	312,231
Warner Industries	3,282,166
Warner Transportation Services Ltd	1,511,307
Western Electrical Management Ltd	973,660
Westexcel Automation Ltd	58,070
Westridge Construction Ltd	125,101
Where 2 Transportation	870,791

Other Expenditures

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

Name	Amount
The Co-operators	299,024
Canadian Union Of Public Employees (CUPE) Local	329,634
Manulife Financial	824,629
Regina Civic Employees Pension Plan	682,720
Regina Public School Teachers' Association	251,241

Name	Amount
Saskatchewan Professional Teachers Regulatory Board	189,420
Saskatchewan Teachers' Federation	2,160,500
Saskatchewan School Boards Association	198,809
Saskatchewan Teachers' Retirement Plan	13,485,664
Teachers' Superannuation	273,376

Appendix B – Management Report and Audited Financial Statements



Consolidated Audited Financial Statements



Of the Regina School Division No. 4

School Division No. 2150000

For the Period Ending: August 31, 2020

Chief Financial Officer - Naomi Mellor

Auditor - MNP LLP

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



Management's Responsibility for the Consolidated Financial Statements

The school division's management is responsible for the preparation of the consolidated 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 consolidated 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 consolidated 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 comprised 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 consolidated financial statements. The Board is also responsible for the appointment of the school division's external auditors.

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

On behalf of the Regina School Division No. 4:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 17, 2020

To the Chairman and Trustees of the Board of Education of Regina School Division No. 4:

Opinion

We have audited the financial statements of Regina School Division No. 4, which comprise the consolidated statement of financial position as at August 31, 2020, and the consolidated statements of operations and accumulated surplus from operations, changes in net financial assets (net debt) and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of Regina School Division No. 4 as at August 31, 2020, and the results of its operations, changes in its net financial assets (net debt) 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 Consolidated Financial Statements section of our report. We are independent of Regina School Division No. 4 in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. We obtained the Annual Report prior to the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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

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

In preparing the consolidated financial statements, management is responsible for assessing Regina School Division No. 4'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 Regina School Division No. 4 or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing Regina School Division No. 4's financial reporting process.

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Regina School Division No. 4'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 Regina School Division No. 4'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 Regina School Division No. 4 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.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within Regina School Division No. 4 to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

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.

Regina, Saskatchewan

November 17, 2020

MNP LLP

Chartered Professional Accountants

Regina School Division No. 4
Consolidated Statement of Financial Position
as at August 31, 2020

	2020	2019
	\$	\$
Financial Assets		
Cash and Cash Equivalents	77,825,399	76,262,491
Accounts Receivable (Note 7)	5,146,794	4,539,845
Inventories for Sale	93,335	554,491
Portfolio Investments (Note 3)	725,255	725,255
Total Financial Assets	83,790,783	82,082,082
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	13,260,739	12,908,549
Long-Term Debt (Note 9)	19,548,903	22,986,682
Liability for Employee Future Benefits (Note 5)	10,895,900	10,825,300
Deferred Revenue (Note 10)	1,954,076	1,544,744
Total Liabilities	45,659,618	48,265,275
Net Financial Assets	38,131,165	33,816,807
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	256,086,669	262,464,557
Inventory of Supplies for Consumption	118,507	142,470
Prepaid Expenses	1,596,050	1,591,468
Total Non-Financial Assets	257,801,226	264,198,495
Accumulated Surplus (Note 13)	295,932,391	298,015,302

Contractual Rights (Note 16)
Contingent Liabilities (Note 17)
Contractual Obligations and Commitments (Note 18)

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

Approved by the Board:

Chairperson

Chief Financial Officer

Regina School Division No. 4
Consolidated Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
REVENUES	(Note 14)		
Property Taxes and Other Related Grants	-	-	29,632
Grants	223,205,111	226,229,912	222,324,579
Tuition and Related Fees	950,000	989,694	1,084,032
School Generated Funds	4,120,000	3,333,088	4,883,557
Complementary Services (Note 11)	3,895,180	4,301,376	4,172,718
External Services (Note 12)	10,639,872	10,698,934	10,230,502
Other	1,860,000	2,662,769	2,059,867
Total Revenues (Schedule A)	244,670,163	248,215,773	244,784,887
EXPENSES			
Governance	597,892	646,336	544,808
Administration	6,553,956	6,499,974	6,681,930
Instruction	175,615,924	170,901,749	169,256,557
Plant	40,705,436	43,191,566	41,345,355
Transportation	7,884,474	8,219,143	7,632,308
Tuition and Related Fees	609,000	502,042	664,670
School Generated Funds	3,669,002	2,937,865	4,157,534
Complementary Services (Note 11)	5,785,589	5,787,609	5,774,280
External Services (Note 12)	10,639,872	10,698,934	10,230,502
Other	876,108	913,466	1,070,016
Total Expenses (Schedule B)	252,937,253	250,298,684	247,357,960
Operating (Deficit) for the Year	(8,267,090)	(2,082,911)	(2,573,073)
Accumulated Surplus from Operations, Beginning of Year	298,015,302	298,015,302	300,588,375
Accumulated Surplus from Operations, End of Year	289,748,212	295,932,391	298,015,302

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

Regina School Division No. 4
Consolidated Statement of Changes in Net Financial Assets (Net Debt)
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
	(Note 14)		
Net Financial Assets, Beginning of Year	33,816,807	33,816,807	28,422,048
Changes During the Year			
Operating (Deficit) for the Year	(8,267,090)	(2,082,911)	(2,573,073)
Acquisition of Tangible Capital Assets (Schedule C)	(3,155,733)	(8,353,425)	(4,406,326)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	3,504,225	212,000
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(657,390)	(118,588)
Transfer of Capital Assets to Inventory for Resale	-	(466,746)	466,742
Write-Down of Tangible Capital Assets (Schedule C)	-	5,588	-
Amortization of Tangible Capital Assets (Schedule C)	11,872,934	12,345,636	11,905,147
Net Acquisition of Inventory of Supplies	-	23,963	55,064
Net Change in Other Non-Financial Assets	-	(4,582)	(146,207)
Change in Net Financial Assets	450,111	4,314,358	5,394,759
Net Financial Assets, End of Year	34,266,918	38,131,165	33,816,807

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

Regina School Division No. 4
Consolidated Statement of Cash Flows
for the year ended August 31, 2020

	2020	2019
	\$	\$
OPERATING ACTIVITIES		
Operating (Deficit) for the Year	(2,082,911)	(2,573,073)
Add Non-Cash Items Included in Deficit (Schedule D)	9,621,710	11,226,502
Net Change in Non-Cash Operating Activities (Schedule E)	705,710	(1,013,885)
Cash Provided by Operating Activities	8,244,509	7,639,544
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(6,281,301)	(3,846,269)
Transfer to Inventory for Resale	(466,746)	466,742
Proceeds on Disposal of Tangible Capital Assets	3,504,225	212,000
Cash (Used) by Capital Activities	(3,243,822)	(3,167,527)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	109,262	(589,231)
Proceeds on Disposal of Portfolio Investments	(109,262)	588,969
Cash (Used) by Investing Activities	-	(262)
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(3,437,779)	(1,580,483)
Cash (Used) by Financing Activities	(3,437,779)	(1,580,483)
INCREASE IN CASH AND CASH EQUIVALENTS	1,562,908	2,891,272
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	76,262,491	73,371,219
CASH AND CASH EQUIVALENTS, END OF YEAR	77,825,399	76,262,491

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

Regina School Division No. 4
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue			
Other Tax Revenues			
Treaty Land Entitlement - Urban	-	-	29,632
Total Other Tax Revenues	-	-	29,632
Total Property Taxes and Other Related Revenue	-	-	29,632
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	214,523,008	215,260,003	210,672,113
Other Ministry Grants	6,961,203	6,894,707	6,944,175
Total Ministry Grants	221,484,211	222,154,710	217,616,288
Other Provincial Grants	770,900	670,078	838,777
Grants from Others	-	-	154,144
Total Operating Grants	222,255,111	222,824,788	218,609,209
Capital Grants			
Ministry of Education Capital Grants	950,000	3,405,124	3,715,370
Total Capital Grants	950,000	3,405,124	3,715,370
Total Grants	223,205,111	226,229,912	222,324,579
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	450,000	301,268	455,527
Individuals and Other	500,000	688,426	628,505
Total Tuition Fees	950,000	989,694	1,084,032
Total Tuition and Related Fees Revenue	950,000	989,694	1,084,032
School Generated Funds Revenue			
Curricular			
Student Fees	700,000	661,079	783,086
Total Curricular Fees	700,000	661,079	783,086
Non-Curricular Fees			
Commercial Sales - GST	200,000	184,004	239,473
Commercial Sales - Non-GST	400,000	327,056	537,307
Fundraising	950,000	580,820	888,068
Grants and Partnerships	370,000	529,915	526,062
Students Fees	800,000	747,751	1,848,699
Other	700,000	302,463	60,862
Total Non-Curricular Fees	3,420,000	2,672,009	4,100,471
Total School Generated Funds Revenue	4,120,000	3,333,088	4,883,557

Regina School Division No. 4
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	2,650,122	2,650,122	2,624,055
Other Ministry Grants	982,705	1,300,497	1,100,586
Other Provincial Grants	262,353	12,200	126,992
Federal Grants	-	66,407	-
Other Grants	-	267,110	236,602
Total Operating Grants	3,895,180	4,296,336	4,088,235
Fees and Other Revenue			
Other Revenue	-	5,040	84,483
Total Fees and Other Revenue	-	5,040	84,483
Total Complementary Services Revenue	3,895,180	4,301,376	4,172,718
External Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	10,639,872	10,698,934	10,230,502
Total Operating Grants	10,639,872	10,698,934	10,230,502
Total External Services Revenue	10,639,872	10,698,934	10,230,502
Other Revenue			
Miscellaneous Revenue	165,000	577,787	287,814
Sales & Rentals	272,000	296,481	312,304
Investments	1,423,000	1,131,111	1,341,161
Gain on Disposal of Capital Assets	-	657,390	118,588
Total Other Revenue	1,860,000	2,662,769	2,059,867
TOTAL REVENUE FOR THE YEAR	244,670,163	248,215,773	244,784,887

Regina School Division No. 4
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	241,238	241,754	219,727
Professional Development - Board Members	14,000	2,383	4,286
Grants to School Community Councils	104,564	76,722	90,032
Elections	21,400	141,009	25,094
Other Governance Expenses	215,300	183,078	204,279
Amortization of Tangible Capital Assets	1,390	1,390	1,390
Total Governance Expense	597,892	646,336	544,808
Administration Expense			
Salaries	4,786,182	4,937,644	4,741,766
Benefits	698,110	624,845	927,484
Supplies & Services	690,700	585,934	647,763
Non-Capital Furniture & Equipment	9,000	3,694	6,116
Building Operating Expenses	98,000	116,713	98,645
Communications	78,000	62,744	54,800
Travel	15,900	7,687	14,235
Professional Development	47,200	29,764	56,210
Amortization of Tangible Capital Assets	130,864	130,949	134,911
Total Administration Expense	6,553,956	6,499,974	6,681,930
Instruction Expense			
Instructional (Teacher Contract) Salaries	124,723,090	121,424,527	121,741,484
Instructional (Teacher Contract) Benefits	7,518,280	7,796,739	7,146,955
Program Support (Non-Teacher Contract) Salaries	25,111,834	25,823,747	24,835,605
Program Support (Non-Teacher Contract) Benefits	4,400,360	4,487,106	4,275,351
Instructional Aids	3,210,442	3,051,041	2,557,974
Supplies & Services	3,346,815	2,172,228	2,687,510
Non-Capital Furniture & Equipment	2,240,866	767,816	941,735
Communications	421,230	421,625	459,125
Travel	253,252	166,463	198,468
Professional Development	850,320	769,166	791,094
Student Related Expense	259,355	164,861	164,090
Amortization of Tangible Capital Assets	3,280,080	3,856,430	3,457,166
Total Instruction Expense	175,615,924	170,901,749	169,256,557

Regina School Division No. 4
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	10,795,570	10,969,651	9,848,793
Benefits	2,891,110	2,783,176	2,693,939
Supplies & Services	3,000	284,352	2,493
Non-Capital Furniture & Equipment	21,000	23,698	16,200
Building Operating Expenses	19,303,060	21,263,909	21,260,126
Communications	50,000	61,686	57,164
Travel	161,508	167,641	159,548
Professional Development	30,000	19,429	29,816
Amortization of Tangible Capital Assets	7,450,188	7,618,024	7,277,276
Total Plant Operation & Maintenance Expense	40,705,436	43,191,566	41,345,355
Student Transportation Expense			
Salaries	152,780	58,418	74,012
Benefits	29,620	12,449	15,894
Supplies & Services	497,700	327,629	554,634
Non-Capital Furniture & Equipment	484,500	545,335	609,753
Building Operating Expenses	399,000	428,356	426,703
Communications	7,600	13,960	12,122
Professional Development	3,000	-	-
Contracted Transportation	5,527,312	6,237,221	5,097,867
Amortization of Tangible Capital Assets	782,962	595,775	841,323
Total Student Transportation Expense	7,884,474	8,219,143	7,632,308
Tuition and Related Fees Expense			
Tuition Fees	569,000	462,201	510,759
Transportation Fees	40,000	39,841	153,911
Total Tuition and Related Fees Expense	609,000	502,042	664,670
School Generated Funds Expense			
Academic Supplies & Services	200,000	561,067	618,021
Cost of Sales	500,000	442,764	708,367
Non-Capital Furniture & Equipment	-	1,124	14,454
School Fund Expenses	2,800,000	1,840,637	2,679,277
Amortization of Tangible Capital Assets	169,002	92,273	137,415
Total School Generated Funds Expense	3,669,002	2,937,865	4,157,534

Regina School Division No. 4
Schedule B: Consolidated 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	1,926,210	2,142,281	2,091,101
Program Support (Non-Teacher Contract) Salaries & Benefits	3,273,970	3,178,655	3,157,280
Instructional Aids	354,050	325,707	320,213
Supplies & Services	-	126	3,621
Non-Capital Furniture & Equipment	-	54	33,036
Building Operating Expenses	33,800	30,480	30,480
Communications	1,000	3,201	1,590
Travel	5,620	4,466	5,747
Professional Development (Non-Salary Costs)	74,491	1,747	40,134
Student Related Expenses	58,000	50,097	35,412
Amortization of Tangible Capital Assets	58,448	50,795	55,666
Total Complementary Services Expense	5,785,589	5,787,609	5,774,280
External Service Expense			
Grant Transfers	3,097,065	2,393,184	2,437,483
Tuition Fees	-	15,960	-
Instructional (Teacher Contract) Salaries & Benefits	6,779,430	7,353,680	6,848,929
Program Support (Non-Teacher Contract) Salaries & Benefits	-	101,807	140,558
Instructional Aids	-	48,514	49,499
Supplies & Services	763,377	772,311	745,444
Non-Capital Furniture & Equipment	-	504	-
Travel	-	-	22
Professional Development (Non-Salary Costs)	-	7,614	8,567
Student Related Expenses	-	5,360	-
Total External Services Expense	10,639,872	10,698,934	10,230,502
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	50,000	66,610	68,019
Interest on Capital Loans	826,108	826,106	873,453
Interest on Other Long-Term Debt	-	20,750	128,544
Total Interest and Bank Charges	876,108	913,466	1,070,016
Total Other Expense	876,108	913,466	1,070,016
TOTAL EXPENSES FOR THE YEAR	252,937,253	250,298,684	247,357,960

Regina School Division No. 4

Schedule C - Consolidated Supplementary Details of Tangible Capital Assets

for the year ended August 31, 2020

	Land		Buildings	School	Other	Furniture and	Computer Hardware and Audio Visual	Computer	Assets Under	2020	2019	
	Land	Improvements	Buildings	Short-Term	Buses	Vehicles	Equipment	Software	Construction			
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Tangible Capital Assets - at Cost												
Opening Balance as of September 1	8,958,997	471,448	327,519,600	20,695,096	6,323,000	610,166	20,531,473	8,798,338	1,626,377	2,120,869	397,655,364	398,085,328
Additions/Purchases	-	-	-	2,195,832	-	-	1,914,246	2,363,674	177,189	1,702,484	8,353,425	4,406,326
Disposals	-	-	-	-	(6,655,367)	-	(812,864)	(338,255)	(464,194)	-	(8,270,680)	(2,570,253)
Write-Downs	-	-	-	-	-	-	-	-	-	(5,588)	(5,588)	-
Transfers to (from) Assets Under Construction	-	-	187,099	2,854,147	-	-	63,754	-	-	(3,105,000)	-	(2,266,037)
Transfers to (from) Asset Categories	-	-	-	-	(134,379)	134,379	-	-	-	-	-	-
Transfers from Inventory for Resale	-	-	-	-	466,746	-	-	-	-	-	466,746	-
Closing Balance as of August 31	8,958,997	471,448	327,706,699	25,745,075	-	744,545	21,696,609	10,823,757	1,339,372	712,765	398,199,267	397,655,364
Tangible Capital Assets - Amortization												
Opening Balance as of September 1	-	282,865	109,787,517	6,430,085	3,318,686	581,433	8,789,929	4,851,642	1,148,650	-	135,190,807	127,561,796
Amortization of the Period	-	23,572	6,123,509	1,047,256	551,436	41,053	2,136,817	2,154,119	267,874	-	12,345,636	11,905,147
Disposals	-	-	-	-	(3,808,532)	-	(812,864)	(338,255)	(464,194)	-	(5,423,845)	(2,476,841)
Transfers to (from)	-	-	-	-	(61,590)	61,590	-	-	-	-	-	(1,799,295)
Closing Balance as of August 31	N/A	306,437	115,911,026	7,477,341	-	684,076	10,113,882	6,667,506	952,330	N/A	142,112,598	135,190,807
Net Book Value												
Opening Balance as of September 1	8,958,997	188,583	217,732,083	14,265,011	3,004,314	28,733	11,741,544	3,946,696	477,727	2,120,869	262,464,557	270,523,532
Closing Balance as of August 31	8,958,997	165,011	211,795,673	18,267,734	-	60,469	11,582,727	4,156,251	387,042	712,765	256,086,669	262,464,557
Change in Net Book Value	-	(23,572)	(5,936,410)	4,002,723	(3,004,314)	31,736	(158,817)	209,555	(90,685)	(1,408,104)	(6,377,888)	(8,058,975)
Disposals												
Historical Cost	-	-	-	-	6,655,367	-	812,864	338,255	464,194	-	8,270,680	2,570,253
Accumulated Amortization	-	-	-	-	3,808,532	-	812,864	338,255	464,194	-	5,423,845	2,476,841
Net Cost	-	-	-	-	2,846,835	-	-	-	-	-	2,846,835	93,412
Price of Sale	-	-	-	-	3,496,728	-	7,497	-	-	-	3,504,225	212,000
Gain on Disposal	-	-	-	-	649,893	-	7,497	-	-	-	657,390	118,588

Closing costs of leased tangible capital assets of \$0 (2019 - \$2,690,493) in School Buses. Accumulated amortization of \$0 (2019 - \$440,644) has been recorded on these assets.

Regina School Division No. 4
Schedule D: Consolidated Non-Cash Items Included in Deficit
for the year ended August 31, 2020

	2020	2019
	\$	\$
Non-Cash Items Included in Deficit		
Amortization of Tangible Capital Assets (Schedule C)	12,345,636	11,905,147
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Deficit	(2,072,124)	(560,057)
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(657,390)	(118,588)
Write-Down of Tangible Capital Assets (Schedule C)	5,588	-
Total Non-Cash Items Included in Deficit	9,621,710	11,226,502

Regina School Division No. 4
Schedule E: Consolidated 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	(606,949)	(1,078,739)
Decrease (Increase) in Inventories for Sale	461,156	(466,742)
Increase in Accounts Payable and Accrued Liabilities	352,190	669,753
Increase (Decrease) in Liability for Employee Future Benefits	70,600	(218,800)
Increase in Deferred Revenue	409,332	171,786
Decrease in Inventory of Supplies for Consumption	23,963	55,064
(Increase) in Prepaid Expenses	(4,582)	(146,207)
Total Net Change in Non-Cash Operating Activities	705,710	(1,013,885)

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED 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 Regina School Division No. 4 of Saskatchewan” and operates as “the Regina School Division No. 4”. 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 consolidated 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 consolidated financial statements are prepared using the accrual basis of accounting.

b) Reporting Entity and Consolidation

The school division reporting entity is comprised of all the organizations which are controlled by the school divisions and the school division’s share of partnerships.

Partnerships

A partnership represents a contractual arrangement between the school division and a party or parties outside the school division reporting entity. The partners have significant, clearly defined common goals, make a financial investment in the partnership, share control of decision making, and share, on an equitable basis, the significant risks and benefits associated with the operations of the partnership.

Partnerships are accounted for on a proportionate consolidation basis whereby the school division’s pro-rata share of the partnership’s assets, liabilities, revenues and expenses are combined on a line-by-line basis after adjusting the accounting policies to a basis consistent with the accounting policies of the school division. Inter-company balances and transactions between the school division and the partnership have been eliminated.

These consolidated financial statements contain the following partnerships:

- māmawêyatitân Centre co-ownership of building (consolidated 72.85%) (2019-consolidated 72.85%)

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- māmawêyatitân Centre common operating costs (consolidated 69.70%) (2019-consolidated 69.70%), adjusted for security costs which are allocated based on daily use.

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 consolidated financial statements, and the reported amounts of revenues and expenses during the year.

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

- the liability for employee future benefits of \$10,895,900 (2019 - \$10,825,300) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$142,112,598 (2019 - \$135,190,807) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

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 consolidated 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 consolidated statement of operations and accumulated surplus from operations.

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

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

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

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 provincial grants receivable and other receivables. Provincial grants receivable represent capital grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met.

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

Inventories for Sale consist of land, and buildings which are held for sale in the ordinary course of operations and are valued at the lower of cost and net realizable value. Cost is determined by netting the cost of the asset against the accumulated amortization of the asset at the time the asset was no longer used in normal operations of the school division. Net realizable value is the estimated selling price in the ordinary course of business.

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

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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.

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
School buses	12 years
Other vehicles – passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years
Leased capital assets	Lease term

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

Inventory of Supplies for Consumption consists of supplies held for consumption by the school division in the course of normal operations and are recorded at the lower of cost and replacement cost.

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include Saskatchewan School Board Association membership fees, lease costs, software user fees, Workers' Compensation premiums and insurance premiums.

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.

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

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

Long-term debt also 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.

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 Regina Civic Employees' Superannuation and Benefit Plan. 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.

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The school division's sources of revenue 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 consolidated statement of operations and accumulated surplus from operations as the stipulation liabilities are settled. Payments made by the Government of Saskatchewan on behalf of the school division for Joint-Use capital projects are recorded as government transfers with ownership of schools vesting with the school division.

ii) 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.

iii) Interest Income

Interest is recognized as revenue when it is earned.

iv) 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:	Cost	Cost
GICs, 2.26% to 3.19%, mature Sep/20 to May/24	\$ 725,255	\$ 725,555
Total portfolio investments reported at cost or amortized cost	\$ 725,255	\$ 725,555

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2020 Actual	2019 Actual
Governance	\$ 241,754	\$ 403,192	\$ -	\$ 1,390	\$ 646,336	\$ 544,808
Administration	5,562,489	806,536	-	130,949	6,499,974	6,681,930
Instruction	159,532,119	7,513,200	-	3,856,430	170,901,749	169,256,557
Plant	13,752,827	21,820,715	-	7,618,024	43,191,566	41,345,355
Transportation	70,867	7,552,501	-	595,775	8,219,143	7,632,308
Tuition and Related Fees	-	502,042	-	-	502,042	644,670
School Generated Funds	-	2,845,592	-	92,273	2,937,865	4,157,534
Complementary Services	5,320,936	415,878	-	50,795	5,787,609	5,774,280
External Services	7,455,487	3,243,447	-	-	10,698,934	10,230,502
Other	-	-	913,466	-	913,466	1,070,016
TOTAL	\$191,936,479	\$ 45,103,103	\$ 913,466	\$ 12,345,636	\$250,298,684	\$247,337,960

5. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include retirement gratuities, severance benefits and accumulating non-vested sick leave benefits, for certain employees pursuant to applicable contracts and union agreements. 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 consolidated 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:

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	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	\$ 9,774,900	\$ 8,814,500
Current period service cost	347,900	289,200
Interest cost	191,400	263,600
Benefit payments	(414,100)	(636,500)
Actuarial losses	423,100	1,054,300
Plan amendments	-	(10,200)
Accrued Benefit Obligation - end of year	10,323,200	9,774,900
Unamortized net actuarial gains	572,700	1,050,400
Liability for Employee Future Benefits	\$ 10,895,900	\$ 10,825,300

Employee Future Benefits Expense	2020	2019
Current period service cost	\$ 347,900	\$ 289,200
Amortization of net actuarial loss	(54,600)	(124,900)
Plan amendments	-	(10,200)
Benefit cost	293,300	154,100
Interest cost	191,400	263,600
Total Employee Future Benefits Expense	\$ 484,700	\$ 417,700

6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

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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 consolidated 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 consolidated 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	1,862	8	1,870	1,858
Member contribution rate (percentage of salary)	9.50%/11.70%	6.05%/7.85%	6.05%/11.70 %	6.05% /11.70%
Member contributions for the year	\$ 13,486,042	\$ 23,711	\$ 13,509,753	\$ 13,411,923

ii) Regina Civic Employees' Superannuation and Benefit Plan

The Regina Civic Employees' Superannuation and Benefit Plan is a multi-employer defined benefit plan that provides retirement benefits based on length of service and pensionable earnings.

Plan changes were implemented on January 1, 2016 to address overtime, the unfunded liability and to bring the Plan into a position of financial sustainability. These Plan changes were implemented on a prospective basis with transition rules developed. Contribution rates also changed with employers paying a higher rate than members.

In addition, in 2016, the Board of the Plan adopted a Margin Policy as an additional risk management tool. The Margin Policy uses out of cycle actuarial valuations and a predetermined methodology for establishing actuarial margins to reduce contribution volatility.

As a result of adopting the Margin Policy, the Board of the Plan has filed actuarial valuations as of December 31, 2018 and December 31, 2019 that permit the current contribution levels to be maintained through 2021.

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

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

	<u>2020</u>	<u>2019</u>
Number of active School Division members	727	732
Member contribution rate (percentage of salary)	8.80%/13.10%	8.80%/13.10%
School Division contribution rate (percentage of salary)	9.80%/14.60%	9.80%/14.60%
Member contributions	\$ 3,016,937	\$ 2,809,137
School Division contributions	\$ 3,359,573	\$ 3,128,174
Actuarial valuation date	31-Dec-19	31-Dec-18
Long-term assumptions used:		
Market value of assets (in thousands)	1,614,453	1,464,734
Actuarial value of liabilities (in thousands)	1,814,742	1,669,227
Plan (Deficit) (in thousands)	(200,289)	(204,493)

7. ACCOUNTS RECEIVABLE

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

	<u>2020</u>			<u>2019</u>		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
City of Regina - Capital Receivable (1)	\$ 1,427,438	\$ -	\$ 1,427,438	\$ 1,427,438	\$ -	\$ 1,427,438
Provincial Grants Receivable	2,132,735	-	2,132,735	2,233,029	-	2,233,029
Other Receivables	1,586,621	-	1,586,621	879,378	-	879,378
Total Accounts Receivable	\$ 5,146,794	\$ -	\$ 5,146,794	\$ 4,539,845	\$ -	\$ 4,539,845

- (1) City of Regina Capital Receivable: In 1987, the Central Collegiate land and building were transferred to The City of Regina for 5.017 hectares of future lands having an estimated value of \$1,775,000. The amount is set up as capital receivable to be applied against future property acquisitions from The City of Regina. In 1999, an agreement was finalized with The City of Regina relating to the provision of municipal reserve lands on which an elementary school would be constructed in southeast Regina. As part of the transaction, the school division received credit for the equivalent of one hectare under the Central Collegiate Land Exchange Agreement. Accordingly, to date an amount of \$347,562 has been applied to the capital receivable resulting in a balance of \$1,427,438.

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8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2020	2019
Accrued Salaries and Benefits	\$ 4,198,288	\$ 5,266,688
Supplier Payments	3,325,348	1,674,607
Other accrued liabilities	5,737,103	5,967,254
Total Accounts Payable and Accrued Liabilities	\$ 13,260,739	\$ 12,908,549

9. LONG-TERM DEBT

Details of long-term debt are as follows:

		2020	2019
Capital Loans:	RBC Financial Group, capital school building construction, 3.92%, principal and interest payments of \$97,735 payable monthly, due date of loan March 2032	\$ 10,905,076	\$ 11,634,826
	RBC Financial Group, capital school building construction, 4.47%, principal and interest payments of \$47,567 payable monthly, due date of loan November 2033	5,699,452	6,007,974
	RBC Financial Group, capital school building construction, 3.99%, principal and interest payments of \$22,602 payable monthly, due date of loan November 2034	2,944,375	3,094,856
		19,548,903	20,737,656
Capital Leases:	Bank of Nova Scotia, purchase of school buses, 3.36%, principal and interest payments of \$440,337 including taxes, payable yearly, due date of leases August 2020	-	1,737,620
	Bank of Nova Scotia, purchase of school buses, 3.19%, principal and interest payments of \$104,784 including taxes, payable year, due date of leases August 2021	-	511,406
		-	2,249,026
Total Long-Term Debt	\$ 19,548,903	\$ 22,986,682	

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Future principal repayments over the next 5 years are estimated as follows:			
	Capital Loans		Total
2021	\$	1,238,071	\$ 1,238,071
2022		1,289,442	1,289,442
2023		1,342,953	1,342,953
2024		1,398,691	1,398,691
2025		1,456,752	1,456,752
Thereafter		12,822,994	12,822,994
Total	\$	19,548,903	\$ 19,548,903

Principal and interest payments on the long-term debt are as follows:					
	Capital Loans		Capital Leases		
			2020	2019	
Principal	\$	1,188,753	\$	2,249,026	\$ 3,437,779
Interest		826,106		20,750	846,856
Total	\$	2,014,859	\$	2,269,776	\$ 4,284,635
					\$ 2,582,480

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2019	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2020
Capital projects:				
Federal capital tuition	\$ 8,025	\$ -	\$ -	\$ 8,025
Proceeds from sale of school buildings	476,913	-	-	476,913
Total capital projects deferred revenue	484,938	-	-	484,938
Non-Capital deferred revenue:				
Climate Action Incentive Fund	-	649,919	-	649,919
Special Programs	366,608	94,983	7,890	453,701
Tuition Fees	693,198	378,818	706,498	365,518
Total non-capital deferred revenue	1,059,806	1,123,720	714,388	1,469,138
Total Deferred Revenue	\$ 1,544,744	\$ 1,123,720	\$ 714,388	\$ 1,954,076

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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	Nutrition	Youth in Custody	Deaf and Hard of Hearing	Early Learning Intensive Support Project	Other Programs	2020	2019
Revenues:								
Operating Grants	\$2,650,122	\$ 132,976	\$ 255,621	\$ 97,500	\$ 450,000	\$ 710,117	\$ 4,296,336	\$ 4,088,235
Fees and Other Revenues	-	-	-	-	-	5,040	5,040	84,483
Total Revenues	2,650,122	132,976	255,621	97,500	450,000	715,157	4,301,376	4,172,718
Expenses:								
Salaries & Benefits	2,597,170	-	234,900	63,350	537,960	1,887,556	5,320,936	5,248,381
Instructional Aids	39,054	271,425	-	-	6,478	8,750	325,707	320,213
Supplies and Services	-	-	-	-	-	126	126	3,621
Non-Capital Equipment	-	-	54	-	-	-	54	33,036
Building Operating Expenses	-	-	30,480	-	-	-	30,480	30,480
Communications	-	-	1,684	-	-	1,517	3,201	1,590
Travel	-	-	736	-	-	3,730	4,466	5,747
Professional Development (Non-Salary Costs)	-	-	-	-	-	1,747	1,747	40,134
Student Related Expenses	-	-	-	-	-	50,097	50,097	35,412
Amortization of Tangible Capital Assets	-	-	-	-	-	50,795	50,795	55,666
Total Expenses	2,636,224	271,425	267,854	63,350	544,438	2,004,318	5,787,609	5,774,280
Excess (Deficiency) of Revenues over Expenses	\$ 13,898	\$ (138,449)	\$ (12,233)	\$ 34,150	\$ (94,438)	\$ (1,289,161)	\$ (1,486,233)	\$(1,601,562)

12. EXTERNAL SERVICES

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

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

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Summary of External Services Revenues and Expenses, by Program	Associate Schools*	2020	2019
Revenues:			
Operating Grants	\$ 10,698,934	\$10,698,934	\$10,230,502
Total Revenues	10,698,934	10,698,934	10,230,502
Expenses:			
Grant Transfers	2,393,184	2,393,184	2,437,483
Tuition & Other Related Fees	15,960	15,960	-
Salaries & Benefits	7,455,487	7,455,487	6,989,487
Instructional Aids	48,514	48,514	49,499
Supplies and Services	772,311	772,311	745,444
Non-Capital Equipment	504	504	-
Travel	-	-	22
Professional Development	7,614	7,614	8,567
Student Related Expenses	5,360	5,360	-
Total Expenses	10,698,934	10,698,934	10,230,502
Excess (Deficiency) of Revenues over Expenses	\$ -	\$ -	\$ -

**Associate Schools - see table below for details of revenues and expenses by school*

Summary of Associate School Revenues and Expenses, Details by School	Regina Christian School	Harvest City Academy	Regina Huda School	2020	2019
Revenues:					
Operating Grants	\$ 3,734,776	\$ 2,299,971	\$ 4,664,187	\$10,698,934	\$10,230,502
Total Revenues	3,734,776	2,299,971	4,664,187	10,698,934	10,230,502
Expenses:					
Grant Transfers	549,453	455,795	1,387,936	2,393,184	2,437,483
Tuition & Other Related Fees	15,960	-	-	15,960	-
Salaries & Benefits	2,867,198	1,671,450	2,916,839	7,455,487	6,989,487
Instructional Aids	10,236	9,997	28,281	48,514	49,499
Supplies and Services	284,220	161,598	326,493	772,311	745,444
Non-Capital Equipment	-	-	504	504	-
Travel	-	-	-	-	22
Professional Development	4,749	91	2,774	7,614	8,567
Student Related Expenses	2,960	1,040	1,360	5,360	-
Total Expenses	3,734,776	2,299,971	4,664,187	10,698,934	10,230,502
Excess (Deficiency) of Revenues over Expenses	\$ -	\$ -	\$ -	\$ -	\$ -

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13. ACCUMULATED SURPLUS

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

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

Details of accumulated surplus are as follows:

	August 31 2019	Additions during the year	Reductions during the year	August 31 2020
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 262,464,557	\$ 8,820,171	\$ 15,198,059	\$ 256,086,669
Less: Debt owing on Tangible Capital Assets	(22,986,682)	-	(3,437,779)	(19,548,903)
	239,477,875	8,820,171	11,760,280	236,537,766
PMR maintenance project allocations (1)	6,780,500	5,497,977	6,680,358	5,598,119
Designated Assets:				
Capital Projects:				
Designated for tangible capital asset expenditures	4,956,228	4,995,922	907,642	9,044,508
Board share of sale of schools	1,142,080	-	-	1,142,080
	6,098,308	4,995,922	907,642	10,186,588
Other:				
Encumbrance Reserve	669,620	1,068,730	669,620	1,068,730
School Fund Reserve	2,818,900	2,266,823	2,318,900	2,766,823
Election Reserve	150,000	50,000	-	200,000
Instructional Reserve	1,198,180	94,451	127,411	1,165,220
Technology Reserve	5,052,116	-	1,201,456	3,850,660
Facility Reserve	5,991,656	25,000	85,941	5,930,715
Operating Reserve	6,198,377	-	-	6,198,377
Renewal Reserve	748,498	-	748,498	-
Other Reserves	693,430	-	693,430	-
	23,520,777	3,505,004	5,845,256	21,180,525
Unrestricted Surplus	22,137,842	291,551	-	22,429,393
Total Accumulated Surplus	\$ 298,015,302	\$ 23,110,625	\$ 25,193,536	\$ 295,932,391

(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.

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14. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the board of education on June 18, 2019 and the Minister of Education on August 26, 2019.

15. PARTNERSHIP

The school division constructed the North Central Shared Facility which is known as the māmawêyatitân Centre, under a partnership agreement between the school division, City of Regina and Regina Public Library signed January 26, 2015. The purpose of the partnership is to develop and operate a facility as an integrated gathering place for the community and to deliver programs and services for the public. Any distribution of common operating costs is shared between the partners according to the partnership agreement.

The following is a schedule of relevant financial information as stated within the consolidated financial statements for the partnership for the year ended August 31, 2020. These amounts represent 100% of the partnership's financial position and activities.

	2020	2019
Capital Assets	\$ 38,259,511	\$ 38,259,511
Expenses	\$ 695,592	\$ 879,774

The above amounts have been proportionately consolidated in the school division's consolidated financial statements at the school division's partnership share of 72.85% (2019 - 72.85%) for capital assets and 69.70% (2019 - 69.70%) for common operating costs. After adjusting the accounting policies to be consistent with those of the school division and eliminating transactions between the partnership and the school division, the following amounts have been included in the school division's consolidated financial statements:

	2020	2019
Capital Assets	\$ 29,493,816	\$ 29,493,816
Expenses	\$ 443,345	\$ 611,381

16. CONTRACTUAL RIGHTS

Significant contractual rights of the school division are as follows:

- Climate Action Incentive Fund agreement of \$649,918 with the Government of Saskatchewan upon the completion of facility energy efficiency projects. This project is expected to be completed prior to March 31, 2021.

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17. CONTINGENT LIABILITIES

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

18. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- Construction contract for the Connaught Community School modular addition in the amount of \$127,620 to be paid over the next year.
- Construction contract for roof replacement projects in the amount of \$1,854,115 to be paid over the next year.
- Construction contract for the Gladys MacDonald boiler replacement in the amount of \$158,840 to be paid over the next year.
- Construction contract for the Martin Collegiate electrical upgrades in the amount of \$138,029 to be paid over the next year.
- Construction contracts for F.W Johnson and Kitchener building upgrades in the amount of \$62,309 to be paid over the next year.
- Architect Services contract for Argyle School and St. Pius School rebuild in the amount of \$765,274 to be paid over the next two years.
- Commissioning agent services in the amount of \$65,708 to be paid over the next four years.
- Transportation contract in the amount of \$16,110,802 to be paid over the next three years.
- Teacher professional development in the amount of \$737,456 to be paid over the next year, outlined in Note 20.

Operating lease obligations of the school division are as follows:

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	Operating Leases			
	Building Leases	Copier Leases	Vehicles Leases	Total Operating
Future minimum lease payments:				
2021	\$ 30,480	\$ 644,472	\$ 52,536	\$ 727,488
2022	30,480	644,472	52,536	727,488
2023	-	590,776	52,536	643,312
2024	-	-	4,378	4,378
Total future minimum lease payments	60,960	1,879,720	161,986	2,102,666
Total Lease Obligations	\$ 60,960	\$1,879,720	\$ 161,986	\$2,102,666

19. RISK MANAGEMENT

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

i) Credit Risk

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

The school division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect 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	\$ 2,132,735	\$ -	\$ -	\$ 2,132,735	\$ -
Other Receivables	2,655,151	641,434	533,234	15,833	1,464,650
Gross Receivables	4,787,886	641,434	533,234	2,148,568	1,464,650
Net Receivables	\$ 4,787,886	\$ 641,434	\$ 533,234	\$ 2,148,568	\$ 1,464,650

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

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ii) Liquidity Risk

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

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

August 31, 2020					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 13,260,739	\$ 9,382,794	\$ 1,045,816	\$ 2,832,129	\$ -
Long-term debt	19,548,903	619,035	619,035	5,487,838	12,822,995
Total	\$ 32,809,642	\$ 10,001,829	\$ 1,664,851	\$ 8,319,967	\$ 12,822,995

iii) Market Risk

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

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents and portfolio investments.

The school division also has an authorized bank line of credit of \$20,000,000 with interest payable monthly at a rate of prime less 1.00% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 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
- investing in government and Canadian charter bank bonds at fixed interest rates
- managing cash flows to minimize utilization of its bank line of credit
- managing its interest rate risk on long-term debt through the exclusive use of fixed rate terms for its long-term debt

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Foreign Currency Risk

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The school division is exposed to currency risk on purchases denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations; however, the school division believes that it is not subject to significant foreign exchange risk from its financial instruments.

20. PROFESSIONAL DEVELOPMENT

The Teacher's Local Implementation Negotiation Committee Agreement provides for a professional development allocation based on 0.59% of the teacher salary amounts reported in the audited consolidated financial statements. The 2020-21 allocation is calculated as follows:

	2020	2019
Operating Teacher Salaries	\$ 116,145,270	\$ 115,163,659
Complementary Teacher Salaries	2,037,336	1,912,101
External Teacher Salaries	6,809,964	6,276,984
Total Teacher Salaries	\$ 124,992,570	\$ 123,352,744
Professional Development Allocation @ 0.59%	\$ 737,456	\$ 727,781

21. 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.

22. COMPARATIVE INFORMATION

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