



*REGINA  
PUBLIC  
SCHOOLS*

**Board of Education of the  
Regina School Division #4 of Saskatchewan  
2020-21 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 2020-21 annual report. This report presents an overview of the Regina School Division's goals, activities and results for the fiscal year September 1, 2020 to August 31, 2021. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink that reads "Tara Molson". The signature is written in a cursive, flowing style.

Tara Molson  
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, 2020 to August 31, 2021. The annual report provides a snapshot of Regina Public Schools, its governance structures, students, staff, programs, infrastructure, and finances. 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 deployed the provincial Education Sector Strategic Plan in relation to its school division plan. 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.

The 2020-21 school year included the safe return to school buildings for students and staff, and the resumption of in-class learning that had been suspended in March 2020. While many students returned to in-class learning, there was an increase in the number of students who were learning from home for all or part of the year.

COVID-19 pandemic conditions in 2020-21 required well-planned and supported responses to ensure the safety and well-being of students and staff and the continuation of learning. This report will include details of actions undertaken in accordance with the school division's *Safe School Plan* for 2020-21, supported by contingency funding.



## 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 November 9, 2020. Board of Education members at August 31, 2021 were:

Subdivision 1: Ted Jaleta

Subdivision 2: Elizabeth Strom

Subdivision 3: Adam Hicks (Chair)

Subdivision 4: Cindy Anderson

Subdivision 5: Sarah Cummings Truskowski

Subdivision 6: Tara Molson (Vice-Chair)

Subdivision 7: Lacey Weekes

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. Each RPS school had an SCC at varying levels of involvement. Some SCCs were actively involved in 2020-21 and participated in virtual meetings while others had difficulty retaining interest.

Grants to SCCs are provided to support School Strategic Plans. Grant funding was provided at a rate of \$1,992 in 2020-21 for each SCC. Total funding expended by SCCs in 2020-21 was \$84,784.

### Regina Public Schools – SCC Membership

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Parents &amp; Guardians</b>	70%	70%	73%	72%	73%	76%	69%
<b>Community Members</b>	4%	4%	2%	2%	1%	<1%	3%
<b>Other*</b>	26%	26%	25%	26%	26%	23%	28%

\*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.

Typically, RPS hosts annual forums where SCC members are invited to discuss a variety of topics. These forums provide an opportunity for higher levels of engagement for both parents and the community in general.

Due to the safety restrictions of the COVID-19 pandemic, the school division did not host SCC workshops or forums in 2020-21. For health and safety purposes, most school-based SCC meetings were held virtually for the 2020-21 school year.

Increased involvement from parents and community members is encouraged and SCCs will continue to focus on educational priorities.

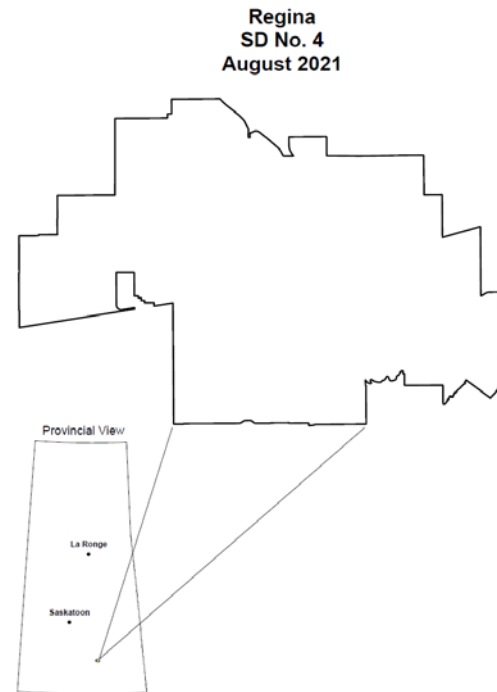
## School Division Profile

### 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.

### 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 instill 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 2020-21:

- 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 2020-21 and is aimed at early intervention. Three centres normally operate with one RPS location at Dr. L.M. Hanna School, one Regina Catholic Schools location at Sacred Heart Community School, and one location at 3079 5<sup>th</sup> Avenue. Online options have been provided during the COVID-19 pandemic. 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 eight Summer Success Literacy Camps this past year. One camp focused on students in grades five to seven. Three French Immersion camps were also offered this past summer. 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 2020-21. 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 2020-21. 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.
- While courses at Campus Regina Public were not available in 2020-21 due to the COVID-19 pandemic, RPS will continue 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 māmawēyatitān centre opened with the City of Regina and Regina Public Library. Scott Collegiate is part of an innovative and collaborative space at māmawēyatitān centre that provides integrated services for the residents of the community.



## Program Overview

Regina Public Schools adapted to the 2020-21 demands from the pandemic through offering e-school to over 2,300 students in K-12 and providing students and staff with the technology to switch to online learning when required. Some course offerings and all extra-curricular activities were affected throughout 2020-21 due to COVID-19 pandemic restrictions. While students and staff adapted and showed resilience through this school year, the short and long-term effects on learning and social development will not be revealed for several years.

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 over 40 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.

Programs at Campus Regina Public were not provided in 2020-21 due to the pandemic, but will reopen in 2021-22 and continue to provide 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 offered a four-year program 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.



The Scott Police Academy is a partnership between Regina Public Schools and the Regina Police Service. The academy provided students with the opportunity to be part of a high school learning experience led by teachers and police officers. It gave students an understanding of

law enforcement by expert speakers, adapted classroom material and experiences all while learning.



All RPS schools usually offer extracurricular programs but these were suspended in 2020-21 due to the pandemic. Normally, 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 were the focus of school division planning and implementation activities through 2020. 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](https://www.reginapublicschools.ca/strategic_plan).

In 2020-21, Regina Public Schools continued to work alongside the Ministry of Education, school divisions, Métis Nation-Saskatchewan, and First Nations education authorities to develop a 10-year Provincial Education Plan. This work was adjusted in response to the pressures experienced by school systems as a result of the COVID-19 pandemic. A 1-Year Interim Provincial Education Plan was put in place to guide planning through 2021-22.

In spring 2021, RPS developed a 2021-22+ Interim Strategic Plan that aligns with the 1-Year Interim Provincial Education Plan. The division's plan was created through a facilitated process and consultation with the board and division leadership and focuses on the priorities of:

- Mental Health and Well-Being;
- Early Years Growth;
- *Wahkotowin* which is a Cree word representing the interconnection of relationships, communities and natural systems; and
- Student Success.

The division's expenditures were aligned to support the achievement of these goals, with plans in place to monitor and adjust strategies as needed, and to provide information on progress achieved in the 2020-21 school year.



## Strategic Direction and Reporting

### Education Sector - Strategic Planning

Members of the education sector worked together to develop the Education Sector Strategic Plan (ESSP) for 2014-2020, which described the strategic direction of the education sector, with priorities and outcomes that aligned the work of school divisions and the Ministry of Education. In 2020-21, the ESSP continued for a final year to guide the education sector for the benefit of all Saskatchewan students while work proceeded to develop a provincial education plan to 2030.

In November 2019, the collaboration of education sector partners culminated in the release of the *Framework for the Provincial Education Plan 2020-2030*. The framework is guiding the education sector in collaborative work to develop a provincial education plan for Saskatchewan students to 2030. Initial work in 2020-21 has focused on an interim plan that will support staff and students for the upcoming school year as the province emerges from the COVID-19 pandemic.

### 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, 2021, 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><b>School division goals aligned with Reading, Writing and Math at Grade Level outcome</b></p>	<p>Regina Public Schools' (RPS') priority strategy is to increase the number of students who show growth in grade-level proficiency in literacy and numeracy through assessments, instruction, and environments that make learning meaningful, engaging, and appropriate for all students. This strategy is aligned with the Education Sector Strategic Plan (ESSP) and <i>the Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework</i>.</p> <p>Again in 2020-21, provincial and division assessment processes were interrupted due to the pandemic and the need for strategic remote learning to help reduce the COVID-19 spread. RPS was required to pivot to focus on literacy and numeracy instruction designed to meet the ever-changing needs of their students whether through in-person or remote learning. An increased focus on partnerships with families in supporting educational outcomes was a critical component in 2020-21.</p>
<p><b>School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome</b></p>	<p>In support of reading, writing, and mathematics proficiency, RPS completed the following actions during the 2020-21 school year that aligned with the ESSP outcome area and the goals of the <i>Inspiring Success Policy Framework</i>:</p> <ul style="list-style-type: none"> <li>• Provided new teachers with professional learning and support materials in writing and mathematics through ProSchool modules and in-person sessions.</li> <li>• Focused on interventions for students requiring additional support with Administrator and Learning Resource Teacher focus on Tier 1, 2, and 3 based interventions.</li> <li>• Provided professional development for new primary teachers and primary teachers new to role for assessing reading (Fountas and Pinnell, Benchmark Assessment, and GB+).</li> <li>• Piloted the Kiskinwahamatôk (We learn from one another) Project at one community school to support vulnerable learners by focusing on observable literacy behaviours using culturally appropriate and authentic assessment measures (Inspiring Success Goal).</li> <li>• Delivered Summer Success camps to students in eight school communities working with Kindergarten to Grade 3 students. One camp focused on students in grades five through seven. Kindergarten Engagement backpacks were also provided to three communities through United Way Regina. The camps were attended by a high percentage of self-declared First Nations, Métis and Inuit (FNMI) students. The intent was to create equitable opportunities and outcomes for FNMI students (Inspiring Success Goal).</li> <li>• Offered French Immersion camps at three of the French Centres to provide language support for French Immersion learners who attended e-School.</li> <li>• Used an Adjusting Grading Process for students for whom traditional progress</li> </ul>



	<p>reports did not suffice. In addition, an Adjusted Grading math support site was developed and shared with Learning Resource and English as Additional Language (EAL) teachers.</p> <ul style="list-style-type: none"> <li>• Delivered a pilot program to assist in determining new key math resources for elementary grades.</li> <li>• Participated in the United Way Campaign for Grade Level Reading Year One at three school sites. The schools received additional literacy resources and support.</li> <li>• Leveraged technology to provide asynchronous professional learning opportunities as well as access to online resources to support reading.</li> <li>• Provided professional learning to teachers to support EAL students.</li> <li>• Provided two half-time EAL teachers to support refugee students with low literacy levels and support families through the Newcomer Welcome Centre.</li> <li>• Continued to receive and disburse financial support for additional SaskCode shared kits and professional learning opportunities for teachers. Maintained a partnership with Saskatoon Industry Education Council, Prairie Valley School Division and Regina Catholic School Division.</li> <li>• Continued to provide professional learning for the online platforms of Seesaw and Google Classroom to support staff and families with literacy and numeracy supplemental learning opportunities as the students and teachers transitioned in and out of remote learning throughout the year.</li> <li>• Maintained a division webpage to support all subject areas for English and French Immersion programs by grade, especially during periods of remote learning.</li> </ul>
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**Measures for Reading, Writing and Math At or Above Grade Level**

In 2019-20, results of student progress in reading, writing and mathematics were not available to report for comparison with previous years because end-of-year data collections were interrupted due to the COVID-19 pandemic.

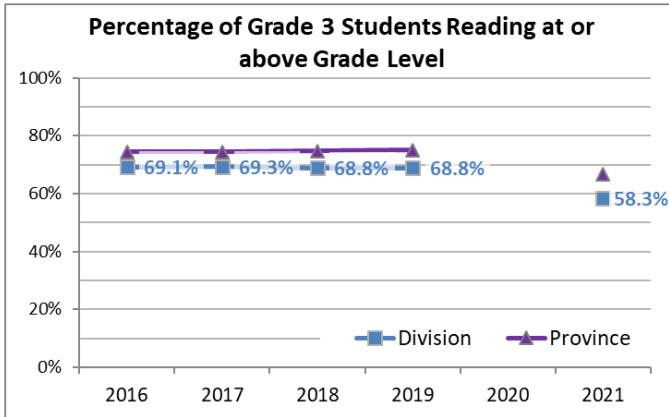
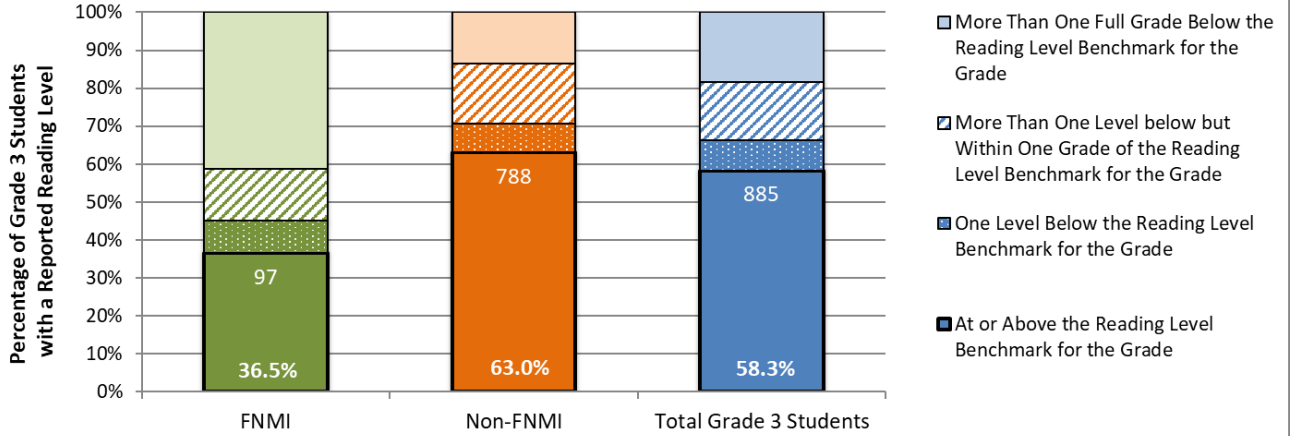
In 2020-21, provincial data collection of reading levels resumed. Although there were no provincial data collections for writing and mathematics number strand, school divisions continued to independently monitor student progress in writing and mathematics.

**Proportion of Grade 3 Students Reading At or Above Grade Level**

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

### Reading Results Data, Regina SD 4, Grade 3, 2020-21



Proportion of Grade 3 Students with Reported Reading Levels, 2020-21

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	266	79.9%	6.3%	13.8%	333
Division (Total)	1,517	77.6%	18.3%	4.1%	1,956
Province (FNMI)	1,910	80.1%	9.8%	10.1%	2,386
Province (Total)	11,869	82.2%	14.8%	3.0%	14,444

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, 2021

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

From 2016-2019 the percentage of Regina Public Schools' Grade 3 students reading at or above grade level remained steady, just under 70% and slightly below provincial results (ranging from 74% to 75%). As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable. June 2021 results indicate a decline overall to 58% of RPS Grade 3 students reading at or above grade level. The percentage of Regina Public Schools' self-declared FNMI students reading at or above grade level is lower (37%) in 2020-21 than that of non-FNMI students (63%). This was a decline from 2019 when the percentage of Regina Public Schools' self-declared FNMI students reading at or above grade level was 44%.

It is important that Grade 3 reading data be considered within the context of dealing with the COVID-19 pandemic. Provincial reading results for 2020-21 and research from other jurisdictions have shown that the impact of the COVID-19 pandemic on literacy development is evident. Disruptions to schooling and shifts in learning delivery, with the need to maintain focus on student safety and well-being, has resulted in a decline in reading skill development that will need to continue to be monitored and addressed. Regina Public Schools' 2020-21 reading data includes a smaller proportion of students with reported reading levels due to disruptions in regular attendance for in-person learning and challenges of assessing students who were learning from home.

The division is encouraged that in 2021, 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. Regina Public Schools continues to strive towards increasing the number of Grade 3 students reading at or above grade level.

### **Progress for Students in Writing At or Above Grade Level**

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. Students need strong written communication skills to meet the challenges of their future. Writing helps students to: learn; shape critical thought; express and record ideas; convince others; and, demonstrate knowledge and veracity. Developing writing skills also reinforces reading skills. Provincial data collection for writing was suspended for the 2020-21 school year, with school divisions continuing to monitor progress in writing informed by school division data collection and analysis. The following provides an indication of progress in writing for 2020-21.

Regina Public Schools' goal is that at least 80% of Grades 4, 7, and 9 students will be at or above grade level as determined by the provincial holistic writing rubric. The most recent formal division results are from the Spring of 2019 and showed that 55% of Grade 4 students, 58% of Grade 7 students, and 64% of Grade 9 students were at or above grade level for writing. Smaller proportions of FNMI students were writing at or above grade level at the Grade 4 level (29%), Grade 7 level (33%), and Grade 9 level (35%). All Regina Public Schools' writing results were slightly lower than the provincial average. Regina Public Schools is confident that its continued focus in the area of writing will increase the percentage of students writing at or above grade level, particularly FNMI students for whom an achievement gap is observable in the data. Regina Public Schools looks forward to reviewing more recent writing achievement data at the end of June 2022.

### **Progress for Students in Mathematics – Number Strand At or Above Grade Level**

Mathematics number strand is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. Students who develop an understanding of the number strand outcome become flexible and

confident with numbers and can transfer those abilities to more abstract problems. Provincial data collection for mathematics – number strand was suspended for the 2020-21 school year, with school divisions continuing to monitor progress informed by school division data collection and analysis. The following provides an indication of progress in mathematics – number strand for 2020-21.

Regina Public Schools' goal is that at least 80% of Grades 2, 5, and 8 students will be at or above grade level as determined by the provincial holistic mathematics rubric. The most recent formal division results are from the spring of 2019 and showed that 64% of Grade 2 students, 62% of Grade 5 students, and 66% of Grade 8 students were at or above grade level for mathematics. Smaller proportions of FNMI students achieved a rubric score at or above grade level at the Grade 2 level (35%), Grade 5 level (31%), and Grade 8 level (32%). All Regina Public Schools' math results were slightly lower than the provincial average. Regina Public Schools is committed to working toward increasing mathematics proficiency levels of all students and closing the achievement gap between FNMI students and non-FNMI students. The next mathematics data set will be available in June 2022.

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

### ESSP Outcome:

By June 30, 2021, 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 2021, schools involved in *Following Their Voices* for at least two years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.
- By 2021, 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 Context).

### School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome

Regina Public Schools' goals for improving First Nations, Métis and Inuit (FNMI) student engagement and graduation rates are aligned with the *Inspiring Success* goal of equitable opportunities and outcomes for First Nations and Métis learners:

- To increase the FNMI three-year and five-year graduation rates; and
- To progress towards parity between FNMI and non-FNMI students on the OurSCHOOL engagement measures.

Regina Public Schools continues to focus on supporting FNMI students to ultimately graduate from Grade 12. The three-year and five-year graduation data for Regina Public Schools indicates a marked increase in three-year and five-year graduation rates over the past decade. An achievement gap between graduation rates for FNMI and non-FNMI students persists and the Regina Public Schools is working to close the gap in achievement between the two subpopulations.

Each year, high school students respond to the OurSCHOOL survey which seeks to capture perceptual data through the voices of students. The following table shows the percentage of Regina Public Schools students with high scores on the OurSCHOOL composite measures of Student Engagement, Inclusion, and Learning Context. The percentages refer to students with a scaled composite measure score equal to, or greater than, 6.0 (on a 10-point scale) as a proportion of all students. Results for Regina Public Schools in 2020-21 (reported in the table below) generally show parity between FNMI and non-FNMI students at the elementary and high school level in the Student Engagement and Learning Context measures. However, the outcomes show some disparity between results for Regina Public Schools' FNMI and non-FNMI students in the Inclusion measure. In 2020-21, Regina Public Schools focused on the goal of increasing the percentage of students with high scores on the Inclusion measure and also reaching greater parity in this area between FNMI and non-FNMI students. The 2020-21 results show that this is an area that will require continued focus.

**Percentage of Students with High Scores in the OurSCHOOL Composite Measures  
Regina SD 4, 2020-21**

<b>Student Category</b>	<b>Inclusion Composite</b>	<b>Positive Learning Context</b>	<b>Intellectual Engagement Composite</b>
<b>GRADES 7-12</b>			
<b>Non-FNMI</b>	56.64	77.48	42.99
<b>FNMI</b>	38.06	74.74	36.42
<b>All students</b>	50.52	75.35	40.43
<b>GRADES 4-6</b>			
<b>Non-FNMI</b>	55.67	91.87	82.8
<b>FNMI</b>	42.45	89.35	75.71
<b>All students</b>	51.01	90.53	80.73

**School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome**

Regina Public Schools took the following actions during the 2020-21 school year to achieve the outcomes and targets to achieve the goals set out above and including the goals of *Inspiring Success*:

- Monitored achievement and attendance data for First Nations, Métis and Inuit (FNMI) students.
- Shared regular data reports of FNMI students with staff to analyze and identify attendance trends.
- Continued to support Indigenous Advocate Teachers to work within schools and to provide students with technology to complete course requirements. The primary role of Indigenous Advocate Teachers is to support FNMI students academically and socially to assist their transition through high school to graduation.
- First Nations and Métis culture was valued and supported through an increase in the number of cultural support persons in two high schools, increased involvement of First Nations Elders and Knowledge Keepers in schools, and through a Cultural Liaison for school teams.
- Implemented the Métis Early Learning Pilot Project (MELPP) in fall 2020.
- Continued to provide the Following Their Voices (FTV) program at Balfour Collegiate and Scott Collegiate.
- Provided technology loans to FNMI students during remote learning, including supplying 271 Métis students with Chromebooks for personal ownership, as part of supporting learning through the COVID-19 pandemic.
- Purchased and disbursed additional technology to high schools with high numbers of FNMI students through donations from The United Way.
- Provided culturally responsive spaces to work and get assistance with credit recovery through working with Indigenous Advocates as the liaison between students and classroom teachers.
- Assisted Grade 9 students with goal-setting, mapping of High School completion, and planning for the transition to post-secondary.
- Sought out additional supports for First Nations students in need through Jordan’s Principle.

## 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 post-secondary 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, 2020-21**

Subject	All Students		Non-FNMI		FNMI	
	Regina Public	Province	Regina Public	Province	Regina Public	Province
English Language Arts A 10 (Eng & Fr equiv)	73.3	75.5	77.5	78.7	54.4	62.6
English Language Arts B 10 (Eng & Fr equiv)	73.0	74.9	76.6	78.1	56.6	62.2
Science 10 (Eng & Fr equiv)	72.9	74.6	77.6	77.8	53.4	61.6
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	68.0	74.5	74.6	78.5	48.7	61.6
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	76.5	76.0	78.4	78.1	60.6	63.8
English Language Arts 20 (Eng & Fr equiv)	74.9	76.6	77.5	78.9	58.7	64.8
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	58.8	69.4	65.1	72.8	46.6	62.3
Math: Foundations 20 (Eng & Fr equiv)	77.3	76.6	78.2	78.3	66.9	66.0

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, 2021

### Analysis of Results – Average Final Marks

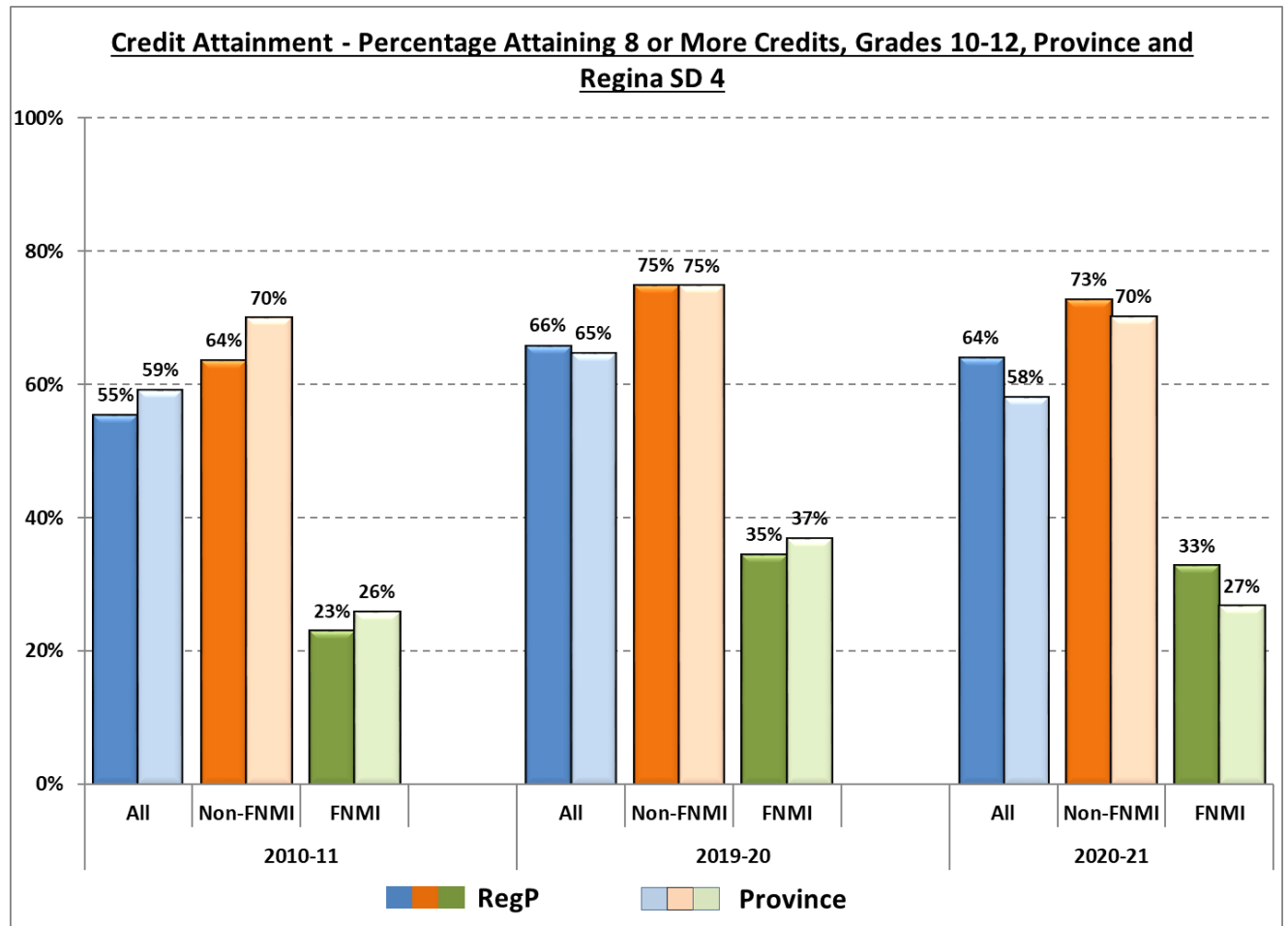
In 2020-21, across all courses identified, the average final marks (by subject) for all students in RPS ranged from about 59% to 77%. For most subjects, RPS' results (all students) for average final marks are roughly the same as provincial results. However, average final marks for all students in Regina Public Schools' Math Workplace and Apprenticeship 10 and 20 are roughly 7% lower and 10% lower respectively than the provincial averages. A notable achievement gap between RPS' FNMI and non-FNMI students is evident in the average final marks. Final marks are significantly lower for RPS' students in all subjects and are also lower than the average final marks achieved by FNMI students across the province. For Workplace and Apprenticeship Math 10 and 20, the average final marks for RPS' FNMI students is below 50%. The division will continue to support its math teachers to find ways to improve outcomes for students, with a special emphasis on FNMI students.

### 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.

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, 2021



## Analysis of Results – Credit Attainment

Regina Public Schools has achieved an increase in credit attainment from the 2010-11 baseline results to 2020-21 results. In 2020-21, the division experienced 64% of all Grades 10-12 students attaining 8 or more credits, down two percentage points from last year's results (66%) but up nine percentage points from 2011 results (55%). 2020-21 results for FNMI students indicate a decrease to 33%, down by two percentage points (35%) from 2019-20 but up ten percentage points (23%) from 2011. In comparison, provincial results for FNMI students fell from 37% to 27% from 2019-20 to 2020-21, relatively consistent with results for 2010-11. Regina Public Schools is particularly proud of the significant progress made by FNMI students in credit attainment over the past decade and remains committed to improving this area even more.



## Graduation Rates

### **ESSP Outcome:**

By June 30, 2021, 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.
- 80% of students have achieved at least 4 credits by the end of February.
- 80% of Grade 10 students will have at least 8 credits by the end of Grade 10 in 2020-21.

<p><b>School division goals aligned with the Graduation Rates outcome</b></p>	<p>Regina Public Schools' priority goals were to achieve an "on-time" graduation rate of 85% and an "extended-time" graduation rate of 90% by 2021.</p>
<p><b>School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Graduation Rates outcome</b></p>	<p>The following are actions RPS took during the 2020-21 school year to achieve the outcomes and targets of the Graduation Rates outcome and align with the goals of the <i>Inspiring Success Policy Framework</i>:</p> <ul style="list-style-type: none"> <li>• Created a Learning Team Working Group which focused on improving data gathering, attendance monitoring, intervention responses, and graduation and post-graduation planning.</li> <li>• Ensured that every Regina Public Schools student in Grades 9 through 12 developed a graduation and post-graduation plan using My Blueprint (an online education and career planning tool).</li> <li>• 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.</li> <li>• Continued the partnership with TRiP (The Regina intersectoral Partnership) which supports community solutions to attendance and behavior concerns.</li> <li>• Continued to implement an Attendance Intervention Protocol and Incentive Initiative (this was temporarily postponed due to the COVID-19 pandemic) 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.</li> <li>• Continued to support the Indigenous Advocate positions. All but one high school had this resource that engaged and supported families with various aspects of school, helping to show that FNMI culture is valued and supported, as well as supporting equitable opportunities and outcomes (Inspiring Success Goal).</li> <li>• Continued the Learning Re-Engagement Centre designed for Grade 10 students who struggle with attendance and academic success. In this smaller environment, students were re-engaged to school by providing motivating, interest-based instruction differentiated to their academic abilities and needs.</li> </ul>

- Continued to offer Advanced Placement course offerings in every high school to provide enrichment and improved 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 the Grades 10, 11 and 12 years. All Regina Public Schools’ 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 helping to achieve equitable opportunities and outcomes for students (Inspiring Success Goal).
- 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.
- Reviewed and assessed current leadership structure at the high school level.
- Developed a new leadership structure that broadened the membership of our graduation rates leadership team to include Learning Leaders as the catalyst for in-school and system alignment with the provincial education plan.

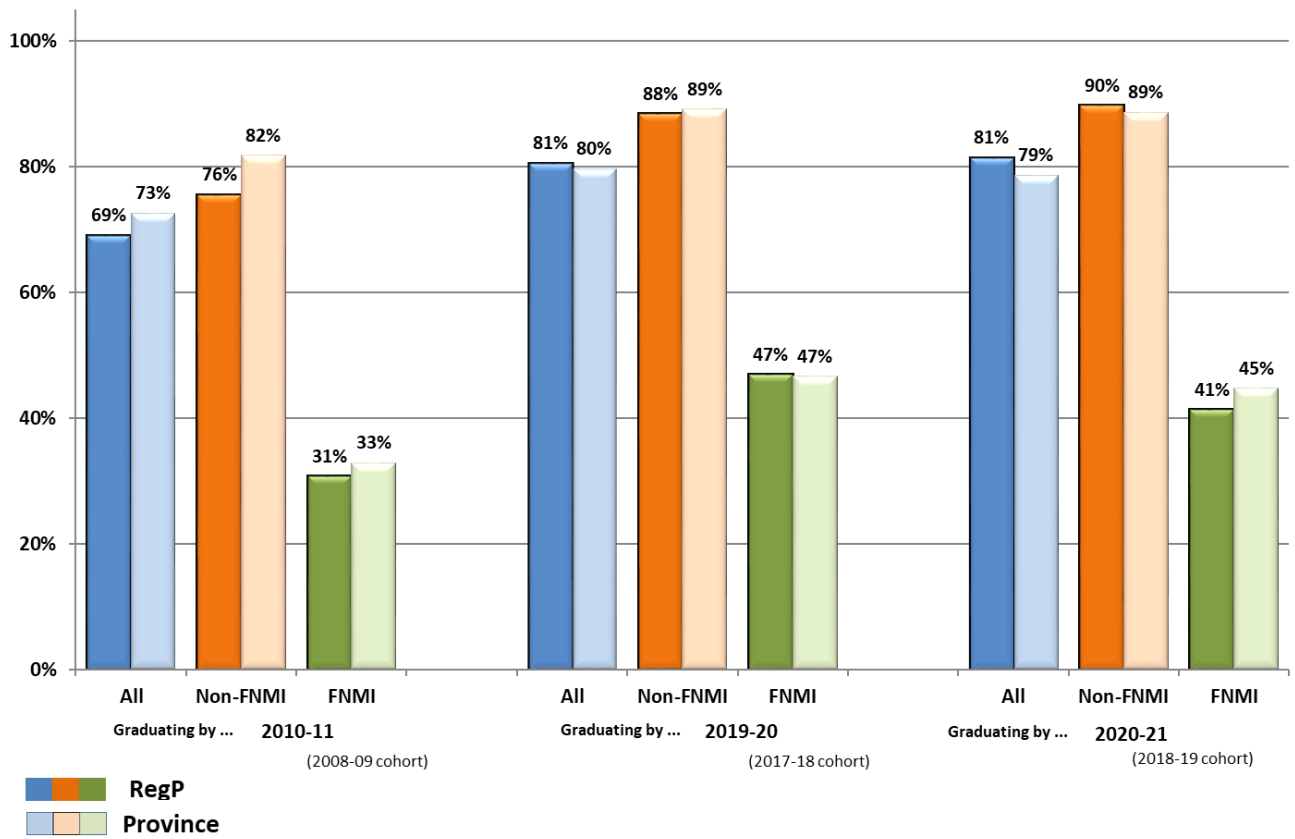
## Measures for Graduation Rates

### 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 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.

**'3-year' Graduation Rates, Regina Public SD and Province**  
 (Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)



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

Source: Ministry of Education, 2021

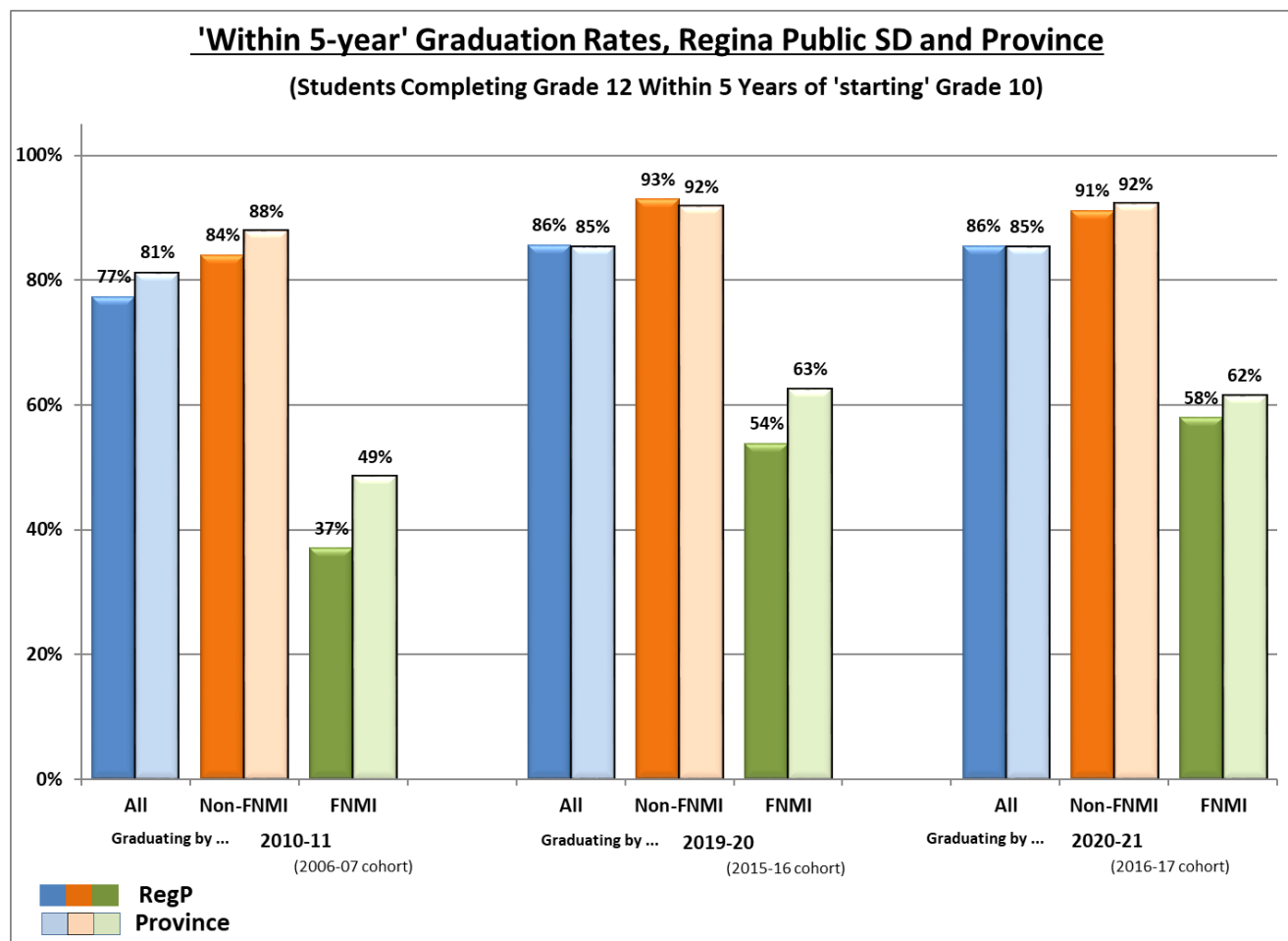
**Analysis of Results – Three-Year Graduation Rates**

Regina Public Schools' on-time three-year graduation rates have improved significantly since 2010-11, buoyed by a concerted effort to improve results for all students. Over the past decade, division results have improved from 69% to 81% for all students, which is slightly above the provincial rate of 79% over the same timeframe. Division results for FNMI students have also increased since 2010-11 from 31% to 41% in 2020-21, slightly below the provincial percentage (45%). The 2020-21 FNMI on-time grad rate of 41% represents a decrease of six percentage points over just one year. However, results from 2019-20 (47%) may have been influenced by the provincial response to the COVID-19 pandemic that ensured all students received passing grades in courses in which they were actively enrolled in early March 2020. Again, as with other measures in this report, Regina Public Schools' results are especially noteworthy given its size, diversity, and growing population. 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 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, 2021



### Analysis of Results – Graduation Rates ‘within five-years’

Regina Public Schools’ extended-time (within five years) graduation rates for all students increased significantly over the past decade, improving from 77% to 86% in 2020-21, slightly above the provincial results of 85%. Results have also improved for FNMI students since 2010-11, moving from 37% to 58%. 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.

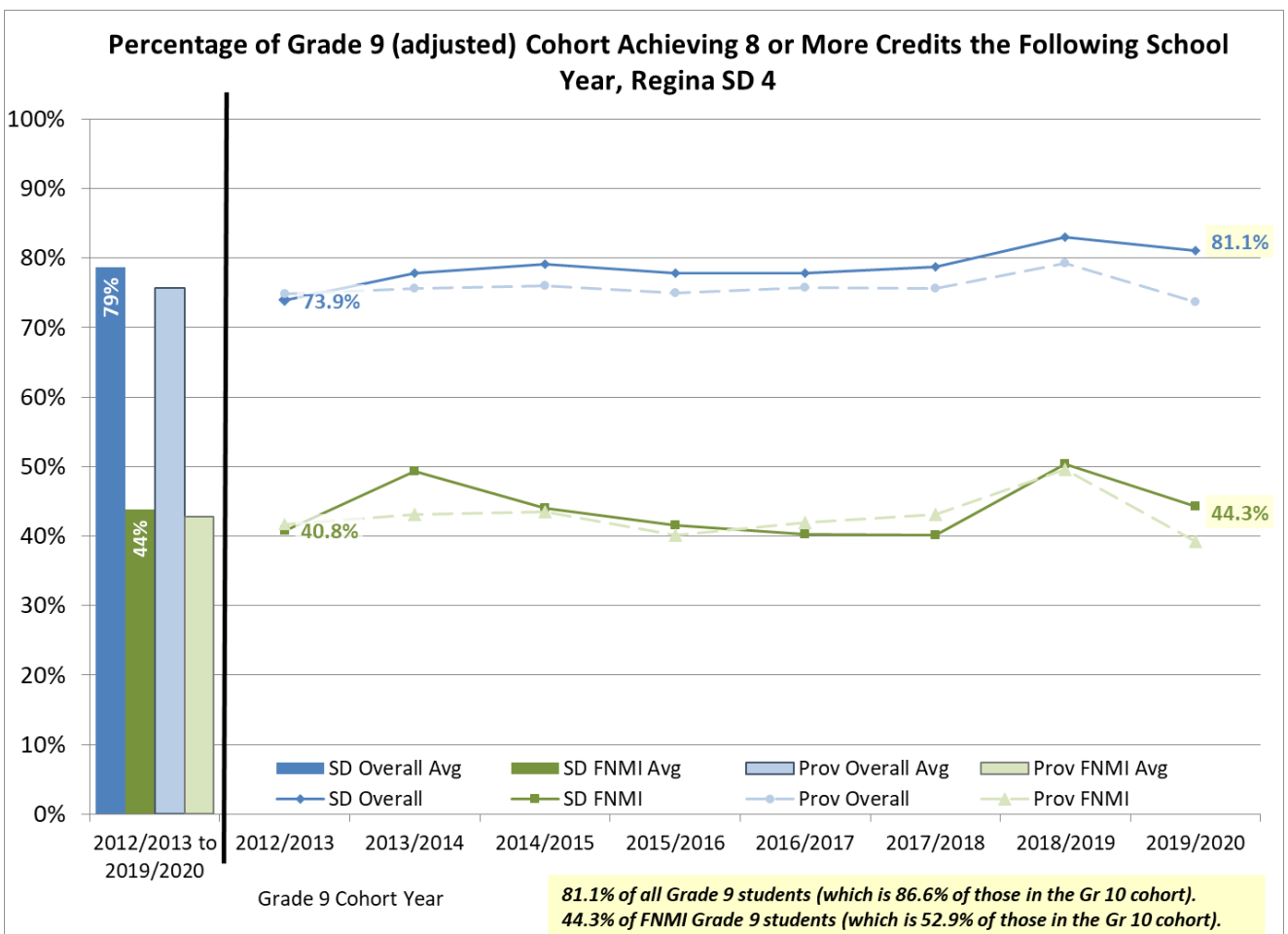
The 2020-21 extended-time graduation rate for all students remained the same as it was in 2019-20 (86%) but increased from 54% to 58% for FNMI students, slightly below the provincial average for FNMI students at 62%.



## 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, 2021

### Analysis of Results – Grade 9 to 10 Transition

Regina Public Schools has seen an increase in credit attainment for Grade 9 cohort groups in their Grade 10 year over time. Since 2013-14 (2012-13 Grade 9 cohort), overall division results for all Grade 9 students' credit attainment increased in the following year by 7 percentage points, up to 81% (2020-21) from 74% (2013-14). The 2020-21 division results for all students is 7 percentage points above the provincial overall average of 74%. Division results for FNMI students have fluctuated since 2013-14 but decreased from 50% in the 2019-20 results to 44% in the 2020-21 results. The division's eight-year averages for all students was 79% and the average for the FNMI subpopulation was 44%. Regina Public Schools' eight-year results are slightly higher than the provincial eight-year averages. These results are positive as Regina Public Schools 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. Regina Public Schools 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 slight year to year decrease seen in the percentage of students achieving 8 or more credits could be attributed to disruptions and challenges associated with the COVID-19 pandemic. However, results for 2020-21 remain above the pre-pandemic levels.





## Early Years

### ESSP Outcome:

**By June 30, 2021, 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 workshop and 75% of in-service Kindergarten educators will have completed Literacy Practices in Kindergarten (paused for 2020-21).**

### **School division goals aligned with the Early Years outcome**

RPS' priority strategy for the early years aligns with the Education Sector Strategic Plan Early Years Outcome and is guided by the *Inspiring Success: First Nations and Métis PreK- 12 Education Policy Framework*. 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.

Provincial and division assessment information was interrupted due to the pandemic and the need for strategic remote learning to assist with circuit breakers to reduce the COVID-19 spread. RPS was required to pivot to meet the ever-changing needs of students whether through in-person, remote, or online learning. An increased focus on our partnership with families in supporting educational outcomes was a critical component of our year.

### **School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Early Years outcome**

RPS took the following actions during the 2020-21 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.

In response to the pandemic and re-opening of school following the move to supplemental learning (March-June 2020), some actions were completed while some actions were put on pause or tabled until a safe return to school was possible.

#### General Actions:

- Worked with an advisory group of Prekindergarten and Kindergarten teachers to develop re-opening guidelines for early learning reflecting input from Prekindergarten and Kindergarten teachers and in alignment with provincial and division safety guidelines and group size restrictions.
- Reviewed and analyzed division and school data (i.e. Early Years Evaluation, Prekindergarten and Kindergarten Annual Reports, and Professional Development Reports) in support of identifying potential immediate, short-term, and long-term actions to improve readiness.
- Revised school strategic planning documents in support of the readiness priority and reflective of teacher and administrator feedback and input.

- Tabled the delivery of readiness connections professional development for administrators due to the COVID-19 pandemic.
- Engaged in discussions with Ministry of Education staff regarding Prekindergarten and Kindergarten enrollment and demographics which led to a temporary shift in supports provided (e.g. reallocation of Prekindergarten Teacher Assistants to Kindergarten and offering of full day Prekindergarten in selected schools) as well as Early Years Evaluation data.
- Continued division and school involvement in the Joint-Use Schools Working Group as well as Regional and Site-Based Early Learning Committees.
- 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.
- Supported Prekindergarten and Kindergarten transition through delayed opening and staggered start.
- Collaborated with the United Way and other partners in offering Summer Success and Prekindergarten and Kindergarten support to three school communities. Kindergarten Engagement backpacks were also provided to these three school communities.
- Collaborated and connected with Prekindergarten and Kindergarten families through Seesaw, Family Days, and school-wide family events.

**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, Seesaw, Gradebook, Google Classroom, and Learning Language and Loving It);
  - Division and teacher directed Communities of Practice including Responding to Children’s Interest for those yet to complete this training and Care as Bridge Between Us; and
  - Professional Learning Community for all (i.e. Supporting Teachers, Students, and Families During Re-Opening and Ages and Stages Questionnaire Third Edition).
- Discontinued 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.
- Collaborated with various school divisions and Métis Nation-Saskatchewan in the development and implementation of the Michif Early Learning Pilot Program for Prekindergarten at one school.

**Kindergarten:**

- Offered professional learning supports for Kindergarten that included:

	<ul style="list-style-type: none"> <li>○ Training and support for teachers/assistants new to the role (e.g. Mentorship, Instruction and Assessment Practice, Resources, Readiness, Early Years Evaluation, Seesaw, Gradebook, Google Classroom, Learning Language and Loving It, and La Roue for French Immersion); and</li> <li>○ Division and teacher directed Communities of Practice including Effective Literacy in Kindergarten Modules for those yet to complete this training and Care as Bridge Between Us.</li> </ul> <ul style="list-style-type: none"> <li>● Continued use of Early Years Evaluation with Kindergarten in all schools.</li> <li>● Supported development and offering of Kindergarten programming through e-School.</li> <li>● Transitioned Kindergarten Leap into Primary Transitions in two programs in two schools.</li> <li>● Continued to support the placement of Kindergarten eligible students in Functional Integrated Academic Program and Developmental Centres as needed.</li> <li>● Supported placement of Kindergarten eligible students in Program for Autism and Language Support in one program in one school.</li> <li>● Collaborated with various school divisions and Métis Nation Saskatchewan in the development and implementation of the Michif Early Learning Pilot Program for Kindergarten at one school.</li> </ul>
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**Measures for Early Years**

**Early Years Evaluation**

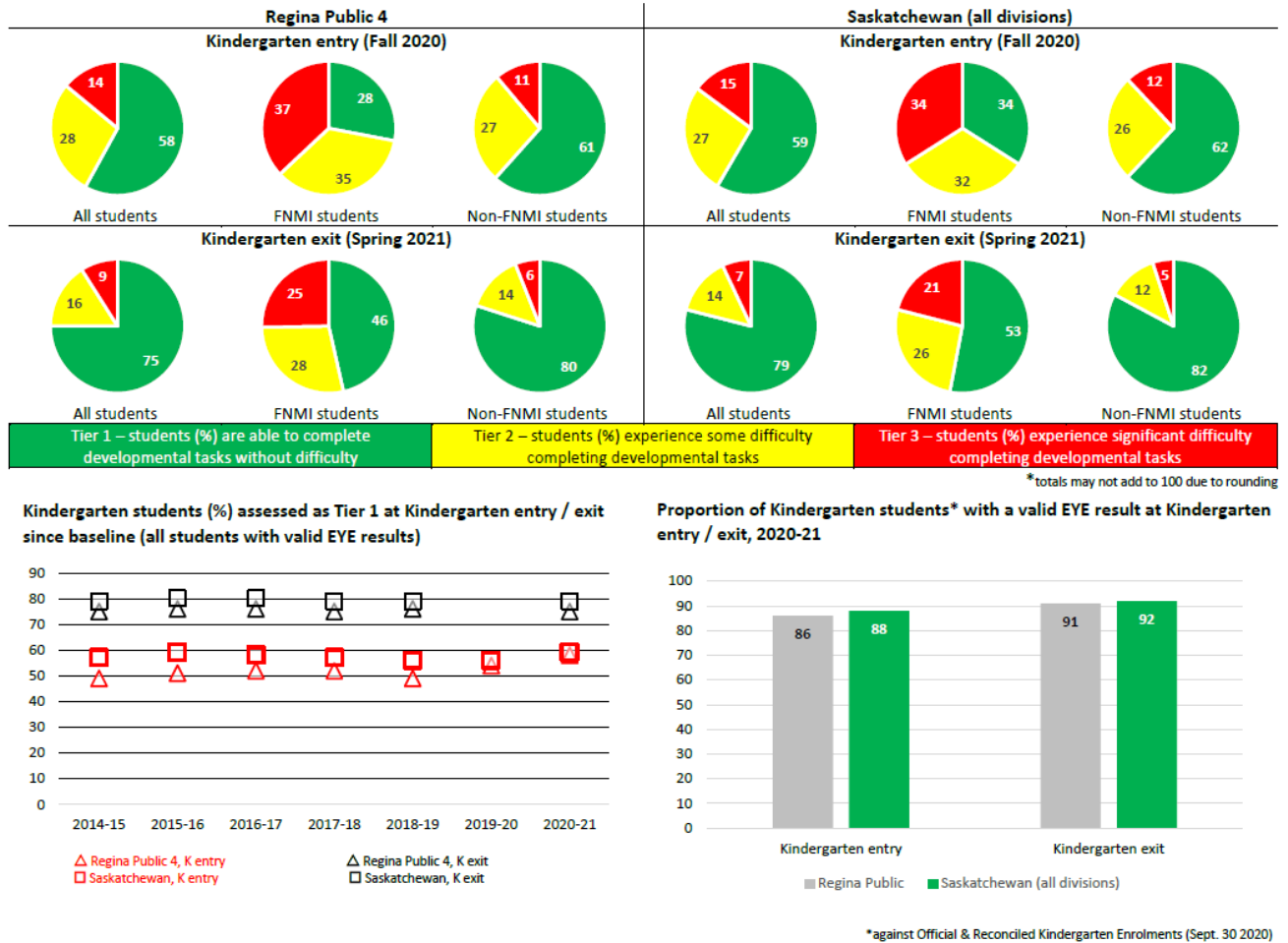
The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child’s development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify the 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) for the school division and the province. As a result of the COVID-19 pandemic, Spring 2020 EYE data is unavailable.

Also included is a display for the school division showing Kindergarten enrolments for 2020-21 alongside the EYE-TA participation rates. In 2020-21, a notably smaller percentage of Kindergarten-eligible students in school divisions participated in the EYE assessment for learning due to both lower than expected Kindergarten

enrolments and difficulties in appropriately assessing the enrolled Kindergarten students who were learning from home in increased numbers. These factors should be considered when comparing 2020-21 EYE results with results from previous years.



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, 2021

## Analysis of Results – Early Years Evaluation

Regina Public Schools' most recently available EYE results indicate in June 2021 that 75% of Kindergarten students left Kindergarten ready to learn in the primary grades. These results indicate a 1 percentage point decrease from pre-pandemic (June 2019) results. June 2021 results for Regina Public School FNMI Kindergarten students were at 46% and are significantly lower than that of the division's non-FNMI students (80%). Fall 2020 EYE results compared to Spring 2021 EYE indicate strong growth and progression towards being ready to learn in the primary grades. For example, the percentage of all Regina Public Schools' Kindergarten students assessed as ready to learn increased from 58% in the Fall to 75% in the Spring and the percentage of FNMI Kindergarten students assessed as ready to learn increased from 28% in the Fall to 46% in the Spring. There appears to be an upward trend in students assessed as ready to learn (Tier 1) at Kindergarten entry, resulting in less of an increase over the year compared to previous years. Regina Public Schools is proud of the student learning and growth seen during the school year. Regina Public Schools EYE results have stayed relatively consistent over the past 5 years and are close to results seen at the provincial level. Regina Public Schools is committed to reaching its goal of 90% of students exiting Kindergarten assessed as being ready to learn according to EYE results. Regina Public Schools is committed to narrowing the achievement gap seen between FNMI students and non-FNMI students.

2020-21 EYE results for Regina Public Schools should be considered within the context of a pandemic year where enrollment in Kindergarten was down 13% from the previous year and 12% of students enrolled in 2020-21 learned from home and therefore did not participate in the EYE assessment.



## Demographics

### Students

As one of the largest urban school divisions in the province, Regina Public Schools served more than 24,000 Prekindergarten to Grade 12 students and operated 44 elementary and 8 high schools in 2020-21. RPS is also affiliated with three associate schools offering religious-based programming. Eight elementary schools and two high schools offered French Immersion programs to 2,765 students in 2020-21. RPS operated Prekindergarten programs that provided early learning experiences to over 400 three and four year-old children in 2020-21.

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 2020-21 school year, RPS provided support to 3,352 English as an Additional Language (EAL) students. This number continued to increase over the course of the year.

The COVID-19 pandemic resulted in a shift to home-based and e-school for some students. The home-based student population doubled from 2019-20 to 2020-21 to over 400 students. E-school was offered to over 2,300 students during the school year as well.

Below are the K-12 enrolments from 2016-17 to 2020-21 by grade level. Pre-K enrolments are also listed.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Kindergarten</b>	1,840	1,986	1,908	2,076	1,797
<b>1</b>	1,876	1,862	2,022	1,953	2,034
<b>2</b>	1,837	1,905	1,881	2,011	1,903
<b>3</b>	1,831	1,858	1,911	1,891	1,979
<b>4</b>	1,751	1,843	1,849	1,921	1,844
<b>5</b>	1,679	1,770	1,853	1,869	1,910
<b>6</b>	1,585	1,681	1,771	1,881	1,816
<b>7</b>	1,614	1,600	1,701	1,777	1,864
<b>8</b>	1,567	1,603	1,576	1,700	1,740
<b>9</b>	1,391	1,558	1,572	1,620	1,646
<b>10</b>	1,704	1,577	1,683	1,664	1,615
<b>11</b>	1,541	1,558	1,456	1,614	1,602
<b>12</b>	2,160	2,116	2,149	2,028	2,090
<b>Total</b>	<b>22,376</b>	<b>22,917</b>	<b>23,332</b>	<b>24,005</b>	<b>23,840</b>
<b>PreK</b>	<b>766</b>	<b>650</b>	<b>618</b>	<b>668</b>	<b>451</b>



Subpopulation Enrolments	Grades	2016-17	2017-18	2018-19	2019-20	2020-21
Self-Identified First Nations, Métis, or Inuit	K to 3	1,328	1,390	1,377	1,409	1,219
	4 to 6	959	1,001	1,065	1,071	980
	7 to 9	854	869	879	973	1,002
	10 to 12	1,125	1,125	1,145	1,180	1,135
	<b>Total</b>	<b>4,266</b>	<b>4,385</b>	<b>4,466</b>	<b>4,633</b>	<b>4,336</b>
English as an Additional Language	1 to 3	777	853	980	1,097	1,099
	4 to 6	726	666	802	879	966
	7 to 9	502	526	571	696	695
	10 to 12	664	652	588	604	592
	<b>Total</b>	<b>2,669</b>	<b>2,697</b>	<b>2,941</b>	<b>3,276</b>	<b>3,352</b>
French Immersion	K to 3	1,056	1,144	1,235	1,389	1,265
	4 to 6	583	620	615	644	641
	7 to 9	437	453	475	498	507
	10 to 12	319	282	295	313	352
	<b>Total</b>	<b>2,395</b>	<b>2,499</b>	<b>2,620</b>	<b>2,844</b>	<b>2,765</b>

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

Source: Ministry of Education, 2020.

## Staff

RPS employs approximately 2,400 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.

<b>Job Category</b>	<b>FTEs</b>
<b>Classroom teachers</b>	1487.5
<b>Principals, vice-principals</b>	81.3
<b>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</b>	651.2
<b>Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees</b>	33.0
<b>Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers</b>	175.1
<b>Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers</b>	1.9
<b>League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents</b>	12.8
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>2442.8</b>

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, 2021



## Senior Management Team

The Director of Education, Greg Enion, reports directly to the Board of Education. 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 Supervisor 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 Street
Arcola	PreK-8	2315 Abbott Road
Argyle	K-8	2941 Lakeview Avenue
Balfour	9-12	1245 College Avenue
Henry Braun	K-8	710 Graham Road
Judge Bryant	PreK-8	2828 Dewdney Avenue E.
Ruth M. Buck	K-8	6330 7th Avenue N.
Campbell	9-12	102 Massey Road
Centennial	K-8	6903 Dalglish Drive
M.J. Coldwell	PreK-8	103 Fairview Road
Connaught	PreK-8	3515 13th Avenue
Coronation Park	PreK-8	3105 4th Avenue N.
The Crescents	K-8	2401 Retallack Street
Douglas Park	PreK-8	635 Douglas Avenue E.
Dr. George Ferguson	PreK-8	117 Brotherton Avenue
W.H. Ford	PreK-8	480 Rink Avenue
Glen Elm	PreK-8	1225 9th Avenue E.
Grant Road	PreK-8	2501 Grant Road
Dr. L.M. Hanna	PreK-8	55 Davin Crescent
Harbour Landing	K-8	4419 James Hill Road
W.S. Hawrylak	K-8	2530 Assiniboine Avenue E.
Wilfred Hunt	K-8	101 Mayfield Road
Imperial	PreK-8	200 Broad Street
Henry Janzen	PreK-8	222 Rink Avenue
F.W. Johnson	9-12	400 Fines Drive
Kitchener	PreK-8	840 Athol Street
Winston Knoll	9-12	5255 Rochdale Boulevard
Lakeview	K-8	3100 20th Avenue
George Lee	K-8	180 Wells Street
Jack MacKenzie	K-8	3838 Buckingham Drive E.
MacNeill	K-8	6215 Whelan Drive
Martin	9-12	1100 McIntosh Street
Massey	K-8	131 Massey Road
McDermid	PreK-8	139 Toronto Street
Gladys McDonald	K-8	335 Garnet Street N.

School	Grades	Location
McLurg	PreK-8	125 Paynter Crescent
Marion McVeety	PreK-8	38 Turgeon Crescent
Ethel Milliken	K-8	4510 Queen Street
Elsie Mironuck	PreK-8	18 Wakefield Crescent
Ruth Pawson	K-8	40 Weekes Crescent
Dr. A.E. Perry	K-8	93 Lincoln Drive
Plainsview	PreK-8	7741 Mapleford Boulevard
W.F. Ready	K-8	2710 Helmsing Street
Rosemont	PreK-8	841 Horace Street
Scott	9-12	3355 6th Avenue
Seven Stones	PreK-8	1101 Princess Street
Sheldon-Williams	9-12	2601 Coronation Street
Thom	9-12	265 Argyle Street N.
Thomson	PreK-8	2033 Toronto Street
Walker	PreK-8	5637 7th Avenue
Wascana Plains	K-8	5125 East Green Brooks Way
Wilfrid Walker	K-8	2102 Wagman Drive E.
Campus Regina Public and Victoria Campus	9-12	1069 14th Avenue E.
Allan Blakeney Adult Campus		4210 4th Avenue
Harvest City Christian Academy	K-12	2202 8th Avenue N.
Regina Christian School	K-12	2505 23rd Avenue
Regina Huda School	K-12	40 Sheppard Street

## 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 2020-21 school year based on Ministry of Education approval.

Major Capital Project	2020-21 Funding
Argyle/St. Pius X Joint-Use School	Design and Construction
Harbour Landing West Joint-Use School	Design
Imperial/McDermid Joint-Use School with St. Peter/St. Michael	Business Case and Design Initiation
Southeast Joint-Use High School	Business Case/Project Scoping

Preventative maintenance and school renewal funding is provided for repairs and enhancements to existing facilities. Larger projects that utilized this funding include roof replacement projects at Thom Collegiate and Henry Janzen School.

Due to the COVID-19 pandemic, supplemental funding was provided by the Ministry which was used for upgrades to school facility ventilation systems, enhanced cleaning processes and disinfection supplies, and personal protective equipment.

The Climate Action Incentive Fund (CAIF) is an Environment and Climate Change Canada program. Funding from this program was utilized at Campbell Collegiate, Campus Regina Public, Winston Knoll Collegiate, Thom Collegiate and Thomson Community School. The projects included lighting upgrades to LED and improved lighting control systems.

The following infrastructure projects (exceeding \$200,000) were undertaken in the 2020-21 school year.

<b>Infrastructure Projects</b>			
<b>School</b>	<b>Project</b>	<b>Details</b>	<b>2020-21 Cost</b>
Balfour Collegiate	Foundation	Foundation stabilization and sewer work	\$1,017,000
Thom Collegiate	Roofing	Roof Replacement	\$820,051
Henry Janzen School	Roofing	Roof Replacement	\$698,757
Thom Collegiate	Climate Action Incentive Fund	Lighting Upgrades	\$470,645
Henry Janzen School	Crawl Space	Crawl Space Permalon Upgrade	\$439,043
Campus Regina Public	Climate Action Incentive Fund	Lighting Upgrades	\$425,997
Campus Regina Public	Facility Renovations	Intensive Supports Program Renovations	\$340,051
Martin Collegiate	Crawl Space	Crawl Space Permalon Upgrade	\$307,702
Henry Braun School	Roofing	Roof Replacement	\$294,517
The Crescents School	Roofing	Roof Replacement	\$268,537
Campbell Collegiate	Climate Action Incentive Fund	Lighting Upgrades	\$240,616
Thomson School	Roofing	Roof Replacement	\$208,380
Rosemont School	Boiler	Boiler Replacement	\$200,732
<b>Total</b>			<b>\$5,732,028</b>

## **Transportation**

Regina Public Schools Transportation Services strives to provide safe, efficient, and cost-effective transportation to eligible RPS students.

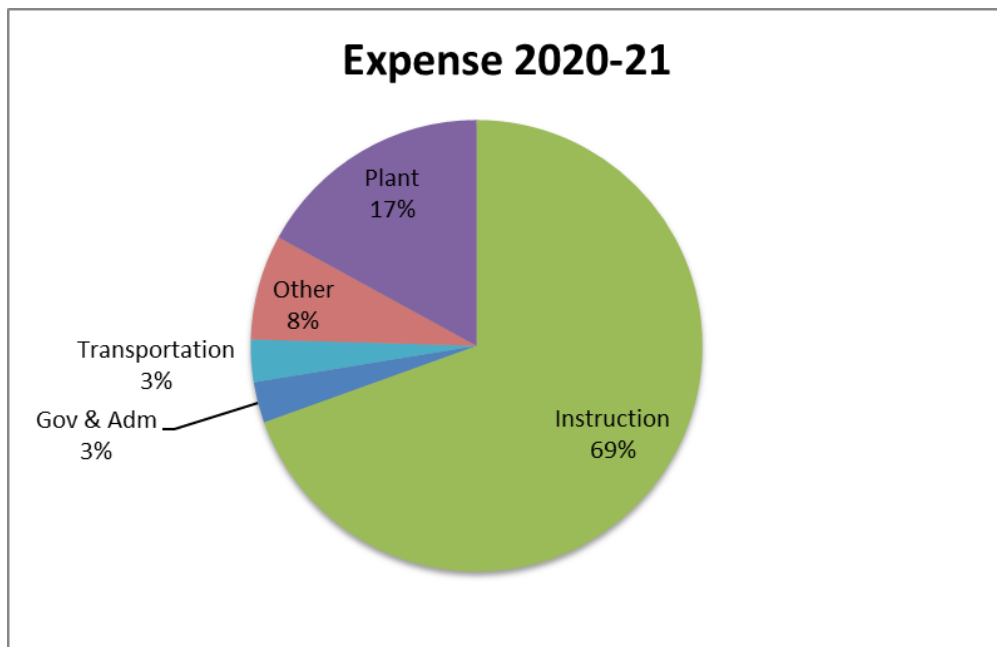
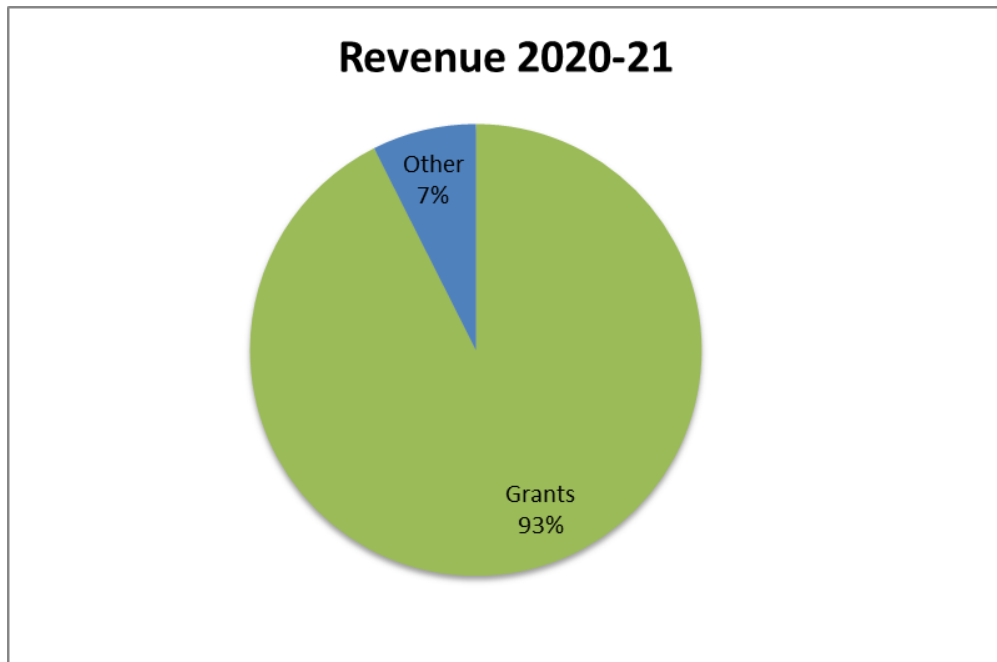
RPS contracts student bussing transportation with Warner Transportation Services Ltd. The division also contracts light vehicle services to seven providers for its intensive support students.

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 for Elsie Mironuck and St. Mary's Schools.

## Financial Overview

In 2020-21, contingency funding of \$ 10,960,592 was provided to the school division to support additional costs related to the COVID-19 pandemic. The additional funds supported the 2020-21 school year as well as preparations for the 2021-22 school year.

### Summary of Revenue and Expenses



## Budget to Actual Revenue, Expenses and Variances

	2021	2021	2020	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
<b>REVENUES</b>						
Property Taxation	-	11,553	-	11,553	100%	1
Grants	233,419,591	251,247,012	226,229,912	17,827,421	8%	2
Tuition and Related Fees	1,169,000	994,922	989,694	(174,078)	-15%	3
School Generated Funds	4,120,000	1,917,645	3,333,088	(2,202,355)	-53%	4
Complementary Services	4,143,170	4,315,038	4,301,376	171,868	4%	
External Services	10,921,083	11,317,213	10,698,934	396,130	4%	
Other	1,944,400	1,635,556	2,662,769	(308,844)	-16%	5
<b>Total Revenues</b>	<b>255,717,244</b>	<b>271,438,939</b>	<b>248,215,773</b>	<b>15,721,695</b>	<b>6%</b>	
<b>EXPENSES</b>						
Governance	876,335	823,201	646,336	(53,134)	-6%	6
Administration	6,759,159	6,911,051	6,499,974	151,892	2%	
Instruction	182,589,077	184,743,493	170,901,749	2,154,416	1%	
Plant	40,990,239	45,238,471	43,191,566	4,248,232	10%	7
Transportation	8,087,918	8,091,854	8,219,143	3,936	0%	
Tuition and Related Fees	668,000	431,981	502,042	(236,019)	-35%	8
School Generated Funds	3,685,848	1,657,987	2,937,865	(2,027,861)	-55%	9
Complementary Services	6,111,198	5,788,963	5,787,609	(322,235)	-5%	10
External Services	10,921,083	11,317,213	10,698,934	396,130	4%	
Other Expenses	827,573	817,301	913,466	(10,272)	-1%	
<b>Total Expenses</b>	<b>261,516,430</b>	<b>265,821,515</b>	<b>250,298,684</b>	<b>4,305,085</b>	<b>2%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>(5,799,186)</b>	<b>5,617,424</b>	<b>(2,082,911)</b>			

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

Note	Explanation
1	Over budget as a result of Treaty Land entitlement payment.
2	Over budget as a result of additional grants received from the Province for contingency funding related to the COVID-19 pandemic, Climate Action Incentive Fund, and capital grants.
3	Under budget as a result of fewer than anticipated international students.
4	Under budget as there were fewer extra-curricular and fundraising activities as a result of pandemic restrictions.
5	Under budget as a result of lower interest revenue and no facilities rental revenue during the year.
6	Under budget as a result of lower election costs and lower than anticipated spending by School Community Councils.
7	Over budget as a result of costs related to the COVID-19 pandemic such as facility caretaking, cleaning and disinfecting; Balfour Collegiate underpinning project; Climate Action Incentive projects; and increased insurance premiums.
8	Under budget as a result of fewer student placements outside the school division.
9	Under budget as there were fewer extra-curricular and fundraising activities due to pandemic restrictions.
10	Under budget as a result of salaries lower than anticipated.



## 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 (5)(6)	34,335	-	-	-	-	-	34,335
Ekong, Jane (6)	8,606	-	-	-	-	-	8,606
Foster, Tanya (6)	8,606	-	-	-	-	-	8,606
Gagne, Katherine (2)	9,905	-	-	(587)	-	-	9,318
Hicks, Adam (1)(4)	38,212	-	-	1,451	-	-	39,663
Jaleta, Tewodros (5)	24,755	-	-	1,829	-	-	26,584
Kasperski, Jay (6)	8,606	-	-	-	-	-	8,606
Molson, Tara Ann (3)(5)	25,711	-	-	-	-	-	25,711
Strom, Elizabeth (5)	25,711	-	-	1,829	-	-	27,540
Truszkowski, Sarah (5)	25,711	-	-	1,829	-	-	27,540
Weekes, Lacey (5)	25,711	-	-	1,829	-	-	27,540
Young, Aleana (6)	8,606	-	-	-	-	-	8,606

- (1) Chair from November 2020 to August 2021
- (2) Chair from September 2020 to October 2020
- (3) Vice-Chair from November 2020 to August 2021
- (4) Vice-Chair from September 2020 to October 2020
- (5) Board Member from November 2020 to August 2021
- (6) Board Member from September 2020 to October 2020

### Personal Services

Name	Amount
Abdulhadi, Amira	61,100
Abello, Timothy	63,165
Aceron, Glen	51,033
Achtemichuk, Danita	92,681
Achter, Evan	54,068
Ackerman, Jason	91,894
Adam, Brent	92,635
Adamko, Lisa	57,277
Adams, Cindy	98,085
Adams, Kelly	92,797
Adams, Kyla	118,307

Name	Amount
Adams, Sarah	81,751
Adede, Ochieng	57,342
Adelman, Scott	92,797
Agarand, Angela	94,731
Agecutay-Sweet, Natalie	92,797
Aggarwal, Nidhi	67,700
Agopsowicz, Tiffany	88,609
Aiginitis, Maria	90,437
Ainsley, Renee	90,059
Aitken, Justin	77,489
Akbar Kamal, Frishta	62,014

<b>Name</b>	<b>Amount</b>
Alexander, Brooke	88,227
Alexander, Darren	83,112
Alexander, Holly	86,219
Alexander, Jennifer	88,736
Allan, June	88,936
Allen, Lisa	131,497
Allen, Michael	51,023
Ambrosia, Jeffrey	98,085
Amon, Patrick	76,216
Anders, Sheri-Lynn	88,491
Andersen, Kimberly	98,643
Anderson Cobb, Kimberly	92,797
Anderson, Aaron	101,765
Anderson, Delaine	98,865
Anderson, Karen	90,649
Anderson, Katherine	93,273
Anderson, Maria	91,283
Anderson, Nicole	64,485
Anderson, Quinn	57,339
Anderson, Rochelle	91,835
Anderson, Roxanne	92,797
Anderson, Tristen	91,177
Angley, Bronwyn	62,156
Antonini, Cory	127,838
Antonowitsch, Seleena	56,263
Antrobus, Leanne	74,972
Apperley, Deanna	95,503
Appleby, James	93,799
Araneda, Andres	96,121
Arcari, Melissa	87,563
Archambault, Marie-Pier	82,907
Archambault, Monica	91,587
Archibald, Ryan	55,597
Ardelan, Dara	88,538
Argue, Lana	94,619
Arguin, Bree	89,314
Armbruster, Leighton	72,588
Armstrong, Holly	92,797
Armstrong, Jamie	93,534
Ash, Danielle	83,580

<b>Name</b>	<b>Amount</b>
Ash, Marsha	58,478
Asselin, Marcel	54,964
Atchison, Jes	92,797
Atem, Martino	72,068
Atkins, Anita	61,773
Attwater, Shae-Lynne	83,714
Audet, Kristine	89,776
Audet, Morgan	60,129
Audette, Aaron	61,966
Avram, Lisa	94,053
Babcock, Scott	88,329
Baber, Rachel	60,276
Bachiu, Brent	130,292
Bachiu, Kathleen	91,451
Back, Colin	90,448
Back, Jill	92,844
Baete, Monique	69,305
Bahia, Kam	92,797
Baht, Jeremy	53,930
Bailey, Kelsey	88,697
Balas, Don	115,557
Baldo, Erika	86,487
Baldwin, Cory	76,756
Baldwin, Megan	89,672
Bali, Jordan	66,248
Balkwill, Angela	147,418
Bamford, Stephanie	85,323
Bansley, Scott	100,401
Baran, Jacqueline	51,461
Barber, Janeen	96,292
Barber, Neil	92,758
Bariuan, Jose	53,660
Barnes, Nicholas	84,368
Baron-Williams, Bonnie	98,085
Barrett, Sarah	88,491
Barth, Jamie	91,165
Bartlett, Allen	56,788
Basi, Harbinder	93,532
Batiuk, Rhonda	68,054
Bauche, Danielle	67,780

<b>Name</b>	<b>Amount</b>
Baumgartner, Aaron	123,513
Baumgartner, Sarah	98,085
Bautista Chernick, Allene	64,812
Baxter, Lee	55,217
Baxter, Richard	70,374
Beach, Megan	58,529
Beattie, Jennifer	93,599
Beaulac, Danica	61,351
Beauregard, Jeanne	99,335
Beckmann, Lee	85,392
Bedard, France	97,442
Bedore, Haylie	68,544
Bekker, Joshua	88,491
Belick, Laurie	73,710
Beliveau, Kendra	97,676
Bell, Sarah	88,167
Belle, James	81,932
Bellegarde, Sandra	106,011
Bellisle, Willow	63,315
Benesh, Amanda	68,680
Bengert Siman, Winter	82,862
Benjamin, Eric	94,168
Benoit, Lori	92,797
Benson, Brett	97,460
Benson, Elizabeth	94,100
Bentz, Angela	88,515
Berg, Kaylan	69,649
Berger, Kirstie	77,363
Bergey Kaip, Kimberly	92,797
Berriault, Heather	95,756
Berriault, Mari-Anne	66,961
Berube, Daniel	58,203
Betson, Erin	123,324
Bidulka, Zvezdana	52,932
Bilokury, Kayla	85,444
Biotteau, Justine	65,001
Bird, Leatha	94,402
Birgan Deacon, Yasemin	83,931
Birnie, Lana	88,202
Bishoff, Erin	88,680

<b>Name</b>	<b>Amount</b>
Black, Jeremy	114,037
Black, Katherine	118,186
Black, Pearl	52,764
Blair Dueck, Laurie	96,294
Blair, Doug	90,533
Blake, Tina	93,325
Blakley, Brent	93,370
Blampied, Leandra	53,722
Blenkin, Pamela	81,512
Blenkin, Robert	63,708
Blish, Nyone	52,827
Bloch, Tayler	63,538
Blondeau, Lucas	83,804
Blondeau, Richard	50,160
Bodnar, Courtney	93,126
Bodnarchuk, Ryan	59,650
Boehme, Lori	89,587
Boire, Crystal	94,348
Bojarski, Ada	88,491
Bolay, Michelle	83,426
Boldt, Darren	205,582
Bolen, Christine	93,472
Bolen, Sheila	53,547
Bolianatz, Roberta	89,411
Bonneau, Victoria	75,533
Bonnor, Chas	79,673
Booth, Tabitha	104,153
Borland, Sienna	73,905
Bortis, Kali	94,254
Borys, Janelle	74,854
Bosley, Blayne	90,990
Boulanger, Allison	98,198
Bourlon, Vanessa	89,264
Bourque, Nadine	76,580
Boutilier, Stephen	101,057
Bowes, Monique	125,556
Boyarski, Peggy	57,369
Boychuk, Orisha	72,057
Boyd, Neeja	93,342
Boyd, Sydney	60,104

<b>Name</b>	<b>Amount</b>
Brace, Amanda	80,487
Brace, Graham	69,952
Bradley, Jesse	114,075
Bradley, Stacey	115,368
Brady, Lisa	69,339
Brady, Terilyn	51,977
Brandt, Andrew	69,897
Brandt, Constance	67,740
Brandt, Sydney	72,404
Braun, Garry	92,797
Braun, Luke	105,076
Bray, Crystal	89,184
Brentnell, Carlie	90,007
Bresciani, Emily	67,598
Brewer, Jolie	79,007
Brezinski, Dori-Lyn	64,558
Brezinski, Gwendolyn	128,706
Brezinski, Kelly	117,772
Bridgeman, Jannae	98,266
Bridgeman, Scott	88,491
Briere, Jennifer	82,710
Britton, Shawna	88,491
Brock, Adam	59,276
Brock, Sidni	56,221
Brodziak, Shelley	105,715
Brouet, Michael	88,491
Brown, Amanda	98,493
Brown, Cindy	88,491
Brown, Jodey	50,815
Brown, Kim	61,646
Brown, Kimberly	107,707
Brown, Kyle	73,562
Brown, Sasha	92,271
Brown, Shannon	92,041
Bru, Danielle	67,004
Bubb, Sentilla	57,580
Buchan, Sarah	73,765
Buchko, Dale	55,352
Buhler, Tyson	88,946
Buisson, Nancy	143,836

<b>Name</b>	<b>Amount</b>
Burgess, Gary	63,702
Burkholder, Theresa	54,409
Burkowsky, Larry	55,906
Burnett, Melissa	92,425
Burns, Beverly	90,974
Burns, Courtney	81,764
Burns, Sarah	62,233
Burton, Lori	98,358
Burzminski, Dalton	68,313
Bussiere, Darryl	106,039
Bylsma, Renae	89,523
Bzdel, Mark	92,017
Cachene, Jori	98,085
Caissie, Destiny	76,440
Caleval, Connor	55,306
Campbell, Kassandra	91,100
Campbell, Margo	103,286
Campeau, Isabelle	117,995
Canlas, Joel	51,935
Cann, Marcy	88,491
Cappo, Jeffery	66,615
Cardinal, Shana	90,679
Carignan, Darla	88,491
Carlson, Gisele	100,600
Caron, Donna	52,267
Caron, Kyle	79,706
Carr, Jocelyn	96,360
Carswell, Brittany	75,920
Casper, Jacqueline	65,635
Cassell, Dawne	98,557
Cassell, Jacqueline	55,903
Casswell, Carol	73,564
Castillo, Aimee	50,990
Castle, Claire	82,014
Caswell, Ryan	92,797
Caul, Carolyn	98,103
Cazakoff, Melody	93,552
Cendana, Johnnie	51,515
Chalifour, Andrea	98,085
Chambers, Kelly	69,814

<b>Name</b>	<b>Amount</b>
Chammartin, Michel	88,491
Chan, Roanna	78,237
Chapman, Leslie	101,877
Chase, Jacqueline	101,082
Chase, Melissa	83,835
Cherepuschak, Natasha	88,491
Cherepuschak, Robert	93,370
Cherkas, Laken	58,218
Chernick, Elizabeth	59,071
Chernoff, Lindsay	74,685
Child, Neil	98,085
Chisholm, Angela	93,848
Chittick, Chelsea	78,686
Chow, Courtney	60,002
Christiansen, Jodi	94,018
Christie Beach, Carol	89,497
Christoffel, Kathleen	113,264
Christopherson, Joel	92,608
Christopherson, Kelley	91,556
Church, Jason	85,904
Clake, Megan	79,759
Clampitt, David	81,632
Clark, Dale	104,559
Clark, Erica	53,095
Clark, Janeen	97,676
Clarke, Jared	65,002
Clayards, Heidi	107,894
Clayton, Ashley	84,845
Clement, Alexandre	62,372
Clements, Crystal	91,132
Cleveland, Traci	102,127
Clifford, Kevin	56,669
Clifton, Evan	85,581
Clyne, Delaine	143,261
Coffin, Tia	95,403
Coleman, Glenna	69,108
Coleman, Jason	168,884
Coleman, Jennifer	98,865
Coleman, Kristin	89,198
Coleridge, Nicole	88,538

<b>Name</b>	<b>Amount</b>
Collado, Amy	76,541
Collier, Naomi	93,634
Comaniuk, Sandra	50,777
Compain, Margaret	78,723
Constable, Leah	88,491
Contreras, Juan	67,832
Conway, Kimberly	74,690
Conway, Vicki	89,497
Cook, Deanna	94,271
Cook, Lacey	88,727
Coon, Kaytie	83,732
Corbett, Leah	83,979
Corbin, Monica	91,666
Cornwall, Julie	93,599
Costanza, Christina	75,692
Counios, Evangelia	92,797
Coupal, Shirley	92,797
Couse, Kelly	93,271
Cowper, Zachary	61,944
Craig, Lindsey	75,870
Craigen, Tracey	54,625
Crawford, Katelyn	51,683
Crawford, Laurie	70,793
Crawford, Theodore	52,923
Crawford, Trina	88,721
Crichlow, Shianne	104,272
Cross, Jamie	92,797
Crossman, Mandy	66,368
Crumly-Wellington, Michelle	78,164
Cruse, Brittnee	84,384
Cruse, Kelly	64,607
Cruse, Ryan	92,417
Csada, Ryan	57,854
Cullins, Tracy	89,868
Cunningham, Nicole	90,535
Cunningham, Tahnis	65,529
Currie, Sharla	86,523
Curry, Glenna	126,374
Curtis, Andra	90,915
Curtis, Jocelyn	81,081

<b>Name</b>	<b>Amount</b>
Cushway, Alison	88,491
Cushway, Russell	88,963
Cutting, Cambri	93,906
Cutting, Paul	77,588
Cyr, Ken	71,626
Cyr, Vanea	147,461
Dacey, Michael	79,383
Dacosta, Meaghen	77,453
Dadie, Kouabran	68,026
Daelick, Lori	143,775
Dahl, Douglas	107,625
Dahlgren, Wayne	113,425
Daka, Allison	92,797
Daniels, Branden	57,911
Daniels, Duane	136,841
Danyluk, Carmen	87,169
D'Arcy, Tanya	61,304
Davidson, Lisa	89,497
Davidson, Troy	86,429
Davies, Jennie	99,730
Davis, Anneliese	67,540
Davis, Kelsey	63,435
Davis-Yau, Stephanie	88,538
Dawuda, Alhassan	76,103
Day, Nicholas	63,040
Dayman, Kelsey	70,020
De La Cruz, Dennis	56,356
De La Cruz, George	54,526
Dean, Brady	73,294
Deck, Kelly	50,079
Deis, Jamie	50,302
Deis, Kelly	91,300
Delorme, Alana	63,755
Delorme, Ruth	89,376
Dempsey, Jillian	57,128
Demyen, Gale	60,218
Denninger, Kirsten	76,564
Deren, Amery	93,472
Derenisky, Sandra	65,221
Deringer, Donarae	88,491

<b>Name</b>	<b>Amount</b>
Derkatch, Mindy	99,123
Dermody, Karen	88,491
Derosier, William	138,116
Derzaph, Patricia	60,763
Desjarlais, Broadrick	90,637
Desjarlais, Danielle	89,497
Desjarlais, Jennifer	94,790
Desnoyers, Madison	73,657
Dewitt, Jillian	81,977
Dewolde, Kathleen	63,636
Diallo, Mamadou	69,274
Dietz, Marilyn	88,939
Diewold, Nichole	53,359
Digby, Gail	88,491
Digness, Dianne	51,593
Dinsmore, Deanne	96,432
Dixit, Swati	68,498
Dobson, Megan	64,923
Donohue, Corrie	81,717
Donovan, Anna-Marie	77,502
Donovel, Christina	89,052
Doobay, Erin	90,803
Dore, Claire	94,707
Dorland, Jean	94,915
Douglas, Thomas	68,262
Drackett, Shauna	92,797
Dreher, Kaycee	79,503
Drennan, Joshua	72,518
Driver, Danielle	83,603
Drozda Daunheimer, Jocelyn	94,888
Dryburgh, Tara	95,735
Duchin, Taylor	54,256
Duck, Michael	83,956
Dueck, Michelle	72,423
Duell, Nicole	88,491
Duffield, Blaine	88,798
Duke, Tammy	121,249
Dumba, Jeff	88,491
Dumelie, Danielle	91,075
Dumont, Kyle	96,174

<b>Name</b>	<b>Amount</b>
Dumont, Tenille	83,344
Duncan, Sharla	65,959
Duran, Alexandra	88,491
Dureault, Alana	55,978
Dusaran, Fernando	59,276
Dusaran, Francis	58,960
Dusyk, Ceane	88,491
Dyck, David	75,180
Dyck, Michael	93,370
Dynna, Michael	61,727
Dzubinski, Stephanie	72,597
Earis, Sonia	89,346
Easton, Jacquelyn	65,165
Eastwood, Mary	92,874
Eckert, Anessa	63,166
Edey, Gwendolyn	92,797
Edmonds, Murray	67,286
Egeto, Megan	98,085
Eiswirth, Justin	81,081
Elberg, Tanya	95,151
Elder, Lance	120,799
Ell, Grant	50,924
Elles, Mandi	78,306
Ellis, Laurie	106,715
Ellis, Tracey	117,196
Empey, Gail	92,797
Empringham, Amy	105,092
Endicott, Jeffery	80,481
Endsin, Stefan	66,557
Engel, Kim	108,553
Engen, Christopher	98,659
Enion, Ashley	94,542
Enion, Charlene	88,491
Enion, Gregory	236,912
Enns, Darrian	55,978
Erfle, Ruebi	59,581
Eskdale, Gloria	66,744
Evans, Kelli	97,605
Ewert-Molesky, Lara	93,027
Exner, Danette	123,060

<b>Name</b>	<b>Amount</b>
Exner, Keltie	95,335
Exner, Kristin	88,491
Falconer, Nicole	91,195
Farley, Stephanie	100,121
Favel, Sandra	93,799
Fay, Megan	74,607
Fayant, Lynette	98,866
Fayant, Shannon	125,621
Fazakas, Marilyn	60,877
Fedorus, Shannon	105,379
Fedyck, Ryan	51,199
Fehr, Matthew	92,797
Fehr-Rose, Raeleen	94,704
Fellner, Jade	83,617
Fellner, Skyler	70,655
Felstrom, Nancy	98,085
Ferwerda, Michelle	86,148
Fick, Miranda	88,515
Ficko, Sarah	96,765
Fiege, Becky	93,472
Fiege, Kirk	85,576
Field, Miranda	98,117
Filby, Sarah	81,263
Filyk, Regan	79,369
Finstad, Paul	55,009
Fiorante, Lisa	88,491
Fiorante, Paula	90,455
Fischl, Jessica	83,605
Fisher, Cassandra	73,220
Fisher, Richanda	72,625
Flaman, Tammy	84,345
Flaman-Drumm, Lori	90,808
Flengeris, Maria	72,190
Fletcher, Amber	74,484
Fletcher, Shannen	59,655
Flood, Ryan	92,797
Florek, Carlie	79,217
Flory, Erinn	61,143
Floyd, Devon	77,791
Floyd, Sarah	87,773



<b>Name</b>	<b>Amount</b>
Foell, Jennifer	71,616
Fokou Akifack, Veronique	52,684
Forbes, Darren	92,797
Ford, Henry	88,491
Foreman, Andrew	95,237
Foreman, Dallas	91,705
Fornwald, Dennie	92,797
Forrest, Salema	92,042
Forster, Hilary	73,839
Forster, Krystal	66,600
Forsyth, Kylee	88,491
Foster, Kent	88,491
Foster, Sherron	95,389
Fougere, Kristen	78,620
Fowler, Leslie	88,491
Fox-Schaffer, Sage	89,346
Fraese, Sharon	91,823
Francisco, Maria	84,765
Frank, Brady	61,838
Frank, Brayden	67,158
Frank, Christine	59,368
Franklin, Terralee	88,329
Fraser, Miranda	74,449
Fraser, Payden	71,595
Frazer, Lisa	96,122
Frederickson, Terri	92,797
Frederiksen, Brenda	89,976
Frei, Lisa	169,592
Frei, Taylor	70,547
Friars, April	76,948
Fries, Brian	72,801
Friesen, Kayla	53,040
Friesen, Timothy	62,111
Frigon, James	97,917
Frigon, Lori	88,491
Froh, Linda	92,797
Froh, Tara	90,720
From, Hillary	70,467
Fry, Renatta	93,517
Fuchs, Sarah	71,807

<b>Name</b>	<b>Amount</b>
Fulmek, Raegyn	66,553
Funke, Henry	107,993
Furman, Daniel	81,436
Gabel, Amanda	88,491
Gaboury, Jeremy	90,778
Gabriel, Benjamin	70,202
Gaertner, Lila	65,757
Galbraith, Kristy	92,549
Gamble, Richelle	50,137
Gamracy, Taylor	64,500
Ganes, Mark	73,333
Ganshirt, Dawn	66,803
Gardiner, Jennifer	97,815
Gardiner, Scott	98,053
Gardner, Brenda	50,067
Garner, Larissa	90,661
Garrate, Amy	50,507
Garratt, Linda-Lea	89,794
Garratt, Tara	103,079
Garrow, Kimberly	51,972
Gates, Krista	102,964
Gatin, Brian	102,964
Gattinger, Meagan	66,040
Gatzke, Laurie	94,256
Gauthier, Rebecca	74,926
Gauthier, Shawn	56,846
Gebhart, Brent	65,800
Geddes, Erin	110,475
Geiss, Lindsay	93,333
Gelinas, Kayla	73,569
Gellner, Lynda	95,749
Gelowitz, Darcy	90,670
Gelsinger, Brent	78,146
Gent, Victor	50,875
Georgacacos, Lindsay	94,196
George, Brittany	72,542
George, Jonathan	74,859
Gerein, Todd	97,500
Gerlach, Melissa	90,401
Germain, Norman	55,810

<b>Name</b>	<b>Amount</b>
German, Alysen	83,785
Gerrand, Andrew	75,841
Gerrior, Michael	86,500
Gerrior, Stephanie	81,004
Gerspacher, Jocelyn	88,491
Getz, Allison	69,453
Giambattista, Anna	64,129
Giambattista, Kristi	93,269
Gibson, Christopher	88,683
Gibson, Lacy	88,491
Giesbrecht, Matthew	77,933
Gillingham, David	119,491
Gilroy, Rulene	125,979
Gilroy, Warren	78,832
Ginetz, Karrie	91,942
Girodat, Dale	129,087
Giroux, Stefanie	88,491
Glass, Nancy	59,424
Glasser, Jenelle	83,194
Glasser, Sheryl	93,482
Glasspell, Geoffrey	99,297
Glasspell, Melissa	91,911
Glover, Justine	101,912
Goby, Benjamin	101,980
Goby, Sonja	94,513
Goebel, Scott	63,783
Goertzen, Ashley	75,601
Goode, Erica	79,800
Goodman, Travis	77,753
Gordon, Sheri	79,375
Goski, Nanette	91,074
Goudie, Anastasia	50,742
Goulet, Karla	74,956
Grad, Leslie	56,875
Graf, Dayna	92,797
Grajczyk, Katrina	82,168
Granat, Madeline	80,971
Grand, Amanda	80,487
Grayston, Jason	88,491
Green, Daelynn	80,621

<b>Name</b>	<b>Amount</b>
Greene, Christine	82,172
Greenslade, Jeffrey	98,085
Greff, Stephanie	72,210
Gregoire, Taryn	101,317
Grinyer, Joanna	64,617
Grodecki, Michelle	92,797
Grover, Chris	62,214
Gudereit, Sharon	88,556
Guest, Tara	93,258
Gullacher, Paul	101,906
Gullickson, Kelsey	77,656
Haas, Justine	74,542
Hack, Breanne	76,218
Hack, Karin	88,491
Hackel, Danielle	97,622
Hackel, Jordan	76,865
Hadican, Steven	92,797
Haggard, Melissa	91,885
Hagman, Amanda	88,741
Haig, Deanna	95,297
Hainstock, Lorena	116,695
Halbert, Alison	63,831
Halbert, Gary	146,901
Halbert, Robin	88,491
Hall, Eldon	88,491
Hall, Erin	57,635
Hall, Jody	92,875
Hall, Kevin	51,049
Halladay, Tracey	93,263
Halverson, Ariana	69,939
Halvorsen, Rebekah	56,349
Hamel-Srochenski, Carey	93,472
Hamilton, Chris	56,119
Hamilton, Jason	52,698
Hammett, Rebecca	88,579
Hamon, Andrea	88,821
Hamon, Callan	73,257
Haniak, Samantha	80,734
Hanline, Daniel	88,491
Hanover, Cameron	55,050

<b>Name</b>	<b>Amount</b>
Hanslip, Donna	95,081
Hanslip, Herman	54,416
Hardcastle, Kaitlin	62,246
Harden, Christina	93,779
Harder, Kylie	62,372
Harlos, Erin	88,330
Harris, Karey	120,013
Harris, Kathryn	92,985
Harrison, Justin	88,718
Harrison, Kathryn	115,273
Harrison, Tania	88,167
Hart, Dylan	73,520
Hartman, Christopher	71,028
Hartness, Loretta	75,249
Hastings, Beverly	92,868
Hau, Stacie	85,961
Haus, Rhonda	121,930
Hayden, Angelic	59,380
Hayduk, Hilary	97,598
Hayko, Kimberley	71,412
Haynes, Rosa	85,156
Heidel, Gordon	65,325
Heinen, Launel	94,894
Heinrichs, Brad	56,334
Helfrick, Malissa	81,815
Henderson, Christopher	79,019
Henderson, Dawna	81,721
Henderson, Janelle	92,797
Henderson, Janelle	65,256
Hendren, Katherine	88,491
Hendry, Adrienne	92,737
Henrion, Megan	68,991
Henry, Jill	93,266
Henry, Tyler	70,665
Henson, Margot	89,270
Herman, Dean	91,344
Heron, Dustin	92,099
Herridge, Lois	180,304
Hesje, Jade	67,484
Hesselink, Paula	52,830

<b>Name</b>	<b>Amount</b>
Heuchert, Taniya	69,185
Heuck, Georg	93,370
Heward, William	58,840
Heymen, Peter	55,620
Hibbert, Teri-Lin	91,079
Hickey, Jordan	78,741
Hicks, Chelsey	73,338
Hiebert, Janice	94,161
Hillbom, Carolyn	88,491
Hincks, Jo-Ann	66,332
Hinks, Charlene	96,200
Hinz, Kirsten	54,717
Hipperson, Anna	82,979
Hischebett, Kelly	85,531
Hlushko, Trevor	74,309
Hodgins, Lori	88,871
Hodgins, Ryan	88,868
Hodgson, Daphné-Anne	62,670
Hodgson, Kimberly	91,227
Hodsman, Jessica	95,768
Hoef, Neshica	71,285
Hoffman, Andrea	69,175
Holbrook, Jennifer	79,158
Holbrow, Darryn	92,797
Holcomb, Christopher	71,433
Holinaty, Carissa	88,491
Hollinger, Sharmayn	92,487
Hollinger, Taylor	92,208
Holmes, Emily	53,148
Holota, Carmen	123,507
Hollowka, Teila	73,607
Holstein, Leanne	89,275
Holtby, Dallas	59,821
Holywell, Shelley	92,797
Hominuke, James	89,132
Hone Best, Jennifer	92,882
Hornoi, Keanna	55,115
Horton, Glenn	72,801
Horvath, Holly	72,355
Houk, Tracy	119,444

<b>Name</b>	<b>Amount</b>
Houlden, Barry	92,797
Houston, Robert	88,491
Hove, Carmen	74,972
Howard, April	104,334
Howard, Karen	65,045
Howard, Kylee	64,340
Howat, Karla	123,027
Howatt, Tyler	82,259
Howell, Maureen	96,532
Howie, Keilyn	63,535
Howie, Lori	89,293
Howlett, Valerie	65,188
Howse, Jason	92,797
Howse, Lynn	92,797
Howse-Meister, Dale	85,100
Huang, Zoe	60,570
Hubbard, Marnie	93,835
Hubbard, Tracy	92,797
Hubenig, Jeff	127,443
Huber, Christine	82,741
Huber, Jennifer	98,085
Huber, Jennifer	95,061
Huber, Shari	94,628
Hufnagel, Karli	59,334
Hughes, Chloe	81,622
Hughes, William	72,801
Hunt, Chantalle	73,286
Hunt, Robin	83,706
Hunter, Catrina	88,491
Hunter, Morgan	81,339
Hunter, Renae	85,192
Hurford, Kent	58,386
Hurlbert, Nina	94,837
Hurrell, Rita	88,395
Husband, Mark	89,929
Hutton, Angela	118,263
Ibbott Neiszner, Hillary	120,200
Ingola, Jordan	78,409
Irfan, Alina	55,124
Ismond, Rachelle	61,596

<b>Name</b>	<b>Amount</b>
Istace, Danielle	108,507
Jackson Jensen, Kristopher	55,539
Jackson, Angelica	59,154
Jackson, David	78,126
Jackson, Karen	94,848
Jackson, Kirsten	85,967
Jackson, Lindsay	99,855
Jacobs, Mark	50,429
Jacotin, Anais	59,020
Jaindl, Edward	55,650
Jan, Kristopher	98,189
Janssen, Jason	113,313
Janzen, Lara	95,781
Jay, Michelle	70,746
Jeannot, Armand	88,491
Jensen, Colin	122,542
Jensen, Diana	57,134
Jessop, Marissa	84,213
Jo, James	98,085
Johns, Dylan	93,370
Johnson Bechard, Myvanwy	92,885
Johnson, Alyssa	89,464
Johnson, Brooklynn	63,220
Johnson, Cathy	60,159
Johnson, Donald	62,483
Johnson, Jacqueline	76,056
Johnson, Sara	67,876
Johnson, Scott	94,225
Johnson, Tracy	95,972
Johnstone, Shannon	66,811
Jones, Amy	84,211
Jones, Esther	51,609
Jones, Lisa	67,666
Jones, Lori	56,486
Jones, Mark	55,815
Jones, Tyler	90,897
Jones-Leibel, Kimberly	93,903
Jordens, Sharon	93,472
Josephson, Corby	88,491
Josephson, Ryan	111,347

<b>Name</b>	<b>Amount</b>
Jost, Sandra	90,101
Kabay, Brandy	51,417
Kadler, Tammy	69,274
Kaluza-Hughes, Christina	102,354
Kamboz, Inderjit	95,438
Kanellopoulos-Perent, Fotini	92,797
Kankindi, Alice	67,328
Kannenber, Brett	79,026
Kardynal, Ryan	92,065
Kasprick, Jason	97,676
Kauck-Fiacco, Breanne	59,679
Kay, Alexandria	61,916
Kay, Stephanie	62,902
Kazymyra, Melissa	64,154
Keefe, Sarah	98,085
Keil, Trudy	98,085
Keir, Kelly	93,370
Kelln, Danielle	53,150
Kelln, Tammy	67,351
Kelly, Samantha	57,158
Kemp, Brooke	68,843
Kerr, Emma	68,595
Kerr, Ingrid	89,334
Kerster, Darian	76,329
Keshane, Sarah	92,155
Keyes, Christopher	125,799
Kezema, Conner	59,488
Kilback, Shea	90,566
Kimbley, Alison	86,278
King, Nancy	104,709
Kinney, Susan	95,094
Kinvig, Heidi	51,556
Kiosses, Christos	68,281
Kirsch, Kaela-Lee	76,264
Kissick, Darryl	82,682
Kivela, Deborah	88,037
Kjeldsen, Davin	88,167
Klassen, Tracey	81,279
Klassen, Trudy	92,797
Klein, Joella	96,119

<b>Name</b>	<b>Amount</b>
Kleisinger, Jared	64,936
Kleppe, Stefani	85,467
Klus, Erin	52,314
Knelsen, Corinne	116,847
Knoblauch-Schoepp, Sherry	132,601
Knoll, Aimee	90,702
Knoll, Michael	90,549
Koch, Michael	94,047
Kodas, Mary	98,865
Kohuch, Fredrick	63,748
Kopec, Syndee	92,797
Korczak, Pamela	103,079
Koroluk, Robyn	88,491
Koronkiewicz, Tristian	66,320
Korpan, Gregory	90,390
Korpan, Jasmine	64,484
Koshman, Arnold	50,815
Koskie, Amanda	70,890
Kot, Janis	95,392
Kotylak, Laura	89,629
Kotylak, Marley	66,432
Kouadio, Christelle	73,338
Kowalchuk, Sophia	63,792
Kowalsky, Stephanie	99,188
Kowalyshyn, Lisa	99,266
Koza, Joshua	59,220
Kozack, Barbara	52,932
Kozack, Todd	88,491
Kramer, Jennifer	99,344
Krassman, Trista	92,086
Krenbrink, Tracy	96,292
Kretschmer, Mardi-Jane	94,117
Krogsgaard, Bernard	58,535
Krogsgaard, Tori	88,456
Krueger, Michelle	60,386
Krug, Kari	89,601
Kukura, Lori	126,942
Kullman, Elaine	94,200
Kuntz, Ashley	110,948
Kuntz, Joel	64,146

<b>Name</b>	<b>Amount</b>
Kuntz, Kelsey	89,852
Kuntz, Nancy	70,632
Kuntz-Zech, Shaela	98,085
Kuppenbender, Lindsay	86,897
Kurk, Jessica	66,480
Kushniruk, Vanessa	60,893
Kuster, Payton	62,372
Kuz, Kelsey	68,071
Kuz, Laura-Lee	93,370
Kydd, Amanda	73,987
Kydd, Sarah	107,257
Labar-Ahmed, Laurel	98,085
Labas, Jill	92,797
Labuik, Tara	93,278
Lafontaine, Lana	97,676
Lague, Ellen	95,861
Lamb, Michael	96,481
Lamport, Erin	95,809
Landez, Pierre-Titouan	61,954
Landgraf, Lisa	96,227
Lane, Jennifer	92,797
Lang, Brittany	72,400
Lang, Rhondean	93,458
Langill, Jara	92,797
Langmaier, Andy	67,191
Lanigan, Miriam	93,068
Lapchuk, Sasha	96,580
Lapchuk, Wanda	101,069
Laplante, Teresa	90,909
Larocque, Meredith	79,454
Lawrence, Darcy	96,098
Lawrence, Kim	85,785
Laycock, Kathleen	66,844
Lazarou, Theodoros	117,716
Lazarou, Wendy	88,491
Lazorko, Jayme-Lee	92,411
Lazurko, Dina	78,077
Lazurko, Tara	72,847
Le Drew, Danae	67,823
Learned Garritty, Amber	72,258

<b>Name</b>	<b>Amount</b>
Leblanc, Chantal	81,806
Leclair, Rachelle	61,060
Lee, Georgina	87,418
Lee, Nigen	91,500
Lee, Rori	102,077
Leib, Shannon	88,798
Leibel, Brooklyn	65,414
Leier, Andrea	91,769
Leier, Michael	102,964
Leippi, Stacy	81,679
Leitner, Joanne	102,077
Leitner, Perry	99,633
Lekivetz, Jennifer	94,817
Lemmons, Jason	72,801
Leniczek, Karen	88,674
Lenihan, Kelsie	101,677
Lenzen, Ashley	88,521
Lepage, Roger	91,600
Leshchyshyn, Raelene	71,601
Leslie, Denise	92,797
Leung, Lydia	88,615
Leung, Roxanne	98,513
Leupold, Juanita	94,976
Leupold, Matthew	66,646
Leurer, Kimberly	84,542
Levers, Trent	92,797
Levesque, Brianna	65,806
Levesque, Mario	114,342
Levy, Leah	84,607
Lewis, Charlene	93,755
Lewis, Heather	94,225
Lewko, Kelli	90,871
Lewry, Calandra	99,594
Lichtman, Aleesha	57,987
Lichtman, Sandra	92,956
Lillejord, Autumn	86,224
Limosnero, Carlo	55,592
Lindemann, Jennifer	88,100
Linner, Patricia	63,287
Lipinski, Bruce	179,385

<b>Name</b>	<b>Amount</b>
Little, James	85,904
Little, Melanie	122,340
Litzenberger, Blair	125,924
Lloyd, Darren	98,085
Lobb, Brian	98,085
Lock, Melissa	97,676
Lockert, Jason	78,745
Loeppky, Cheryl	88,491
Lonie, Kelsey	72,610
Looyesen, Jeffrey	69,367
Lorenz, Marcel	91,717
Lothian, Curtis	92,797
Louttit, Kirsten	66,018
Lowe, Stephanie	50,235
Lowey-Chimlar, Tannis	123,628
Lozinski, Delee	88,491
Lucyk, Tessa	67,063
Ludtke, Nicole	91,817
Lueke, Tove	64,311
Luu, Alexander	60,388
Lynch, Colleen	94,413
Lynnes, Jordan	70,413
Lyons-Mouyios, Jennifer	89,497
Mabundu, Anne-Marie	68,143
Macaulay, Hanna	60,941
Macaulay, Susan	98,085
Macaulay, William	98,392
Macdonald, Karen	92,797
Macdonald, Mitchell	75,952
Macdonald, Tracy	92,797
Machin, Kevin	92,797
Machmer, Laurie	90,139
Machnaik, Lisa	88,491
Mackay, Donna	99,295
Macmillan, Bonnie	67,236
Macmurchy, Hannah	52,425
Macphail, Theresa	61,017
Macpherson, Betsy	88,491
Macpherson, Katherine	92,797
Madhur, Daya	86,482

<b>Name</b>	<b>Amount</b>
Madiratta, Jessica	100,835
Maertens, Darren	50,095
Maertens, Laurie	50,333
Maertens, Matthew	77,160
Maffenbeier, Darrell	113,674
Magotiaux, Tanya	89,753
Maguire, Kaleigh	73,188
Mah, Melissa	88,503
Maier, Marian	100,264
Maier, Stephanie	67,139
Maierhoffer, Joseph	160,830
Mailhot, Joni	84,157
Makris-Nagel, Maria	88,491
Malagride, Theodore	64,384
Mallett, Michael	98,085
Mallory, Angela	102,533
Manastyrski, Kayleigh	78,500
Mann, Lisa	87,026
Manning, Tusauna	94,976
Mantyak, Kelly	76,469
Manuel South, Shelly	93,799
Manz, Jim	91,495
Marchtaler, Jason	92,797
Marchtaler, Shaune	92,797
Maredia, Sanam	52,256
Mario, Terry	116,190
Mark, Caitlin	74,316
Markesteyn, Michael	94,982
Markwart, Kimberley	120,771
Marsden, Christopher	58,167
Marshall, Chad	89,953
Martin, Amy	62,451
Martinson, Sherman	88,491
Mastel, Tracy	98,085
Matechuk, Carley	64,135
Matheson, Kristy	90,677
Mathies, Jennifer	95,273
Matic, Rachelle	98,085
Matichuk, Heather	88,312
Maxie-Poitras, Tanja	98,085

<b>Name</b>	<b>Amount</b>
Maxwell, Jeffrey	94,667
Mayer, Julie	63,197
Mayer, Sara	70,280
Mazhar, Rashida	87,971
Mcaleese, Ryan	59,769
Mcarthur, Amanda	85,467
Mccann, Leanne	63,141
Mccashin, Kyla	85,068
Mccaw, Krista	112,455
Mccaw, Matthew	109,000
Mccchesney, Elann	95,970
Mcclelland, Lyane	94,619
Mccormick, Jolene	90,579
Mccowan, Corey	55,433
Mccredie, Katherine	62,944
Mccusker, Joan	59,408
Mcdivitt, Krista	88,895
Mcdonald, Allyson	95,224
Mcdonald, Amy	84,150
Mcdonald, Leanne	64,825
Mcfadden, Timothy	92,797
Mcfadyen, Cindy	102,077
Mcfetridge, Brianne	94,625
Mcgeough, Brittany	84,326
Mcgeough, Laurie	88,491
Mcgillis, Stacey	85,266
Mcgillivray, Cathy	114,717
Mcgillivray, Colleen	88,662
Mcgillivray, Sydney	62,030
Mcgurran, Joseph	106,680
Mcintosh, Vanessa	90,245
Mciver, Karen	72,382
Mckay, Kerri	94,058
Mckee, Ivy	94,088
Mckenzie, Janine	79,770
Mckenzie, Kola	94,006
Mckenzie-Cox, Maxine	114,901
Mckeown, Darcy	128,775
Mckillop, Ian	141,770
Mckillop, Michelle	88,491

<b>Name</b>	<b>Amount</b>
Mckillop, Scott	97,676
Mckim, Lauren	88,325
Mckinna, Alissa	92,797
Mclain, Bradley	57,238
Mclaren, Ian	92,797
Mclaren, Laine	66,262
Mclauchlan, Erin	87,616
Mclean, Brendan	87,749
Mcleod, Darla	54,311
Mcleod, Erin	98,085
Mcmann, Bret	79,861
Mcmartin, Jodi	90,968
Mcmillan, Teagan	67,298
Mcmillen, Krista	92,797
Mcmillen, Shayne	115,497
Mcmullen, Alyssa	83,801
Mcmurdo, Kimberlee	91,203
Mcmurtry, Bonnie	91,127
Mcnab, Ira	61,248
Mcnabb, Paige	66,016
Mcnabb, Patrick	79,192
Mcnabb-Sinclair, Alexandra	59,886
Mcnair, Tricia	92,797
Mcnevin, Meira	96,108
Mcnutt, Kristen	68,471
Mcpherson, Dallas	78,146
Mcpherson, Krystal	128,027
Mcorrie, Catharine	93,511
Mctaggart, Scott	65,515
Mcwilliams, Allen	88,491
Meagher, James	79,554
Medl, Derek	98,085
Meenan, Darla	91,929
Megenbir, Michael	93,482
Meier, Sheryl	98,085
Mellor, Naomi	202,960
Melnechenko, Brandan	93,147
Meredith, Sharon	92,797
Merk, Christopher	59,394
Merk, Jennifer	76,606



<b>Name</b>	<b>Amount</b>
Merriman, Michael	107,484
Meyer, Kelley	95,556
Meyers, Brittney	66,885
Meyers, Lana	91,516
Miezianko, Dean	130,664
Millar, Lee	93,244
Millar, Tyrone	90,670
Miller, Blaine	76,966
Miller, Charlen	69,020
Miller, Chera	90,808
Miller, Marilyn	119,474
Milligan, Lori	73,261
Minter, Jennifer	98,085
Mintz, Melanie	94,843
Missal, Amy	68,996
Missal, Ellen	63,375
Missens, Leah	93,269
Mitchell, Barry	54,679
Mitchell, Ian	119,545
Mitchell, Linda	105,418
Mitchell, Tana	104,153
Mohr, Wanda	56,654
Moller, Dwight	66,801
Momin, Sanaa	62,590
Montague, Nicolle	92,797
Montague, Renee	89,629
Montgrand, Winston	92,635
Mooney, Patrick	126,919
Moore, Patrick	92,797
Moran, Robert	72,801
Morgan, Marshall	79,686
Morhart, Jeffrey	55,637
Moroz, Amy	88,491
Morphy, Andrea	111,941
Morris, Colleen	88,491
Morrow, Dora	65,159
Morrow, Elise	86,325
Morrow, Nicole	89,900
Mortley, Philip	62,929
Moser, Jessica	104,153

<b>Name</b>	<b>Amount</b>
Mosewich, Courtney	66,368
Mosiondz, Landon	78,832
Moskal, Lyndsay	92,843
Mossman, Megan	72,823
Motlik, Scott	93,597
Mourre, Jennifer	112,136
Mucha, Sandra	93,770
Muir, Renee	64,843
Mulholland, Ian	92,797
Muller, Jason	83,024
Munro, Jason	110,210
Munro, Jodie	60,691
Munson, Krista	115,182
Murdoch-Brace, Kayley	63,104
Murray, Ashley	92,190
Musleh, Judy	88,491
Mvoula, Divin	59,703
Mymryk, Wendy	92,797
Myrah, Ashley	77,744
Nadarajah, Nolan	57,990
Nadoroznick, Katie	51,288
Nadoroznick, Samira	88,491
Nagel, Kari	95,573
Nagel, William	88,491
Nagy, Dale	71,401
Nameth, Tricia	80,281
Neetz, Claudine	101,009
Negi, Babita	61,341
Neithercut, Lorne	92,797
Nelson, Alana	93,210
Nelson, Chantelle	85,974
Nelson-Goetz, Dixie	126,884
Nenson, Brian	92,797
Nenson-Catley, Lisa	120,198
Nesland, Jessica	77,195
Neufeld, Barry	92,797
Neufeld, Colin	72,704
Neufeld, Tammy	82,269
Neuls, Seth	130,484
Neustaeter, Danny	84,540

<b>Name</b>	<b>Amount</b>
Newman, Alison	93,837
Newman, Robert	94,761
Nicholson, Cara	93,394
Niskala, Aidan	73,142
Nistor, Starla	122,957
Nixdorf, Angelika	93,472
Nixon, Dwila	98,085
Nixon, Jordan	62,520
Nordin, Phil	94,047
Norman, Curtis	102,208
Norman, Jason	116,726
Noyes, Ellen	90,806
Nye, Bevan	77,867
Ochitwa, Nysa	90,679
O'Donnell, Chantelle	92,797
O'Halloran, Jodi	90,467
Oleson, Jennifer	103,695
Olliver, Brenda	88,491
Olson, Emma	52,645
Olson, Wendy	90,720
Olynick, Starla	92,970
Olynyk, Darcy	94,778
Olynyk, Orié	94,079
Onieu, Carleen	95,238
Orban, Kelly	80,838
Orban, Luana	52,904
Orthner, Cynthia	92,797
Ortman, Kyla	75,172
Osatiuk, Vladyslav	59,938
Osborne, Lexy	70,310
Ostapovitch, Brenda	92,797
Ostapovitch, Loretta	95,037
Otte, Kristy-Lee	65,890
Ottenbreit-Born, Wybius	98,435
Overby, Shane	100,310
Overholt, Melissa	91,126
Palmer, Lauren	71,380
Paluck, Sarina	83,944
Panchuk, Charla	79,532
Pankewich, Corinne	91,260

<b>Name</b>	<b>Amount</b>
Panko, Kelsey	117,284
Panko, Michael	119,787
Panko, Saffron	80,181
Papp, Michelle	92,921
Parisien, Kevin	90,290
Parisien, Steven	88,491
Parisone, Kasiani	63,412
Park, Danielle	88,986
Park, Denny	82,060
Parker, Candace	92,110
Parker, Chad	98,085
Parker, Dayna	60,830
Parley, Judy	107,894
Parr, Allison	93,265
Paskiw, Danny	96,026
Pastuch, Taryn	60,535
Patron, Joanne	53,274
Patterson, Christina	86,583
Patterson, Deanna	74,041
Patterson, Janine	87,286
Patterson, Janne	94,748
Patterson, Tammy	92,797
Payot, Chantelle	92,473
Peace, Richard	92,805
Pearce, Blaine	90,776
Pearce, Lois	93,182
Pechey, Christina	70,726
Pechey, Kama	91,849
Pedscalny, Karen	93,799
Pelletier, Danielle	61,610
Pelletier, Deanna	91,075
Pelletier, Francoise	120,890
Pelletier, Justin	77,959
Pelletier, Sandra	87,941
Pelling, Andrew	113,271
Pennett, Dane	89,497
Pennington, Theresa	105,623
Penny, Mark	89,497
Perepeluk, Kim	98,548
Perkins, Raylee	81,806

<b>Name</b>	<b>Amount</b>
Perreault, Emily	69,362
Perreault, Carmen	71,639
Perry, Jeffrey	97,340
Persson, Karla	71,047
Peters, Aileen	63,394
Peters, Andrea	64,197
Peters, Brittany	88,491
Peters, Darren	99,877
Peters, Devon	72,993
Peters, Michelle	88,491
Peters, Scott	92,797
Peters, Taylor	57,147
Peterson-Ives, Andrew	55,861
Petruccias, Spelios	51,326
Pfneisl, Shari	51,515
Pham, Vanessa	60,183
Phillips, Robert	120,566
Picard, Karalyn	83,907
Picard, Rebekah	84,622
Pickering, Callie	62,870
Picton, Megan	69,910
Pieracci, Carla	101,450
Piok, Hayleigh	59,863
Poetker, Alexandra	74,742
Poitras, Marissa	66,285
Pokoyoway, Tyler	92,797
Poll, Stephen	108,243
Pollock, Kelly	85,058
Pon, Terrance	98,085
Porras, Valeska	77,165
Porter, Denise	58,289
Potter, Kristina	95,229
Potvin, Joseph	76,161
Powell, Erin	89,228
Powell, Lisa	70,669
Powers, Nicole	68,116
Preece, Carol	89,930
Price, Krista	89,929
Prieto, Marco	53,830
Pritchard, Gary	89,158

<b>Name</b>	<b>Amount</b>
Proulx, Crystal	88,964
Proulx, Gilbert	93,566
Pulock, Chantelle	65,887
Purtill, Edward	105,417
Puszkar, Seanna	70,505
Putz, Nicole	91,356
Pyle, Bradford	92,797
Quest, Reid	69,093
Quine, Tara	88,663
Quinney, Shaun	88,491
Raby, Taylor	60,924
Racette, Tricia	90,814
Radigk, Sarah	86,283
Ramage, Sophie	93,629
Ramos-Mckenzie, Elsa	62,117
Randall, Melissa	63,099
Ranford, Amy	85,960
Rasmussen, Alexander	94,195
Ratt, Tammy	90,456
Ready, Catherine	77,774
Ready, Julie	67,489
Reavley, Sharon	106,984
Redant, Yvonne	54,674
Redekopp-Mckeown, Juanita	145,701
Reed, Christopher	95,673
Reed, Eve	66,832
Reed, Morgan	140,396
Reed, Shelly	113,192
Reeve, Nicole	95,811
Regonas, Renato	61,301
Reid, Jennifer	77,142
Reiman, Victoria	94,225
Rein, Rhonda	93,856
Rempel Furry, Tracy	93,074
Rempel, Sacha	78,146
Renwick, Gilliane	90,706
Reoch, Kelley	89,317
Repski, Denee	88,491
Reschny, Alicia	92,797
Revet, Jeannette	123,980

<b>Name</b>	<b>Amount</b>
Reyes, Maria	66,184
Richards, Johslyne	90,307
Richardson, Graham	78,540
Riche, Dale	70,452
Riddell, Cara	89,263
Riddell, Riley	83,368
Ridgway, Colleen	92,101
Rieger, Cassandra	52,978
Riffel, Christopher	92,797
Rilling, Karen	94,976
Rilling, Michael	97,831
Rilling, Rodney	128,789
Rilling, Sharon	89,464
Rincker, Stephanie	98,085
Riou, Jaime	88,515
Ripplinger, Amy	96,031
Rissling, Michael	92,797
Rissling, Samuel	60,699
Roach, Jaclyn	65,802
Robbins, Alexandra	61,192
Roberts, Bonnor	57,975
Roberts, Rebecca	72,501
Robertson, Jane	100,172
Robertson, Janessa	59,741
Robinson, Fraser	88,521
Robinson, Jennifer	92,797
Rodgers, Brian	63,936
Roeher, Nicole	76,977
Roemer, Tracey	74,484
Rogers, Cynthia	90,489
Rogers, Kristi	85,369
Rogers, Rylan	80,168
Roher, Amy	78,146
Roland Semenchuck, Michele	114,057
Romanski, Hannah	63,998
Rope, Mariah	72,860
Rosbrook, Kyle	53,527
Rosengren-Hultgren, Kerrilyn	93,552
Rosenkranz, Kaitlyn	90,866
Rosnau, Scott	107,894

<b>Name</b>	<b>Amount</b>
Ross, Jodie	91,770
Ross, John	94,702
Ross, Shawn	52,643
Roy, Jacqueline	101,754
Rugg, Rochelle	108,718
Ruggieri, Karla	93,593
Ruiter, Megan	79,466
Rusconi, Clifford	98,464
Ryba, Tamara	103,365
Saeed, Sibgha	56,625
Sageer, Samina	76,754
Sakatch, Jacqueline	95,047
Salazar, Sara	56,761
Sali, Kendra	55,319
Sanchuck, Shannon	97,373
Sandiford, Ashlee	60,065
Sandomirsky, Jessica	88,491
Saretsky, Lanny	91,823
Saul, Wanda	116,847
Saunders, Meghan	60,849
Sawatzky, Glenn	54,230
Sawchyn, Mackenzie	114,729
Scarfe, Jeanne	102,964
Schack, William	92,821
Schafer, Christie	65,038
Schaffer, Kristen	82,864
Schapansky, Natalie	95,167
Schemenauer, Kayla	64,943
Schenher, Sandra	92,797
Scherle, Ashley	82,636
Scherr, Patrick	58,843
Schick, Avery	54,229
Schienbein, Michael	72,851
Schindelka, Joel	97,676
Schlenker, Adam	76,122
Schmalenberg, Michael	68,130
Schmidt, Alexandra	70,696
Schmidt, Erin	65,114
Schmirler, Kimberly	66,095
Schneider, Jonathan	91,074

<b>Name</b>	<b>Amount</b>
Schnell, Celeste	67,782
Schroeder, Kim	98,433
Schuchardt, Sarah	76,978
Schultz, Amy	98,085
Schutte, Ashlyn	72,379
Schwann, Lisa	96,004
Schwartz, Carlene	91,133
Schwartz, Garrett	56,490
Schwartz, Jamie	94,849
Schwindt, Shane	95,451
Scobie, Thomas	50,322
Scott, Angela	88,491
Scott, Jodi	88,491
Scott, Tricia	93,286
Sebastian, Danielle	88,491
Sebastian, Glenn	53,717
Seiferling, Amy	69,044
Seiferling, Karen	58,908
Seifert, Candice	94,976
Seifert, Curtis	123,848
Seitz, Jan	98,527
Sembaluk, Derek	60,388
Sentes, Dominique	59,609
Sentes, Jolene	89,387
Sewell, Jennifer	97,898
Sexon, Rochelle-Ann	78,146
Seymour, Daina	97,982
Shabatoski, Christopher	94,023
Shabatoski, Kara	93,802
Shakespeare, Sandra	93,218
Shambel, Jessica	84,704
Shamel, Jason	69,225
Shannon, Josie	75,549
Sharma, Sabina	86,131
Shaver, Sarah	78,748
Shaw, Cameron	52,714
Shaw, Erin	92,797
Shell, Dylan	53,699
Shellenberg, Kevin	73,432
Shelstad, Marcia	92,797

<b>Name</b>	<b>Amount</b>
Shepherd, Laura	69,377
Sherman, Krista	85,791
Shing, Paddra	69,249
Shiplack, Marin	89,285
Shire, Matthew	74,844
Shordee, Melissa	79,878
Shrestha, Sabina	55,678
Shuba, Suzanne	76,587
Shukin, Brenda	52,698
Siemens, Jolene	92,956
Silverthorn, Shannon	88,568
Silvius, Michael	90,433
Simon, Atlee	58,989
Simons, Renelle	88,644
Simpson, Andrew	84,924
Simpson, Brooke	64,498
Simpson, Ryan	55,553
Sims, Julie	73,685
Sinclair, Bradley	90,644
Singh, Amy	107,414
Sinhmar, Daljeet	85,330
Sirup, Marissa	69,606
Sison, Anelyn	82,893
Sitter, Amie	89,729
Sivertson, Kristi	84,920
Skinner, Darren	68,376
Sklar, Adrienne	93,035
Skoczylas, Deborah	82,314
Skrypnyk, Keeley	118,137
Slack, Laura	80,116
Slater, Silken	60,281
Slobodian, Michael	74,265
Smith, Chalyn	95,367
Smith, Fiona	97,412
Smith, Landon	65,159
Smith, Laurie	88,264
Smith, Marie	73,242
Smith, Melodie	96,051
Smith, Michelle	77,612
Smith, Ryan	98,077

<b>Name</b>	<b>Amount</b>
Smith, Shauna	98,337
Smith, Stephanie	88,718
Smith, Tara	93,120
Smith, Troy	81,053
Sojonky, Arlene	93,472
Somer, Tracy	87,697
Somers, Lawrence	138,584
Somers, Tracey	88,005
Sommerfeld, Jodie	94,119
Sonntag, Jodie	80,909
Soroka, Jonathon	66,615
Sorrell, Toni	70,150
Sotropa, Brenda	101,294
Sotropa, Karae	67,542
Soutar, Sandra	88,491
Spasoff, Tamara	108,441
Spock, Pamela	108,591
Sprungala, Alisa	90,542
Stallard, Paul	79,385
Stangel, Shawna	109,012
Stanicky, Rebecca	80,387
Staniforth, Jasmine	79,791
Staudt, Donna	66,715
Stawarz, Deanne	93,782
Steciuk, Ricky	180,254
Stennes, Lindsay	88,491
Stephen, Leona	89,210
Stephens, Melissa	63,653
Stephenson, Janet	100,439
Stephenson, Nicole	63,073
Sterling, Ronald	88,491
Stetner, Lindsay	93,299
Stevely, Rennae	88,532
Stevenson, Brenda	95,226
Stevenson, Brian	88,491
Stevenson, Rhonda	102,964
Stevenson, Victor	98,085
Stewart, Darryl	94,141
Stilborn, Jordan	58,254
Stinson, Craig	90,811

<b>Name</b>	<b>Amount</b>
Stinson, Danielle	100,762
Stinson, Shandra	72,754
Stirling, Heather	98,797
Stock, Shawn	71,409
Stoffel, Anthony	70,811
Stouse, Charmaine	89,588
Stoyko, Shaylyn	63,292
Streifel, Lynell	92,903
Stroeder, Elizabeth	88,532
Strueby, Erin	54,200
Struthers, Ethel	111,356
Strykiwsky, Vanessa	66,368
Studlin, Karen	89,228
Stumph, Michael	74,003
Stusek, Sheryl	90,944
Sundeen, Jeremy	99,468
Sundeen, Joni	52,223
Suresh, Lisa	53,752
Surkan, Sandra	95,367
Sutherland, Carrie	85,228
Sutherland, Jillian	121,655
Sveinson Kuntz, Sherran	104,190
Sveinson, Daryl	94,165
Swedburg, Kalen	89,575
Sweeney, Stefanie	74,327
Sweeney, Timothy	100,002
Switzer, Angela	89,031
Sykes Jonasson, Lisa	88,750
Sylla, Oumar	69,930
Tamayo, Edwin	51,970
Tarr, Pamela	92,797
Taylor, Rebecca	89,782
Taylor, Alexandra	60,613
Taylor, Andrea	89,523
Taylor, Constance	95,328
Taylor, Janine	98,865
Taylor, Jenaya	75,278
Taylor, Kara	91,533
Taylor, Matthew	65,369
Taylor, Megan	99,144

<b>Name</b>	<b>Amount</b>
Taylor, Michael	97,676
Taylor, Samantha	88,491
Taylor, Shelley	51,975
Taylor-Neale, Diane	94,259
Taypotat, Jacqueline	88,821
Tazzioli, Tanya	64,044
Temple, Ian	97,282
Tendler, Ashlyn	62,698
Terhorst, Jodi	53,276
Terres, Juliana	64,101
Terry, Corey	117,157
Terry, Denise	92,797
Tessier, Kimberly	91,098
Thacker, Elizabeth	90,069
Thiessen, Michelle	70,003
Tholl, Alma	80,937
Thomas, Erin	77,588
Thomas, Jonathan	88,491
Thompson, Jade	58,039
Thompson, Kate	127,024
Thomson, Emily	66,319
Thrun, Ronda	78,018
Thull, Karen	98,085
Thunberg, Kristina	66,243
Timmons, Carla	59,400
Tkach, Tania	86,934
Tkachuk, Blayze	52,589
Todorovich, Catlyn	66,464
Toews, Corinne	95,313
Toews-Urban, Alexandria	82,761
Tolver, Paula	50,067
Tomchuk, Michael	166,990
Toniello, Cynthia	97,967
Toniello, Franco	58,607
Toporowski, Alana	69,788
Topp, Arthur	93,023
Tourond-Bouvier, Tresley	59,903
Trail, Candace	98,649
Trail, Ian	103,618
Tranberg, Jessica	81,313

<b>Name</b>	<b>Amount</b>
Tremblay, Brian	55,620
Tremblay, Leigh	71,816
Truong, Cathy	110,765
Tsakas, Maria	92,797
Tuazon, Arturo	50,307
Tucker, Ingrid	55,850
Tunison, Jillian	88,491
Turbuck, Andrew	90,236
Turnbull, Tracey	91,439
Turner, Ariann	72,894
Turner, Derek	67,684
Turner, Pamela	89,794
Turner, Peter	97,763
Turner, Shelly	92,797
Tymiak, Phillis	101,175
Ulriksen, Andrea	92,341
Unruh, Gabriella	88,491
Ur Rehman, Uzma	83,218
Urban, Grant	113,468
Uy, Allan	62,625
Valley, Janet	89,299
Van Buekenhout, Daniel	136,841
Van Dusen, Erik	147,430
Van Dusen, Heidi	89,072
Van Iderstine, Darcia	98,964
Van Luven, Shea	89,340
Vancise, Robert	88,491
Vanderhooft, Timothy	97,720
Vargo, Tracey	98,560
Veikle, Gail	100,603
Vibe, Tessa	75,045
Vickaryous, James	95,792
Vierling, Jacqueline	94,230
Viher, Paula	74,380
Vindevoghel, Lindsay	88,491
Volk, Taylor	76,021
Vollman, Lee	52,401
Vollman, Raegan	88,491
Vuong, Sarah	97,352
Waddell, Brody	63,024

<b>Name</b>	<b>Amount</b>
Wade-Cummings, Richard	85,530
Wade-Cummings, Riley	73,345
Wagman, Hayley	61,047
Wagner, Janelle	108,342
Wagner, Nathan	71,750
Waldron, Melanie	92,797
Wall, Catherine	68,711
Wall, Michelle	72,714
Wallace Markesteyn, Lisa	93,776
Wall-Coughlan, Sarah	86,154
Walton, Erin	93,641
Wang-Reschke, April	106,389
Ward, Amy	73,550
Warnecke, Christopher	88,491
Warner, Aaron	83,430
Warnyca Strecker, Karen	94,549
Warren, Brian	98,085
Warren, Heidi	88,050
Warren, Patricia	106,724
Washkowsky, Mitchell	64,388
Wasyliw, Timothy	55,200
Waters, Tara	91,059
Watkis, Juan-Marie	97,071
Watts, Wendy	106,544
Waugh, Monique	94,382
Webb, Robert	72,949
Weber, Christopher	107,487
Weber, Jessica	64,383
Weese, Sara	63,294
Weichel, Garry	59,685
Weichel, Lisa	97,466
Weinrauch, Jennifer	95,368
Weir, Gabrielle	94,051
Weir, Janessa	81,233
Weisgarber, Michael	92,797
Weiss, Stephanie	84,116
Wells, Anne	86,800
Wenger, Pamela	94,088
Weninger, Brian	89,263
Wenzel, Jill	99,052

<b>Name</b>	<b>Amount</b>
Wesdyk, Corina	57,622
Wesley, Roberta	88,662
Westbrook, Christie	71,172
Whaley, Lisa	88,718
Wharran, Tracy	98,085
White, Cassia	91,876
White, Craig	63,628
Whitfield, Thomas	109,046
Whitten, William	61,038
Whittle, Mehley	87,968
Wiebe, Brittany	75,901
Wiens, Jacqueline	94,000
Wiest, Cameron	65,806
Wiks, Alison	82,942
Wilbraham, Dana	64,152
Wilhelms, Erica	80,899
Wilkes, David	52,342
Wilkes, Robert	82,983
Wilkinson, Crystal	88,491
Wilkinson, Robert	93,370
Wilkinson, Travis	92,797
Willems, Kaitlyn	55,792
Williams, Adam	93,427
Williams, Jillian	94,405
Williams, Mackenzie	61,727
Williams, Sandra	57,103
Williams, Tyler	93,976
Wilmot, Jon	59,999
Wilson, Barbara	93,472
Wilson, Carla	89,711
Wilson, Kimberley	88,447
Wilson, Lyndsie	72,125
Wilson, Mark	98,554
Winchester, Kevin	53,607
Wing, Robert	67,253
Wirll, Hope	80,288
Wisniewski, Jeffrey	92,612
Wiszniak, Linnea	102,533
Wittal, Erin	93,842
Wlock, Jana	67,982



Name	Amount
Wolf, Kelsey	66,824
Wolfmueller, Randi	67,026
Wood, Lyndsay	67,002
Wood, Ryan	102,964
Wood, Teresa	59,225
Woodard, Marlis	90,755
Wotherspoon, Stephanie	92,838
Wright, Christopher	62,372
Wright, Michael	55,513
Wright, William	91,604
Wurm, Tasha	94,219
Wyatt, Jennifer	92,797
Xhaferi, Jocelyn	52,641
Yantz-Barton, Eleisha	88,945
Yaqoob, Aysha	65,806
Yarnton, Lucas	77,814
Yarnton-Peterson, Megan	84,383
Yasinowski, Carrie	92,502
Yaskowich, Lisa	61,137
Yea, Stacey	96,665
Yee, Garrett	78,146
Yee, Kaitlen	84,778
Yemba, Tara	98,545

Name	Amount
Yeske, Kevin	90,670
Yeske, Trudy	62,516
Yim, Shelley	89,481
Youck, Andrea	92,797
Youck, Sabrina	56,169
Youck, Tracy	88,718
Youmans, Michelle	50,067
Young, David	92,821
Young, Stacey	90,079
Yuhasz, Danielle	81,472
Yuzik, Emerson	53,709
Zacharias, Mark	94,337
Zahorski, Cassie	52,758
Zaluski, Naomi	59,673
Zanni, Shannon	96,354
Zarowny, Baron	91,886
Zarubin, Amanda	58,613
Ziegler, Kelly	91,171
Zimbaluk, Darla	91,906
Zimmer, Kim	95,836
Zinger, Erin	60,022
Zini, Julia	76,297
Zsohar, Laura	69,289

## Transfers

Name	Amount
Harvest City Christian Academy	604,167
Ranch Ehrlo Society	279,136
Regina Christian School Association	533,170
Regina Huda School	1,376,728

Name	Amount
Regina Roman Catholic Separate School Division #81	681,295
Socialization, Communication, and Education Program (SCEP) Centre	101,358

## Supplier Payments

Name	Amount
1 Wascana Driving School	317,650
1080 Architecture, Planning & Interiors	64,465
22Fresh	64,462
3Twenty Modular	1,288,094
Access 2000	67,657
Accessmt Holdings Ltd.	175,858
Action Roofing Ltd.	62,532
Action Sewer & Drain	397,284
Allmar International	79,737
All-Pro Environmental	66,006
Alpine Drywall And Plastering (2007) Ltd.	148,342
Alton Tangedal Architect Ltd.	81,732
Amazon	373,446
Aon Reed Stenhouse Inc.	1,026,680
Apex Plumbing & Heating	497,265
Apple Canada Inc.	1,025,514
Aquifer Distribution Ltd.	73,447
Atlas-Apex Roofing (Saskatchewan) Inc.	244,389
B A Robinson Co Ltd.	100,022
BI Solutions Inc.	216,792
Bobcat of Regina Ltd.	72,419
Brown, Nadine	53,345
C P Distributors Ltd.	81,616
Caltec Flooring Ltd.	129,526
Capital Cabs 2000	981,063
Capital Ford Lincoln	491,425
CDW Canada	161,086
Centaur Products Inc.	166,844
Christie Mechanical Ltd.	78,504
City Of Regina	1,288,117
Cleanbrite Canada Ltd.	353,519
Co-Op Taxi Lines	144,034
Curtis Construction Ltd.	124,346
Cypress Sales Partnership	659,087
Davey Plastics Inc.	95,865
Delco Automation Inc.	213,885

Name	Amount
Dell Canada Inc.	331,719
EDCO Plumbing & Heating Ltd.	293,621
Edsby/Core Four Inc.	143,010
Energy Network Services	924,975
Evolution Audio Visual Ltd.	397,172
Federated Co-Operatives Ltd.	222,257
Findlay, Nora	54,600
Finishes Plus Ent 1992	190,951
First Class Planners	56,197
Flaghouse	79,321
Flame Fabricators Inc.	84,016
Flying Eagle Conveyance	184,702
Flynn Canada Ltd.	1,813,298
Forbo Flooring Corp Canada	112,851
Friesens	76,315
Full Throttle Furnace & Duct Cleaning Inc.	205,738
Genx Solutions	2,034,229
Glacier Glass Service Ltd.	184,684
Group2 Architecture Interior Designs Ltd.	240,674
Harbuilt Construction Ltd.	263,232
HBI Office Plus Inc.	598,006
Hipperson Const Co (1996) Ltd.	126,055
HVAC Sales (1997) Ltd.	420,362
HVAC Service	55,700
Impact Security Group Inc.	82,965
Indigo	65,059
Inland Audio Visual Ltd.	591,313
Intellimedia Lp	56,274
Intrado Canada Inc.	51,266
J C K Engineering Inc.	187,157
John Nightingale	334,545
Jordan Asbestos Removal Ltd.	377,609
JPH Consulting Ltd.	119,410
KEV Group	85,246
Kincaid Interiors Ltd.	50,134

<b>Name</b>	<b>Amount</b>
Konica Minolta Business	778,905
Kress Electric Ltd.	234,944
Lancashire Distribution	100,240
Layman's Driving Services Ltd.	133,965
Loraas Disposal Services	109,537
Macpherson Engineering Inc.	93,201
Majestic Air Inc.	73,579
Manulife Financial	1,569,324
Merconnet Electronics	148,169
MNP LLP	84,164
MLT Aikins LLP	57,041
Momentum HVAC Services	491,309
Nelson Education Ltd.	54,217
Number Ten	597,181
Oracle Corporation Canada Inc.	173,048
Pace Solutions Corp	168,195
PCL Construction Management Inc.	1,185,209
Pearson Education Canada	1,226,896
Playlotz Contracting	60,816
Powerland Computers	220,527
Powerschool Canada ULC	271,605
Prairie Heart Mobility	173,727
Pratts Wholesale Food Service Ltd.	115,630
Prestige Commercial Interiors (1992) Ltd.	67,608
Quorex Construction	3,271,584
Rapid Lawn Landscape Solutions Ltd.	242,398
Raven Roofing (Sask) Ltd.	343,898
Real Canadian Wholesale	117,443
Reinhardt Plumbing, Heating & Air Conditioning Ltd.	158,841

<b>Name</b>	<b>Amount</b>
Restorex Disaster Restoration	491,342
Rieger General Contracting	233,384
Saskatchewan Workers' Compensation	581,837
SaskEnergy	1,790,493
SaskPower	3,085,239
SaskTel CMR	522,509
School Specialty Canada	53,745
Security Resource Group Inc.	71,317
SEPW Architecture Inc.	110,550
Shortbus Transportation Inc.	387,942
Software 4 Schools	77,525
Sportfactor	54,843
St John's Music Ltd.	75,058
Stay Safe Solutions Ltd.	363,785
Supreme Basics	616,985
Sustainable Projects Group	71,570
Swish-Kemsol	150,843
TFH Special Needs Toys Canada Inc.	87,634
Thorpe Industries Ltd.	194,744
Trade West Equipment Ltd.	698,196
United Library Services Inc.	58,101
Veritiv Canada Inc.	399,821
Vipond Inc.	115,266
Vogan's Driver Training	76,150
Walker Projects	59,087
Walters Industrial Mechanical Ltd.	138,622
Warner Industries	5,022,562
Western Electrical Management Ltd.	641,278
Westexcel Automation Ltd.	57,497
Westridge Construction Ltd.	66,510
Where 2 Transportation	833,574

## Other Expenditures

Name	Amount
The Co-Operators	338,929
Canadian Union of Public Employees (CUPE) Local 3766	335,552
Canadian Union of Public Employees (CUPE) Local 650	199,844
Regina Civic Employees' Superannuation & Benefit Plan	7,009,281
Regina Civic Employees Long Term Disability Plan	266,382
Regina Public School Teachers' Association	261,621

Name	Amount
Saskatchewan Professional Teachers Regulatory Board	198,826
Saskatchewan School Boards Association	209,353
Saskatchewan Teachers' Federation	2,608,033
Saskatchewan Teachers Retirement Plan	14,469,840
Teachers' Superannuation Plan	292,982

**Appendix B – Management Report and Audited Financial Statements**

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## Consolidated Audited Financial Statements

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Of the Regina School Division No. 4

School Division No. 2150000

For the Period Ending: August 31, 2021

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Chief Financial Officer - Naomi Mellor

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Auditor - MNP LLP

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

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## 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 23, 2021

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, 2021, and the consolidated statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and notes to the 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, 2021, and the results of its operations, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

## Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the 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 23, 2021

*MNP LLP*

Chartered Professional Accountants

**Regina School Division No. 4**  
**Consolidated Statement of Financial Position**  
**as at August 31, 2021**

	2021	2020
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	80,614,945	77,914,938
Accounts Receivable (Note 7)	8,822,740	5,146,794
Inventories for Sale	-	93,335
Portfolio Investments (Note 3)	488,716	635,716
<b>Total Financial Assets</b>	<b>89,926,401</b>	<b>83,790,783</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities (Note 8)	18,817,106	13,260,739
Long-Term Debt (Note 9)	18,310,930	19,548,903
Liability for Employee Future Benefits (Note 5)	11,001,300	10,895,900
Deferred Revenue (Note 10)	976,551	1,954,076
<b>Total Liabilities</b>	<b>49,105,887</b>	<b>45,659,618</b>
<b>Net Financial Assets</b>	<b>40,820,514</b>	<b>38,131,165</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Schedule C)	258,997,770	256,086,669
Inventory of Supplies Held for Consumption	96,928	118,507
Prepaid Expenses	1,634,603	1,596,050
<b>Total Non-Financial Assets</b>	<b>260,729,301</b>	<b>257,801,226</b>
<b>Accumulated Surplus (Note 13)</b>	<b>301,549,815</b>	<b>295,932,391</b>

Contingent Liabilities (Note 16)

Contractual Obligations and Commitments (Note 17)

*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, 2021**

	<b>2021 Budget</b>	<b>2021 Actual</b>	<b>2020 Actual</b>
	\$	\$	\$
	(Note 14)		
<b>REVENUES</b>			
Property Taxes and Other Related	-	11,553	-
Grants	233,419,591	251,247,012	226,229,912
Tuition and Related Fees	1,169,000	994,922	989,694
School Generated Funds	4,120,000	1,917,645	3,333,088
Complementary Services (Note 11)	4,143,170	4,315,038	4,301,376
External Services (Note 12)	10,921,083	11,317,213	10,698,934
Other	1,944,400	1,635,556	2,662,769
<b>Total Revenues (Schedule A)</b>	<b>255,717,244</b>	<b>271,438,939</b>	<b>248,215,773</b>
<b>EXPENSES</b>			
Governance	876,335	823,201	646,336
Administration	6,759,159	6,911,051	6,499,974
Instruction	182,589,077	184,743,493	170,901,749
Plant	40,990,239	45,238,471	43,191,566
Transportation	8,087,918	8,091,854	8,219,143
Tuition and Related Fees	668,000	431,981	502,042
School Generated Funds	3,685,848	1,657,987	2,937,865
Complementary Services (Note 11)	6,111,198	5,788,963	5,787,609
External Services (Note 12)	10,921,083	11,317,213	10,698,934
Other	827,573	817,301	913,466
<b>Total Expenses (Schedule B)</b>	<b>261,516,430</b>	<b>265,821,515</b>	<b>250,298,684</b>
<b>Operating Surplus (Deficit) for the Year</b>	<b>(5,799,186)</b>	<b>5,617,424</b>	<b>(2,082,911)</b>
<b>Accumulated Surplus from Operations, Beginning of Year</b>	<b>295,932,391</b>	<b>295,932,391</b>	<b>298,015,302</b>
<b>Accumulated Surplus from Operations, End of Year</b>	<b>290,133,205</b>	<b>301,549,815</b>	<b>295,932,391</b>

*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**  
**for the year ended August 31, 2021**

	<b>2021 Budget</b>	<b>2021 Actual</b>	<b>2020 Actual</b>
	\$	\$	\$
	(Note 14)		
<b>Net Financial Assets, Beginning of Year</b>	<b>38,131,165</b>	<b>38,131,165</b>	<b>33,816,807</b>
<b>Changes During the Year</b>			
Operating Surplus (Deficit) for the Year	(5,799,186)	5,617,424	(2,082,911)
Acquisition of Tangible Capital Assets (Schedule C)	(7,434,433)	(15,556,556)	(8,353,425)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	67,389	3,504,225
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(67,389)	(657,390)
Transfer of Capital Assets from Inventory for Resale	-	(93,336)	(466,746)
Write-Down of Tangible Capital Assets (Schedule C)	-	-	5,588
Amortization of Tangible Capital Assets (Schedule C)	12,517,243	12,738,791	12,345,636
Net Acquisition of Inventory of Supplies	-	21,579	23,963
Net Change in Other Non-Financial Assets	-	(38,553)	(4,582)
<b>Change in Net Financial Assets</b>	<b>(716,376)</b>	<b>2,689,349</b>	<b>4,314,358</b>
<b>Net Financial Assets, End of Year</b>	<b>37,414,789</b>	<b>40,820,514</b>	<b>38,131,165</b>

*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, 2021**

	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<b>OPERATING ACTIVITIES</b>		
Operating Surplus (Deficit) for the Year	5,617,424	(2,082,911)
Add Non-Cash Items Included in Surplus (Schedule D)	12,199,181	9,621,710
Net Change in Non-Cash Operating Activities (Schedule E)	1,084,657	705,710
<b>Cash Provided by Operating Activities</b>	<b>18,901,262</b>	<b>8,244,509</b>
<b>CAPITAL ACTIVITIES</b>		
Cash Used to Acquire Tangible Capital Assets	(15,084,335)	(6,281,301)
Transfer of Capital Assets from Inventory for Resale	(93,336)	(466,746)
Proceeds on Disposal of Tangible Capital Assets	67,389	3,504,225
<b>Cash (Used) by Capital Activities</b>	<b>(15,110,282)</b>	<b>(3,243,822)</b>
<b>INVESTING ACTIVITIES</b>		
Proceeds on Disposal of Portfolio Investments	147,000	89,539
<b>Cash Provided (Used) by Investing Activities</b>	<b>147,000</b>	<b>89,539</b>
<b>FINANCING ACTIVITIES</b>		
Repayment of Long-Term Debt	(1,237,973)	(3,437,779)
<b>Cash (Used) by Financing Activities</b>	<b>(1,237,973)</b>	<b>(3,437,779)</b>
<b>INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>2,700,007</b>	<b>1,652,447</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>77,914,938</b>	<b>76,262,491</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>80,614,945</b>	<b>77,914,938</b>

*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, 2021**

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Property Taxes and Other Related Revenue</b>			
<b>Other Tax Revenues</b>			
Treaty Land Entitlement - Urban	-	11,553	-
<b>Total Other Tax Revenues</b>	<u>-</u>	<u>11,553</u>	<u>-</u>
<b>Total Property Taxes and Other Related Revenue</b>	<u>-</u>	<u>11,553</u>	<u>-</u>
<b>Grants</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	222,184,937	223,598,339	215,260,003
Other Ministry Grants	6,213,754	8,306,977	6,894,707
<b>Total Ministry Grants</b>	<u>228,398,691</u>	<u>231,905,316</u>	<u>222,154,710</u>
Other Provincial Grants	770,900	11,389,263	670,078
Federal Grants	-	30,186	-
Grants from Others	-	2,591	-
<b>Total Operating Grants</b>	<u>229,169,591</u>	<u>243,327,356</u>	<u>222,824,788</u>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	4,250,000	7,919,656	3,405,124
<b>Total Capital Grants</b>	<u>4,250,000</u>	<u>7,919,656</u>	<u>3,405,124</u>
<b>Total Grants</b>	<u>233,419,591</u>	<u>251,247,012</u>	<u>226,229,912</u>
<b>Tuition and Related Fees Revenue</b>			
<b>Operating Fees</b>			
Tuition Fees			
School Boards	450,000	596,707	301,268
Individuals and Other	719,000	398,215	688,426
<b>Total Operating Tuition and Related Fees</b>	<u>1,169,000</u>	<u>994,922</u>	<u>989,694</u>
<b>Total Tuition and Related Fees Revenue</b>	<u>1,169,000</u>	<u>994,922</u>	<u>989,694</u>
<b>School Generated Funds Revenue</b>			
<b>Curricular</b>			
Student Fees	700,000	558,380	661,079
<b>Total Curricular Fees</b>	<u>700,000</u>	<u>558,380</u>	<u>661,079</u>
<b>Non-Curricular Fees</b>			
Commercial Sales - GST	200,000	109,252	184,004
Commercial Sales - Non-GST	400,000	105,603	327,056
Fundraising	950,000	102,104	580,820
Grants and Partnerships	370,000	517,435	529,915
Students Fees	800,000	503,993	747,751
Other	700,000	20,878	302,463
<b>Total Non-Curricular Fees</b>	<u>3,420,000</u>	<u>1,359,265</u>	<u>2,672,009</u>
<b>Total School Generated Funds Revenue</b>	<u>4,120,000</u>	<u>1,917,645</u>	<u>3,333,088</u>

**Regina School Division No. 4**  
**Schedule A: Consolidated Supplementary Details of Revenues**  
**for the year ended August 31, 2021**

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Complementary Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	2,734,080	2,664,080	2,650,122
Other Ministry Grants	1,091,090	1,222,329	1,300,497
Other Provincial Grants	133,000	52,710	12,200
Federal Grants	-	7,490	66,407
Other Grants	185,000	368,429	267,110
<b>Total Operating Grants</b>	<b>4,143,170</b>	<b>4,315,038</b>	<b>4,296,336</b>
<b>Fees and Other Revenue</b>			
Other Revenue	-	-	5,040
<b>Total Fees and Other Revenue</b>	<b>-</b>	<b>-</b>	<b>5,040</b>
<b>Total Complementary Services Revenue</b>	<b>4,143,170</b>	<b>4,315,038</b>	<b>4,301,376</b>
<b>External Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	10,921,083	10,845,759	10,698,934
Other Provincial Grants	-	471,454	-
<b>Total Operating Grants</b>	<b>10,921,083</b>	<b>11,317,213</b>	<b>10,698,934</b>
<b>Total External Services Revenue</b>	<b>10,921,083</b>	<b>11,317,213</b>	<b>10,698,934</b>
<b>Other Revenue</b>			
Miscellaneous Revenue*	244,000	654,384	577,787
Sales & Rentals	400,400	249,267	296,481
Investments	1,300,000	664,516	1,131,111
Gain on Disposal of Capital Assets	-	67,389	657,390
<b>Total Other Revenue</b>	<b>1,944,400</b>	<b>1,635,556</b>	<b>2,662,769</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>255,717,244</b>	<b>271,438,939</b>	<b>248,215,773</b>

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Miscellaneous Revenue</b>			
Administration (reimbursements and fees)	139,000	334,930	460,566
Instruction	105,000	219,454	117,221
Plant	-	100,000	-
	<b>244,000</b>	<b>654,384</b>	<b>577,787</b>

**Regina School Division No. 4**  
**Schedule B: Consolidated Supplementary Details of Expenses**  
**for the year ended August 31, 2021**

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Governance Expense</b>			
Board Members Expense	246,075	244,475	241,754
Professional Development - Board Members	14,000	8,180	2,383
Grants to School Community Councils	110,168	84,879	76,722
Elections	297,400	274,642	141,009
Other Governance Expenses	207,300	209,851	183,078
Amortization of Tangible Capital Assets	1,392	1,174	1,390
<b>Total Governance Expense</b>	<b>876,335</b>	<b>823,201</b>	<b>646,336</b>
<b>Administration Expense</b>			
Salaries	4,954,224	5,047,774	4,937,644
Benefits	681,629	700,480	624,845
Supplies & Services	740,700	777,400	585,934
Non-Capital Furniture & Equipment	9,000	4,474	3,694
Building Operating Expenses	98,000	105,763	116,713
Communications	63,000	63,414	62,744
Travel	15,900	6,833	7,687
Professional Development	66,200	70,411	29,764
Amortization of Tangible Capital Assets	130,506	134,502	130,949
<b>Total Administration Expense</b>	<b>6,759,159</b>	<b>6,911,051</b>	<b>6,499,974</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	130,755,972	131,256,938	121,424,527
Instructional (Teacher Contract) Benefits	7,968,338	8,305,735	7,796,739
Program Support (Non-Teacher Contract) Salaries	26,658,573	26,357,892	25,823,747
Program Support (Non-Teacher Contract) Benefits	4,411,270	4,988,101	4,487,106
Instructional Aids	2,619,682	3,847,154	3,051,041
Supplies & Services	3,008,923	3,405,074	2,172,228
Non-Capital Furniture & Equipment	759,166	803,489	767,816
Communications	422,280	428,758	421,625
Travel	203,252	126,970	166,463
Professional Development	822,120	864,554	769,166
Student Related Expense	259,116	132,213	164,861
Amortization of Tangible Capital Assets	4,700,385	4,226,615	3,856,430
<b>Total Instruction Expense</b>	<b>182,589,077</b>	<b>184,743,493</b>	<b>170,901,749</b>



**Regina School Division No. 4**  
**Schedule B: Consolidated Supplementary Details of Expenses**  
**for the year ended August 31, 2021**

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Plant Operation &amp; Maintenance Expense</b>			
Salaries	10,924,132	10,753,556	10,969,651
Benefits	2,836,266	2,861,984	2,783,176
Supplies & Services	3,000	508,649	284,352
Non-Capital Furniture & Equipment	21,000	26,333	23,698
Building Operating Expenses	19,416,662	22,685,142	21,263,909
Communications	50,000	54,796	61,686
Travel	161,508	173,593	167,641
Professional Development	23,000	24,945	19,429
Amortization of Tangible Capital Assets	7,554,671	8,149,473	7,618,024
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>40,990,239</b>	<b>45,238,471</b>	<b>43,191,566</b>
<b>Student Transportation Expense</b>			
Salaries	156,400	124,985	58,418
Benefits	30,218	27,942	12,449
Supplies & Services	432,700	252,868	327,629
Non-Capital Furniture & Equipment	484,500	11,987	545,335
Building Operating Expenses	399,000	400,047	428,356
Communications	7,600	9,894	13,960
Professional Development	3,000	-	-
Contracted Transportation	6,574,500	7,240,118	6,237,221
Amortization of Tangible Capital Assets	-	24,013	595,775
<b>Total Student Transportation Expense</b>	<b>8,087,918</b>	<b>8,091,854</b>	<b>8,219,143</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	628,000	410,867	462,201
Transportation Fees	40,000	21,114	39,841
<b>Total Tuition and Related Fees Expense</b>	<b>668,000</b>	<b>431,981</b>	<b>502,042</b>
<b>School Generated Funds Expense</b>			
Academic Supplies & Services	200,000	535,315	561,067
Cost of Sales	500,000	219,179	442,764
Non-Capital Furniture & Equipment	100,000	(10,537)	1,124
School Fund Expenses	2,800,000	762,533	1,840,637
Amortization of Tangible Capital Assets	85,848	151,497	92,273
<b>Total School Generated Funds Expense</b>	<b>3,685,848</b>	<b>1,657,987</b>	<b>2,937,865</b>

**Regina School Division No. 4**  
**Schedule B: Consolidated Supplementary Details of Expenses**  
**for the year ended August 31, 2021**

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
<b>Complementary Services Expense</b>			
Instructional (Teacher Contract) Salaries & Benefits	1,983,712	2,272,922	2,142,281
Program Support (Non-Teacher Contract) Salaries & Benefits	3,520,923	3,060,093	3,178,655
Instructional Aids	389,208	313,905	325,707
Supplies & Services	-	6,500	126
Non-Capital Furniture & Equipment	-	65	54
Building Operating Expenses	33,800	30,480	30,480
Communications	1,000	1,240	3,201
Travel	5,620	4,208	4,466
Professional Development (Non-Salary Costs)	74,491	496	1,747
Student Related Expenses	58,000	47,537	50,097
Amortization of Tangible Capital Assets	44,444	51,517	50,795
<b>Total Complementary Services Expense</b>	<b>6,111,198</b>	<b>5,788,963</b>	<b>5,787,609</b>
<b>External Service Expense</b>			
Grant Transfers	2,100,750	2,016,249	2,393,184
Tuition Fees	-	-	15,960
Instructional (Teacher Contract) Salaries & Benefits	7,869,376	7,837,203	7,353,680
Program Support (Non-Teacher Contract) Salaries & Benefits	182,000	177,670	101,807
Instructional Aids	-	513,119	48,514
Supplies & Services	768,957	768,957	772,311
Non-Capital Furniture & Equipment	-	-	504
Professional Development (Non-Salary Costs)	-	4,015	7,614
Student Related Expenses	-	-	5,360
<b>Total External Services Expense</b>	<b>10,921,083</b>	<b>11,317,213</b>	<b>10,698,934</b>
<b>Other Expense</b>			
<b>Interest and Bank Charges</b>			
Current Interest and Bank Charges	50,000	40,416	66,610
Interest on Capital Loans	777,573	776,885	826,106
Interest on Other Long-Term Debt	-	-	20,750
<b>Total Interest and Bank Charges</b>	<b>827,573</b>	<b>817,301</b>	<b>913,466</b>
<b>Total Other Expense</b>	<b>827,573</b>	<b>817,301</b>	<b>913,466</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>261,516,430</b>	<b>265,821,515</b>	<b>250,298,684</b>

**Regina School Division No. 4**

**Schedule C - Consolidated Supplementary Details of Tangible Capital Assets  
for the year ended August 31, 2021**

	Land		Buildings	Other	Furniture and	Computer Hardware and	Computer	Assets			
	Land	Improvements	Buildings	Short-Term	Vehicles	Equipment	Audio Visual Equipment	Software	Under Construction	2021	2020
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Tangible Capital Assets - at Cost</b>											
Opening Balance as of September 1	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
Additions/Purchases	-	-	(108,548)	961,872	475,373	3,891,325	4,787,659	67,151	5,481,724	15,556,556	8,353,425
Disposals	-	-	-	-	(262,716)	(998,751)	(2,333,191)	(580,843)	-	(4,175,501)	(8,270,680)
Write-Downs	-	-	-	-	-	-	-	-	-	-	(5,588)
Transfers to (from) Assets Under Construction	-	-	-	991,898	-	-	-	-	(991,898)	-	-
Transfers from Inventory for Resale	16,211	-	671,228	-	-	-	-	-	-	687,439	466,746
<b>Closing Balance as of August 31</b>	<b>8,975,208</b>	<b>471,448</b>	<b>328,269,379</b>	<b>27,698,845</b>	<b>957,202</b>	<b>24,589,183</b>	<b>13,278,225</b>	<b>825,680</b>	<b>5,202,591</b>	<b>410,267,761</b>	<b>398,199,267</b>
<b>Tangible Capital Assets - Amortization</b>											
Opening Balance as of September 1	-	306,437	115,911,026	7,477,341	684,076	10,113,882	6,667,506	952,330	-	142,112,598	135,190,807
Amortization of the Period	-	23,572	6,125,138	1,269,967	60,975	2,452,216	2,641,787	165,136	-	12,738,791	12,345,636
Disposals	-	-	-	-	(262,716)	(998,751)	(2,333,191)	(580,843)	-	(4,175,501)	(5,423,845)
Transfers from Inventory for Resale	-	-	594,103	-	-	-	-	-	-	594,103	-
<b>Closing Balance as of August 31</b>	<b>N/A</b>	<b>330,009</b>	<b>122,630,267</b>	<b>8,747,308</b>	<b>482,335</b>	<b>11,567,347</b>	<b>6,976,102</b>	<b>536,623</b>	<b>N/A</b>	<b>151,269,991</b>	<b>142,112,598</b>
<b>Net Book Value</b>											
Opening Balance as of September 1	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
Closing Balance as of August 31	8,975,208	141,439	205,639,112	18,951,537	474,867	13,021,836	6,302,123	289,057	5,202,591	258,997,770	256,086,669
<b>Change in Net Book Value</b>	<b>16,211</b>	<b>(23,572)</b>	<b>(6,156,561)</b>	<b>683,803</b>	<b>414,398</b>	<b>1,439,109</b>	<b>2,145,872</b>	<b>(97,985)</b>	<b>4,489,826</b>	<b>2,911,101</b>	<b>(6,377,888)</b>
<b>Disposals</b>											
Historical Cost	-	-	-	-	262,716	998,751	2,333,191	580,843	-	4,175,501	8,270,680
Accumulated Amortization	-	-	-	-	262,716	998,751	2,333,191	580,843	-	4,175,501	5,423,845
<b>Net Cost</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,846,835</b>
Price of Sale	-	-	-	-	67,389	-	-	-	-	67,389	3,504,225
<b>Gain on Disposal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>67,389</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>67,389</b>	<b>657,390</b>

**Regina School Division No. 4**  
**Schedule D: Consolidated Non-Cash Items Included in Surplus / Deficit**  
**for the year ended August 31, 2021**

	<b>2021</b>	<b>2020</b>
	\$	\$
<b>Non-Cash Items Included in Surplus / Deficit</b>		
Amortization of Tangible Capital Assets (Schedule C)	12,738,791	12,345,636
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus	(472,221)	(2,072,124)
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(67,389)	(657,390)
Write-Down of Tangible Capital Assets (Schedule C)	-	5,588
<b>Total Non-Cash Items Included in Surplus / Deficit</b>	<b>12,199,181</b>	<b>9,621,710</b>

**Regina School Division No. 4**  
**Schedule E: Consolidated Net Change in Non-Cash Operating Activities**  
**for the year ended August 31, 2021**

	<b>2021</b>	<b>2020</b>
	\$	\$
<b>Net Change in Non-Cash Operating Activities</b>		
(Increase) in Accounts Receivable	(3,675,946)	(606,949)
Decrease in Inventories for Sale	93,335	461,156
Increase in Accounts Payable and Accrued Liabilities	5,556,367	352,190
Increase in Liability for Employee Future Benefits	105,400	70,600
(Decrease) Increase in Deferred Revenue	(977,525)	409,332
Decrease in Inventory of Supplies Held for Consumption	21,579	23,963
(Increase) in Prepaid Expenses	(38,553)	(4,582)
<b>Total Net Change in Non-Cash Operating Activities</b>	<b>1,084,657</b>	<b>705,710</b>

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
As at August 31, 2021**

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## **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 division 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% (2020-consolidated 72.85%).

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN**  
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- m̄maw̄yatit̄an Centre common operating costs consolidated 69.70% (2020-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 \$11,001,300 (2020 - \$10,895,900) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$151,269,991 (2020 - \$142,112,598) 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
Other vehicles – passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

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

**Inventory of Supplies Held 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*.

**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 that meet the definition of a liability 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:

	2021	2020
<b>Portfolio investments in the cost or amortized cost category:</b>	<b>Cost</b>	<b>Cost</b>
GICs, 2.50% to 3.19%, mature Sep/21 to May/24	\$ 488,716	\$ 635,716
<b>Total portfolio investments reported at cost or amortized cost</b>	<b>488,716</b>	<b>635,716</b>

### 4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2021 Actual	2020 Actual
Governance	\$ 244,475	\$ 577,552	\$ -	\$ 1,174	\$ 823,201	\$ 646,336
Administration	5,748,254	1,028,295	-	134,502	6,911,051	6,499,974
Instruction	170,908,666	9,608,212	-	4,226,615	184,743,493	170,901,749
Plant	13,615,540	23,473,458	-	8,149,473	45,238,471	43,191,566
Transportation	152,927	7,914,914	-	24,013	8,091,854	8,219,143
Tuition and Related Fees	-	431,981	-	-	431,981	502,042
School Generated Funds	-	1,506,490	-	151,497	1,657,987	2,937,865
Complementary Services	5,333,015	404,431	-	51,517	5,788,963	5,787,609
External Services	8,014,873	3,302,340	-	-	11,317,213	10,698,934
Other	-	-	817,301	-	817,301	913,466
<b>TOTAL</b>	<b>\$ 204,017,750</b>	<b>\$ 48,247,673</b>	<b>\$ 817,301</b>	<b>\$ 12,738,791</b>	<b>\$ 265,821,515</b>	<b>\$ 250,298,684</b>

### 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, 2021 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2021.

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Details of the employee future benefits are as follows:

	2021	2020
Long-term assumptions used:		
Discount rate at end of period (per annum)	1.97%	1.54%
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

<b>Liability for Employee Future Benefits</b>	<b>2021</b>	<b>2020</b>
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 10,323,200</b>	<b>\$ 9,774,900</b>
Current period service cost	379,900	347,900
Interest cost	161,700	191,400
Benefit payments	(409,800)	(414,100)
Actuarial (gains) losses	(2,171,500)	423,100
<b>Accrued Benefit Obligation - end of year</b>	<b>8,283,500</b>	<b>10,323,200</b>
Unamortized net actuarial gains	2,717,800	572,700
<b>Liability for Employee Future Benefits</b>	<b>\$ 11,001,300</b>	<b>\$ 10,895,900</b>

<b>Employee Future Benefits Expense</b>	<b>2021</b>	<b>2020</b>
Current period service cost	\$ 379,900	\$ 347,900
Amortization of net actuarial (gain)	(26,400)	(54,600)
<b>Benefit cost</b>	<b>353,500</b>	<b>293,300</b>
Interest cost	161,700	191,400
<b>Total Employee Future Benefits Expense</b>	<b>\$ 515,200</b>	<b>\$ 484,700</b>

## 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:

	2021			2020
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1,936	4	1,940	1,870
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	\$ 14,260,210	\$ 14,116	\$ 14,274,326	\$ 13,509,753

**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 past deficits and the governance structure. The intent of these changes was 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 on past deficits.

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, 2020 that permit the current contribution levels to be maintained through 2022.

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

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financial statements. The plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

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

	<b>2021</b>	<b>2020</b>
Number of active School Division members	761	727
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 for the year	\$ 2,869,080	\$ 3,016,937
School Division contributions for the year	\$ 3,195,035	\$ 3,359,573
Actuarial valuation date	Dec 31,2020	Dec 31, 2019
Long-term assumptions used:		
Market value of invested assets (in thousands)	\$ 1,718,064	\$ 1,614,453
Actuarial value of liabilities (in thousands)	\$ 1,913,703	\$ 1,814,742
Plan (Deficit) (in thousands)	\$ (195,639)	\$ (200,289)

## 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:

	<b>2021</b>			<b>2020</b>		
	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	6,634,783	-	6,634,783	2,132,735	-	2,132,735
Other Receivables	760,519	-	760,519	1,586,621	-	1,586,621
<b>Total Accounts Receivable</b>	<b>\$8,822,740</b>	<b>\$ -</b>	<b>\$8,822,740</b>	<b>\$5,146,794</b>	<b>\$ -</b>	<b>\$5,146,794</b>

- (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:

	2021	2020
Accrued Salaries and Benefits	\$ 5,336,395	\$ 4,198,288
Supplier Payments	6,260,622	3,325,348
Other Accrued Liabilities	7,220,089	5,737,103
<b>Total Accounts Payable and Accrued Liabilities</b>	<b>\$ 18,817,106</b>	<b>\$ 13,260,739</b>

## 9. LONG-TERM DEBT

Details of long-term debt are as follows:

	2021	2020
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	10,146,202	10,905,076
RBC Financial Group, capital school building construction, 4.47%, principal and interest payments of \$47,567 payable monthly, due date of loan November 2033	5,376,950	5,699,452
RBC Financial Group, capital school building construction, 3.99%, principal and interest payments of \$22,602 payable monthly, due date of loan November 2034	2,787,778	2,944,375
<b>Total Long-Term Debt</b>	<b>\$ 18,310,930</b>	<b>\$ 19,548,903</b>

**Future principal repayments over the next 5 years are estimated as follows:**

	<b>Capital Loans</b>
2022	\$ 1,289,442
2023	1,342,953
2024	1,398,691
2025	1,456,752
2026	1,517,231
Thereafter	11,305,861
<b>Total</b>	<b>\$18,310,930</b>

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<b>Principal and interest payments on the long-term debt are as follows:</b>			
	<b>Capital Loans</b>	<b>2021</b>	<b>2020</b>
Principal	\$1,237,973	\$1,237,973	\$3,437,779
Interest	776,885	776,885	846,856
<b>Total</b>	<b>\$2,014,858</b>	<b>\$2,014,858</b>	<b>\$4,284,635</b>

## 10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2020	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2021
<b>Capital projects:</b>				
Federal capital tuition	\$ 8,025	\$ -	\$ 8,025	\$ -
Proceeds from sale of school buildings	476,913	-	-	476,913
<b>Total capital projects deferred revenue</b>	<b>484,938</b>	<b>-</b>	<b>8,025</b>	<b>476,913</b>
<b>Non-Capital deferred revenue:</b>				
Climate Action Incentive Fund	649,919	-	649,919	-
Special Programs	453,701	80,159	388,937	144,923
Tuition Fees	365,518	368,015	378,818	354,715
<b>Total non-capital deferred revenue</b>	<b>1,469,138</b>	<b>448,174</b>	<b>1,417,674</b>	<b>499,638</b>
<b>Total Deferred Revenue</b>	<b>\$ 1,954,076</b>	<b>\$ 448,174</b>	<b>\$ 1,425,699</b>	<b>\$ 976,551</b>



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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	2021	2020
<b>Revenues:</b>								
Operating Grants	\$ 2,664,080	\$ 137,239	\$ 260,090	\$ 95,000	\$ 450,000	\$ 708,629	\$ 4,315,038	\$ 4,296,336
Fees and Other Revenues	-	-	-	-	-	-	-	5,040
<b>Total Revenues</b>	<b>2,664,080</b>	<b>137,239</b>	<b>260,090</b>	<b>95,000</b>	<b>450,000</b>	<b>708,629</b>	<b>4,315,038</b>	<b>4,301,376</b>
<b>Expenses:</b>								
Salaries & Benefits	2,862,348	-	241,601	83,027	434,870	1,711,169	5,333,015	5,320,936
Instructional Aids	43,167	183,559	-	-	72,371	14,808	313,905	325,707
Supplies and Services	-	-	-	1,500	-	5,000	6,500	126
Non-Capital Equipment	-	-	65	-	-	-	65	54
Building Operating Expenses	-	-	30,480	-	-	-	30,480	30,480
Communications	-	-	1,240	-	-	-	1,240	3,201
Travel	-	-	643	-	-	3,565	4,208	4,466
Professional Development (Non-Salary Costs)	-	-	-	-	-	496	496	1,747
Student Related Expenses	-	-	-	-	-	47,537	47,537	50,097
Amortization of Tangible Capital Assets	-	-	-	-	-	51,517	51,517	50,795
<b>Total Expenses</b>	<b>2,905,515</b>	<b>183,559</b>	<b>274,029</b>	<b>84,527</b>	<b>507,241</b>	<b>1,834,092</b>	<b>5,788,963</b>	<b>5,787,609</b>
<b>(Deficiency) Excess of Revenues over Expenses</b>	<b>\$ (241,435)</b>	<b>\$ (46,320)</b>	<b>\$ (13,939)</b>	<b>\$ 10,473</b>	<b>\$ (57,241)</b>	<b>\$ (1,125,463)</b>	<b>\$ (1,473,925)</b>	<b>\$ (1,486,233)</b>

## 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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<b>Summary of External Services Revenues and Expenses, by Program</b>	<b>Associate Schools*</b>	<b>2021</b>	<b>2020</b>
<b>Revenues:</b>			
Operating Grants	\$ 10,845,759	<b>\$10,845,759</b>	<b>\$10,698,934</b>
Other Provincial Grants	\$ 471,454	<b>471,454</b>	-
<b>Total Revenues</b>	<b>11,317,213</b>	<b>11,317,213</b>	<b>10,698,934</b>
<b>Expenses:</b>			
Grant Transfers	2,016,249	<b>2,016,249</b>	<b>2,393,184</b>
Tuition & Other Related Fees	-	-	<b>15,960</b>
Salaries & Benefits	8,014,873	<b>8,014,873</b>	<b>7,455,487</b>
Instructional Aids	513,119	<b>513,119</b>	<b>48,514</b>
Supplies and Services	768,957	<b>768,957</b>	<b>772,311</b>
Non-Capital Equipment	-	-	<b>504</b>
Professional Development	4,015	<b>4,015</b>	<b>7,614</b>
Student Related Expenses	-	-	<b>5,360</b>
<b>Total Expenses</b>	<b>11,317,213</b>	<b>11,317,213</b>	<b>10,698,934</b>
<b>Excess of Revenues over Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

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

<b>Summary of Associate School Revenues and Expenses, Details by School</b>	<b>Regina Christian School</b>	<b>Harvest City Academy</b>	<b>Regina Huda School</b>	<b>2021</b>	<b>2020</b>
<b>Revenues:</b>					
Operating Grants	\$ 3,796,088	\$ 2,385,484	\$ 4,664,187	<b>\$ 10,845,759</b>	<b>\$ 10,698,934</b>
Other Provincial Grants	213,918	172,858	84,678	<b>471,454</b>	-
<b>Total Revenues</b>	<b>4,010,006</b>	<b>2,558,342</b>	<b>4,748,865</b>	<b>11,317,213</b>	<b>10,698,934</b>
<b>Expenses:</b>					
Grant Transfers	330,460	393,508	1,292,281	<b>2,016,249</b>	<b>2,393,184</b>
Tuition & Other Related Fees	-	-	-	-	<b>15,960</b>
Salaries & Benefits	3,183,566	1,816,090	3,015,217	<b>8,014,873</b>	<b>7,455,487</b>
Instructional Aids	216,600	182,909	113,610	<b>513,119</b>	<b>48,514</b>
Supplies and Services	276,630	165,835	326,492	<b>768,957</b>	<b>772,311</b>
Non-Capital Equipment	-	-	-	-	<b>504</b>
Professional Development	2,750	-	1,265	<b>4,015</b>	<b>7,614</b>
Student Related Expenses	-	-	-	-	<b>5,360</b>
<b>Total Expenses</b>	<b>4,010,006</b>	<b>2,558,342</b>	<b>4,748,865</b>	<b>11,317,213</b>	<b>10,698,934</b>
<b>Excess of Revenues over Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

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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, 2020	Additions during the year	Reductions during the year	August 31, 2021
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 256,086,669	\$ 15,649,892	\$ 12,738,791	\$ 258,997,770
Less: Debt owing on Tangible Capital Assets	(19,548,903)	-	(1,237,973)	(18,310,930)
	<b>236,537,766</b>	<b>15,649,892</b>	<b>11,500,818</b>	<b>240,686,840</b>
<b>PMR maintenance project allocations (1)</b>	<b>5,598,119</b>	<b>5,490,922</b>	<b>5,111,050</b>	<b>5,977,991</b>
<b>Federal capital tuition reserves (2)</b>	<b>-</b>	<b>8,025</b>	<b>-</b>	<b>8,025</b>
<b>Education Emergency Pandemic Support program allocation (3)</b>	<b>-</b>	<b>10,960,592</b>	<b>8,923,092</b>	<b>2,037,500</b>
<b>Designated Assets:</b>				
<b>Capital Projects:</b>				
Designated for tangible capital asset expenditures	9,044,508	3,763,503	5,960,325	6,847,686
Board Share of Sale of Schools	1,142,080	-	-	1,142,080
	<b>10,186,588</b>	<b>3,763,503</b>	<b>5,960,325</b>	<b>7,989,766</b>
<b>Other:</b>				
Purchase Order Reserve	1,068,730	1,037,422	1,068,730	1,037,422
School Generated Fund Reserve	2,766,823	2,759,833	2,766,823	2,759,833
Election Reserve	200,000	-	200,000	-
Instructional Reserve	1,165,220	1,625,800	212,526	2,578,494
Technology Reserve	3,850,660	3,961,398	51,439	7,760,619
Facility Reserve	5,930,715	840,000	-	6,770,715
Operating Reserve	6,198,377	3,801,623	-	10,000,000
	<b>21,180,525</b>	<b>14,026,076</b>	<b>4,299,518</b>	<b>30,907,083</b>
<b>Unrestricted Surplus</b>	<b>22,429,393</b>	<b>-</b>	<b>8,486,783</b>	<b>13,942,610</b>
<b>Total Accumulated Surplus</b>	<b>\$ 295,932,391</b>	<b>\$ 49,899,010</b>	<b>\$ 44,281,586</b>	<b>\$ 301,549,815</b>

(1) **PMR Maintenance Project Allocations** represent transfers received from the Ministry of Education as funding support for maintenance projects on the school division's

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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.

- (2) **Federal Capital Tuition Reserves** represent reserves that were created as a result of Ministry of Education direction to set aside a portion of the tuition collected from First Nations students. These reserves are to be used to fund future capital projects for schools with First Nations students.
- (3) **Education Emergency Pandemic Support Program Allocation** represent transfers received from the Ministry of Finance in 2020-21 to support costs related to the COVID-19 pandemic in the current and following school year. Unspent funds at the end of the 2021-22 school year must be repaid to the Government of Saskatchewan.

#### 14. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the board of education on June 16, 2020 and the Minister of Education on August 14, 2020.

#### 15. PARTNERSHIP

The school division constructed the North Central Shared Facility which is known as the māmawēyatitān 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, 2021. These amounts represent 100% of the partnership's financial position and activities.

	2021	2020
Capital Assets	\$ 38,435,984	\$ 38,435,984
Expenses	\$ 873,696	\$ 695,592

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% (2020 - 72.85%) for capital assets presented at cost and 69.7% (2020 - 69.7%) 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:

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	2021	2020
Capital Assets	\$ 29,559,025	\$ 29,559,025
Expenses	\$ 591,318	\$ 443,345

The accumulated amortization related to the above capital assets owned by the school division totals \$2,354,715 (2020 - \$1,773,158) with an ending net book value of \$27,204,310 (2020 - \$27,785,867). Not included in shared operating costs above is amortization expense of \$581,557 (2020 - \$593,406) directly related to the school division's proportionate share of the capital assets.

## 16. 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.

## 17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- Our school division and Regina Catholic School Division No. 81 are constructing a joint use school for the Argyle and St. Pius Schools. The total construction contract is for \$35,702,291 and our school division's portion is 52.03% or \$18,572,902. To be paid over the next two years by our school division is \$16,418,711.
- Our school division and Regina Catholic School Division No. 81 are constructing a joint use school for the Argyle and St. Pius Schools. The total architect contract is for \$2,838,077 and our school division's portion is 52.03% or \$1,476,651. To be paid over the next two years by our school division is \$331,600.
- Transportation contract in the amount of \$26,821,996 to be paid over the next five years.
- Teacher professional development in the amount of \$1,514,690 to be paid over the next two year, outlined in Note 19.

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Operating lease obligations of the school division are as follows:

	<b>Operating Leases</b>			
	<b>Building Leases</b>	<b>Copier Leases</b>	<b>Vehicle Leases</b>	<b>Total Operating</b>
<b>Future minimum lease payments:</b>				
2022	\$ 30,480	\$ 644,472	\$ 52,536	\$ 727,488
2023	-	590,776	52,536	643,312
2024	-	-	4,378	4,378
<b>Total future minimum lease payments</b>	30,480	1,235,248	109,450	1,375,178
<b>Total Lease Obligations</b>	<b>\$ 30,480</b>	<b>\$ 1,235,248</b>	<b>\$ 109,450</b>	<b>\$ 1,375,178</b>

## 18. RISK MANAGEMENT

The school division is exposed to financial risks from its financial assets and liabilities. These risks include credit risk, liquidity risk and market risk (consisting of interest rate risk 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, 2021 was:

	<b>August 31, 2021</b>				
	<b>Total</b>	<b>0-30 days</b>	<b>30-60 days</b>	<b>60-90 days</b>	<b>Over 90 days</b>
Grants Receivable	\$ 6,634,783	\$ 5,210,783	\$ -	\$ -	\$ 1,424,000
Other Receivables	1,524,487	83,564	1,182	12,304	1,427,437
<b>Gross Receivables</b>	<b>8,159,270</b>	<b>5,294,347</b>	<b>1,182</b>	<b>12,304</b>	<b>2,851,437</b>
Allowance for Doubtful Accounts	-	-	-	-	-
<b>Net Receivables</b>	<b>\$ 8,159,270</b>	<b>\$ 5,294,347</b>	<b>\$ 1,182</b>	<b>\$ 12,304</b>	<b>\$ 2,851,437</b>

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

**ii) Liquidity Risk**

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

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

	<b>August 31, 2021</b>				
	<b>Total</b>	<b>Within 6 months</b>	<b>6 months to 1 year</b>	<b>1 to 5 years</b>	<b>&gt; 5 years</b>
Accounts payable and accrued liabilities	18,817,106	14,283,751	486,293	2,962,888	1,084,174
Long-term debt	18,310,930	644,721	644,721	7,232,858	9,788,630
<b>Total</b>	<b>\$37,128,036</b>	<b>\$14,928,472</b>	<b>\$1,131,014</b>	<b>\$10,195,746</b>	<b>\$10,872,804</b>

**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, 2021.

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.

## 19. 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 2021 amount below will be the budget allocation for 2022-2023 (2020 – budget 2021-22), calculated as follows:

	<b>2021</b>	<b>2020</b>
Operating Teacher Salaries	\$ 122,295,672	\$ 116,145,270
Complementary Teacher Salaries	2,168,566	2,037,336
External Teacher Salaries	7,270,409	6,809,964
<b>Total Teacher Salaries</b>	<b>\$ 131,734,647</b>	<b>\$ 124,992,570</b>
<b>Professional Development Allocation @ 0.59%</b>	<b>\$ 777,234</b>	<b>\$ 737,456</b>

## 20. 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.

## 21. COMPARATIVE INFORMATION

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