



REGINA
PUBLIC
SCHOOLS

Board of Education of the Regina School Division #4 of Saskatchewan 2021-22 Annual Report

Table of Contents

School Division Contact Information	1
Letter of Transmittal	2
Introduction	3
Governance	4
School Division Profile.....	6
Strategic Direction and Reporting	11
Demographics	39
Infrastructure and Transportation.....	44
Financial Overview.....	50
Appendix A – Payee List.....	52
Appendix B – Management Report and Audited Financial Statements	79

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 2021-22 annual report. This report presents an overview of the Regina School Division's goals, activities and results for the fiscal year September 1, 2021 to August 31, 2022. It provides 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".

Tara Molson
Chairperson

Introduction

This report provides information about the Regina School Division #4 of Saskatchewan (Regina Public Schools/RPS) in its 2021-22 fiscal year, its governance structures, students, staff, partnerships, programs, infrastructure, and finances. In addition to detailing the school division's goals, activities and performance, this report outlines how the division deployed the interim provincial education plan in relation to its school division plan.

The 2021-22 school year prioritized the importance of maintaining in-class learning whenever possible. As many students returned to in-class learning, there was a decrease in the number of students who were learning from home for all or part of the year.

COVID-19 pandemic conditions in 2021-22 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 2021-22 which was supported by provincial COVID-19 funding carried forward in reserve from the previous year.



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 on November 9, 2020. Board of Education members at August 31, 2022 were:

Subdivision 1: Ted Jaleta

Subdivision 2: Elizabeth Strom*

Subdivision 3: Adam Hicks

Subdivision 4: Cindy Anderson

Subdivision 5: Sarah Cummings Truszkowski (Vice-Chair)

Subdivision 6: Tara Molson (Chair)

Subdivision 7: Lacey Weekes

**Trustee Strom resigned from the Board as of June 30, 2022. In May 2022 the Board scheduled a by-election for Subdivision 2 for October 25, 2022.*

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 executive and ensure that the SCC engages in the school's strategic plan. In 2021-22, every school updated their SCC Constitution to reflect current legislation and regulations. RPS provided a template for the SCCs to use for this purpose.

SCCs face an ongoing challenge of attracting and retaining sufficient membership. Principals work closely with SCC members to encourage new participation. Each RPS school had an SCC at varying levels of involvement in 2021-22. SCCs participated in virtual and in-person meetings that engaged families and focused on educational priorities.

Regina Public Schools – SCC Membership

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Parents & Guardians	70%	70%	73%	72%	73%	76%	69%	69%
Community Members	4%	4%	2%	2%	1%	<1%	3%	2%
Other*	26%	26%	25%	26%	26%	23%	28%	29%

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

Grants to SCCs are provided to support school strategic plans. Grant funding was provided at a rate of \$1,992 in 2021-22 for each SCC. Total funding granted to SCCs in 2021-22 was \$73,927.

The Education Regulations, 2019 require school divisions to undertake orientation, training, development, and networking opportunities for SCC members. In Fall 2021, the Regina Public School Board Trustees facilitated virtual meetings with SCC members to gather feedback regarding their school community's concerns and engagement strategies for student learning.

In 2021-22, each SCC was invited to have members submit an Expression of Interest to be a member of a Division-wide SCC Advisory Committee (DSCC). The DSCC was created with 22 members from 14 different schools. The DSCC met virtually in November 2021 and in-person in March 2022 to discuss the roles and responsibilities of SCCs, ways to celebrate the accomplishments of the SCCs, as well as ways to support schools in strategic planning, family engagement, and SCC recruitment.

Typically, RPS hosts annual forums where SCC members discuss a variety of topics. On May 4, 2022, RPS held a Student Mental Health and Well-Being session in which RPS employees who specialize in mental health shared their expertise and strategies for families.

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

School Division Profile

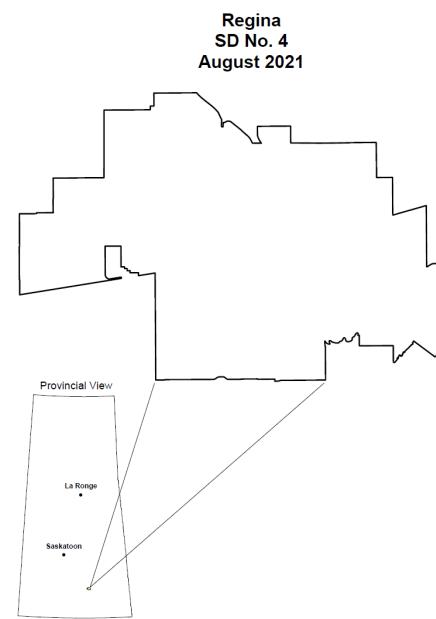
School Division in Context

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, eight high schools, Campus Regina Public, and the RPS 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 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-school residents within the boundaries of the City of Regina, located on Treaty 4 territory. In addition, the division offers access to a select group of programs to students from adjoining school divisions, such as the sports programming offered at the Sports Academy at Martin Collegiate.



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 RPS 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

RPS 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 2021-22:

- 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. This collaborative approach assists 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.
- RPS continued to partner with the Ministry of Health and the Saskatchewan Health Authority to meet a variety of community, family, and student health related needs. Supports provided include the organization, promotion, and hosting of various immunization clinics as well as promoting and distributing information related to updates and health promotion. Other supports, such as oral health care, were put on hold for the year in alignment with safety guidelines.
- RPS continued to partner with KidsFirst and the division continued to have a representative on the Management Committee. KidsFirst supports smooth transitions into schools and provision of strength-based services for families, which include prenatal and family support, assessments, home-visiting services, mental health and addiction services, early learning support, and childcare opportunities.
- The Socialization, Communication, and Education Program (SCEP) and the Early Childhood Intervention Program (ECIP) are long standing partnerships that foster shared responsibility in supporting children and their caregivers from the pre-school environment in their transition to Kindergarten. These partnerships include regularly scheduled transition planning meetings, collaboration in the development of applications for intensive support programming and creating relationships between caregivers and school staff.
- RPS, in collaboration with the Regina Food Bank and additional community sponsors, established a partnership in 2021-22 to offer four special food initiatives at three elementary schools and one high school. The initiatives were lunch programs, weekend snack kits, summer hampers, and school pantry programs. This partnership enhanced existing food initiatives and allowed for added food programming in these schools. These partnerships aimed to combat food insecurity that affects RPS students, and to improve health and learning outcomes.

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

- 1) The HUB to support the Community Safety and Well-Being partnership continued 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 *11UI* 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 Campaign for Grade-Level Reading partnership continued in 2021-22. The campaign seeks to disrupt generational poverty by mobilizing communities to promote early school success for children on the high-risk side of the achievement gap. To date, six schools have benefitted from classroom libraries complete with books, shelving, and soft furniture to ensure easy access to books daily. They also received book vending machines to promote reading, as well as online literacy resources. These efforts have helped to spark a movement for early school success, advancing grade-level reading and reducing chronic absence.
- 4) The United Way and Mosaic supported 17 Summer Success Literacy Camps this past year. Eight camps supported Kindergarten students, eight camps supported students in Grades 1-3, and one camp supported students in Grades 6-8. The camps targeted vulnerable students, allowing them additional literacy instruction to prevent “summer slide” in their June reading levels.



Other partnerships include:

- The Community Violence Threat Risk Assessment (VTRA) protocol continued in 2021-22. The protocol supports critical collaborative planning among 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.
- Campus Regina Public returned to a regular model of delivery in 2021-22 and continued to provide curriculum and programming with an experiential approach. Many industry partners are involved in delivering this model, including SaskTel, the Saskatchewan Health Authority, Regina Police Service, Regina and Region Home Builder's Association, Bobcat of Regina, Avant Garde Beauty Training Specialist, Fries Tallman Lumber, Capital Automotive Group, Lincoln Welding, University of Regina Early Childhood, and Regina Fire and Protective Services.
- RPS continued the collaborations with the City of Regina and Regina Public Library initiated in 2017 when the mâmawêyatitân centre opened. Scott Collegiate is part of an innovative and collaborative space at mâmawêyatitân centre that provides integrated services for the residents of the community.
- For the past three years, Farm Credit Canada (FCC) has partnered with Scott Collegiate to offer paid summer internships to successful Grade 11 and 12 applicants. This partnership has grown from four summer students in 2020 to eleven summer students in 2022. In February 2022, a FCC liaison began working out of the mâmawêyatitân centre to support students through the application process.
- The Pathways Program at Scott Collegiate provides students in Grades 10-12 with four Pathway options, each comprised of eight elective courses in one specific area of study: Construction, Food Tourism and Hospitality, Communication Media Arts, or Leadership. In spring 2022, 15 Grade 12 students participated in the first Pathways Program Work Experience. Many students were able to use these work experiences to help them acquire employment for summer and beyond.
- Since the beginning of the 2021-22 school year, Scott Collegiate has had the opportunity to partner with Regina Fire and Protective Services. Public Education Officers were able to gain access to office space out of mâmawêyatitân centre to work directly with the school community. Public Education Officers work with the Scott Collegiate Kindergarten to Grade 8 feeder schools doing activities like fire safety walks and home evacuation planning.

- The Métis Nation-Saskatchewan and RPS have entered into a Michif language and culture partnership which engages Prekindergarten and Kindergarten learners. This partnership is in its third year. The partnership covers the cost of a full-time teacher, an Educational Assistant, a Knowledge Keeper, and a language support person.
- RPS continued to partner with the Regina Early Learning Centre and Regina Early Years Family Resource Centre to provide support and services targeting parents and children.
- RPS continued to partner with the Regina Open Door Society in support of newcomer settlement and smooth transition into school and the community. This partnership assists in language, employment, and community building opportunities.
- RPS continued to partner with COG-Disability and Community Living Service Delivery to support students and their caregivers in bridging community supports with school supports. These partnerships offer opportunities for caregivers to become aware of community supports and allow for smoother transitions of services provided to students.
- RPS continued to partner with the University of Regina, the University of Saskatchewan, the University of Alberta, Minot State University, and Saskatchewan Polytechnic, to offer practicum placements for students enrolled in Nursing, Occupational Therapy, Occupational Therapy Assistant, Speech Language Pathology, and Educational Assistant programs. These partnerships provide opportunities for students to practice skills in the school setting and allows enriched learning opportunities for the schools who host the students.



Strategic Direction and Reporting

Education Sector - Strategic Planning

In November 2019, the collaboration of education sector partners culminated in the release of the *Framework for the Provincial Education Plan 2020-2030*. Central to the framework are the student-centred goals of the education sector:



The four guiding areas of focus of the framework, which support the achievement of these goals, are:

- skills and knowledge for future life, learning and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and,
- inclusive, safe and welcoming learning environments.

The framework guides the education sector in collaborative work to develop a provincial education plan for Saskatchewan students to 2030. To respond to pressures experienced by school systems resulting from the COVID-19 pandemic, the Provincial Education Plan Implementation Team (PEPIT) focused its initial work on creating an interim plan for the 2021-22 school year. The interim plan includes key actions to meet the needs of all students in the areas of mental health and well-being, reading, numeracy and engagement. School divisions have used this plan to guide the development of their own plans, creating local actions that cascade from the provincial-level plan in support of their students. In early 2022, the interim plan was extended to also guide priorities in the 2022-23 school year.

Provincial Education Plan - Interim Plan Priorities 2021-22

Reading

This priority area addresses students' reading needs given that some students' reading skill development was interrupted during the past two years due to the COVID-19 pandemic.

Learning Response

This priority area addresses students' learning needs given that students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences because of the COVID-19 pandemic.

Mental Health and Well-Being

This priority area addresses the mental health and well-being of students and education staff in response to how the COVID-19 pandemic has intensified mental health concerns.

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework (required wording in this section)

Education sector partners in Saskatchewan continue to work together to implement [*Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*](#). Its vision is a provincial Prekindergarten to Grade 12 education system where Indigenous knowledge systems, cultures and languages are foundational to ensuring an equitable and inclusive system that benefits all learners. This umbrella policy provides a framework for the development of First Nations and Métis education plans provincially and at the school division level. *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.

School Division Programs and Strategic Activity

In RPS 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.

RPS provides services and programs for all students, whether they are advanced learners or require intensive supports. 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 early learning experiences to 3- and 4-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.

Highlights of unique programs developed by RPS to provide alternative pathways to graduation include the following.

- Campus Regina Public provides students in every high school with access to additional diverse academic, skilled trades, applied arts and post-secondary pathway programming. Grade 11 and 12 students from across the city can participate in semester-long specialized instruction without having to move from their neighbourhood high school. This programming works alongside the proven successful programming offered at the Regina Trades and Skills Centre. These programs provide smooth transitions for students and prepare them for life after high school, regardless of the career direction they choose.
- Martin Collegiate offers students an Academy program, which is a learning opportunity that will help to develop leaders of tomorrow through specific interest-based educational experiences. Innovative sport-focused programming at Martin Academy delivers core curriculum with sport-specific electives. The Martin Academy offers a four-year program in hockey, baseball, softball and premier performance.

- The Balfour Arts Collective (BAC) was offered at Balfour Collegiate for the first time in 2018-19 and continued in 2021-22. 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 opportunities to be part of a high school learning experience led by teachers and police officers. It provides students an understanding of law enforcement through expert speakers and adapted classroom material and experiences while earning high school credits.



RPS adapted to the 2021-22 demands of the pandemic through continuing to offer e-school and providing students and staff with the technology to access online learning. Some course offerings and extra-curricular activities were affected throughout 2021-22 due to COVID-19 pandemic restrictions. While students and staff adapted and showed resilience through the school year, the short and long-term effects on learning and social development will continue to be revealed for several years.

RPS implemented a 2021-22 Interim Strategic Plan that aligned with the first year of the Interim Provincial Education Plan. The division's plan was created through consultation with the board and division leadership and focussed on the priorities of:

- Mental Health and Well-Being;
- Early Years Growth;
- *wahkotowin*, 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 2021-22 school year.

School division actions taken during the 2021-22 school year in support of the Interim Provincial Education Plan Reading priority.

Reading Priority Action	Details	Alignment with Inspiring Success
Initiated kiskinwahamatok	kiskinwahamatok is a teaching and learning framework to increase readiness to learn, literacy achievement and to close achievement gaps. It focussed on early learning literacy to show progress as students move from Prekindergarten to Grade 3.	<ul style="list-style-type: none">• Equitable Opportunities and Outcomes for First Nations and Métis Learners• Culturally Appropriate and Authentic Assessment Measures that Foster Improved Educational Opportunities and Outcomes
Summer Success Camps	Seventeen Summer Success camps, serving many First Nations, Métis, or Inuit/Inuk (FNMI) students, were offered in response to literacy data. Summer Success camps engage students and families identified as vulnerable, provide students additional and culturally responsive literacy learning opportunities, and teach students learning strategies that are transferred to classroom learning in the next school year.	<ul style="list-style-type: none">• Equitable Opportunities and Outcomes for First Nations and Métis Learners

Reading Priority Action	Details	Alignment with Inspiring Success
Grades 1 to 5 Reading	<ul style="list-style-type: none"> • Created a new reporting tool designed to identify Grades 1-5 students not yet reading at or above grade level in addition to students whose reading proficiencies were unknown so targeted reading instruction and interventions could be provided. • Conducted reading benchmark assessments for all students in Grades 1-3 in addition to students in Grades 4 and 5 as identified by the new reading learning response reporting tool. • Continued reading benchmark assessments (Fountas and Pinnell) for students in Grades 6-8 reading significantly below grade level so targeted reading instruction and interventions could be provided. • Provided professional development to teachers in Grades 4-5 on reading benchmark assessments as well for Grades 1-3 teachers new to their role or new to teaching. • Used outcomes-based assessment to support students changing schools. 	
Fountas and Pinnell Guided Reading kits for Grades 1 to 5	<ul style="list-style-type: none"> • The Fountas and Pinnell Guided Reading Collection was purchased for schools offering Grades 1-5 in English. • Professional development and other supports were incorporated into assessment training, provided at request, supported through office hours, and with ProSchool supports. • Various resources were purchased for schools offering Grades 1-5 in French. 	
English as an Additional Language (EAL)	<ul style="list-style-type: none"> • In support of EAL proficiency, the EAL teacher allocations were reallocated. • In elementary schools, direct support was provided to students having low levels of English language proficiency. • In high schools, a suite of locally developed courses was offered to students having low levels of English language proficiency. • Schools not allocated EAL teachers were supported by EAL contact teachers. 	

School division actions taken during the 2021-22 school year in support of the Interim Provincial Education Plan's Learning Response priority.

Learning Response Action	Details	Alignment with Inspiring Success
New Learning Response Team	<ul style="list-style-type: none"> A new Learning Response Team was created made up of teachers focused on post-pandemic elementary literacy and numeracy. Two coordinator positions supported Learning Response. Responsive support was provided at multiple schools and focused on reconnecting with students and families who have experienced significant absence from learning and providing smooth re-entry and targeted support. Learning Response Teachers focused on learning and reading in Grades 1-5 while the Learning Re-Engagement Teacher focused on social and cultural support for Indigenous and non-Indigenous students. 	<ul style="list-style-type: none"> Equitable Opportunities and Outcomes for First Nations and Métis Learners First Nations and Métis Languages and Cultures are Valued and Supported
Supports to Schools with Vulnerable Populations	<ul style="list-style-type: none"> Schools with vulnerable populations were identified as schools having a large number of identified students at Tier 2 or 3 according to EYE-TA in relation to readiness and a higher relative risk of students exiting Kindergarten with some or significant difficulties in completing developmental tasks. These schools were placed in a school cohort; provided individualized and responsive support; offered multiple touch points to create, evaluate, and adjust a data driven action plan; and invited to various learning and sharing opportunities. 	<ul style="list-style-type: none"> Equitable Opportunities and Outcomes for First Nations and Métis Learners
New Early Years Transition Prekindergarten Program for Children with Intensive Needs	<ul style="list-style-type: none"> A half-day Early Years Transition Prekindergarten Program was offered in support of children aged 3 and 4 requiring intensive support to meet their potential. Spaces were offered to children requiring intensive support and presenting with significant social-emotional, communication, and behavioural challenges. 	
Prekindergarten Programs	<ul style="list-style-type: none"> A half-day Prekindergarten was offered through 41 programs across 24 schools in support of three- and four-year old children and their families demonstrating high levels of vulnerability. 	<ul style="list-style-type: none"> Equitable Opportunities and Outcomes for First Nations and Métis Learners

Learning Response Action	Details	Alignment with Inspiring Success
	<ul style="list-style-type: none"> Enrollment, attendance, family engagement, and children's readiness were prioritized in response to the pandemic. 	
Early Learning Intensive Supports Pilot	<ul style="list-style-type: none"> A half-day Early Learning Intensive Support Pilot Program was offered again at 18 locations in support of three- and four-year old children requiring intensive support to meet their potential. Spaces and supports were offered in a limited number of Prekindergarten programs to provide opportunities for children to engage in inclusive learning with other children the same age. 	
4C Prekindergarten for Deaf or Hard of Hearing Students	<ul style="list-style-type: none"> A half-day Children Communicating, Connecting and in Community (4C) Pilot Program was offered at Henry Janzen School in support of four-year-old children who are deaf or hard of hearing. 	
Increased Indigenous Advocate Time	<ul style="list-style-type: none"> Indigenous Advocate time was increased to advocate for students and assist learning re-engagement in support of pandemic recovery. Indigenous Advocates were assigned to seven high schools and four elementary schools based on the percentage of self-declared students. The support provided included liaison between community, parents, students, and school; addressing food security; promoting post-secondary opportunities; sharing outside school activities; planning with teachers; and providing point of contact for Elders in Residence and Knowledge Keepers. 	<ul style="list-style-type: none"> Equitable Opportunities and Outcomes for First Nations and Métis Learners
Additional Investments to Following Their Voices	<ul style="list-style-type: none"> Following Their Voices (FTV) is designed to raise the educational achievement of Saskatchewan's First Nations, Métis and Inuit students through relationships, co-constructed teaching and learning interactions, and safe well-managed learning environments. Scott Collegiate participated in FTV for a seventh year and Balfour Collegiate for a third year. 	<ul style="list-style-type: none"> Equitable Opportunities and Outcomes for First Nations and Métis Learners

Learning Response Action	Details	Alignment with Inspiring Success
Consulted Elders Council and Indigenous Teacher Advocates	<ul style="list-style-type: none"> The Elders Council consists of seven Elders and Knowledge Keepers. The Elders Advisory met once with the entire Board and several times throughout the year with Trustees to provide clarification and insight regarding a variety of issues. 	<ul style="list-style-type: none"> Shared Management of the Provincial Education System by Ensuring Respectful and Equitable Partnerships with First Nations and Métis Peoples at the Provincial and Local Level
Michif Early Learning Pilot Project	<ul style="list-style-type: none"> A Michif Early Learning Pilot Project was offered at McDermid Community School in support of revitalizing Métis language and culture among Prekindergarten and Kindergarten students. Métis Nation-Saskatchewan funded this partnership with funds allocated toward staffing for two part-time teachers, an educational assistant, and two part-time language speakers. Early years was selected based on research and how children acquire language with the acquisition of language promoted through daily Michif activities, songs and play. 	<ul style="list-style-type: none"> First Nations and Métis Languages and Cultures are Valued and Supported

Learning Response Action	Details	Alignment with Inspiring Success
Land-Based Learning Resources	<ul style="list-style-type: none"> Various land-based learning activities were provided to RPS schools in an effort to increase learning engagement and support students who would benefit from learning from the land. École Centennial developed and offered middle level land-based programming that included winter and spring camps and taking students out of the urban setting. Planning and facilitation support was provided by RPS personnel including the Indigenous Education Coordinator and Outdoor Environmental Education. 	<ul style="list-style-type: none"> First Nations and Métis Languages and Cultures are Valued and Supported Culturally Appropriate and Authentic Assessment Measures that Foster Improved Educational Opportunities and Outcomes All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.
Elder in Residence	<ul style="list-style-type: none"> Eleven Elders and Knowledge Keepers were employed by RPS on a casual basis. Elders in Residence provide mentorship, counselling, Indigenous knowledge and worldview, and both connect with and support students, staff, families and communities in collaboration with Indigenous Advocates and school administration. 	<ul style="list-style-type: none"> Shared Management of the Provincial Education System by Ensuring Respectful and Equitable Partnerships with First Nations and Métis Peoples at the Provincial and Local Level First Nations and Métis Languages and Cultures are Valued and Supported

Learning Response Action	Details	Alignment with Inspiring Success
Intensive Needs Programs	<ul style="list-style-type: none"> RPS continued to offer educational programming for students with diverse cognitive and social-emotional needs. A professional team provided wrap around support for students with school teams providing an intervention model that allowed them to work with caregivers to identify the optimal learning environment for students. RPS added five new programs and expanded one program which enhanced access to appropriate instruction and intervention for more students. 	
Additional Specialized Support Professionals	<ul style="list-style-type: none"> In support of Tier 2 intervention, RPS hired an Intensive Support Development Coordinator and Learning Consultant to address the needs of students with Autism, Learning Disabilities, and Mild Intellectual Disabilities The Intensive Support Development Coordinator worked with Intensive Support Autism Consultants to provide professional development and support to meet the needs of students with Autism. The Learning Consultant worked with teachers providing school-based supports. In support of Tier 3 intervention, RPS hired an additional Occupational Therapist, Speech and Language Pathologist, and Psychologist to shorten caseload waitlists and assessment wait times. 	
ESchool	<ul style="list-style-type: none"> ESchool was provided for students requiring an alternative learning format. Programming was offered in English for Grades 1 to 12 with opportunities for students to return to their home school at various times over the school year. Intensive Support programming and English as an Additional Language support were offered. 	
School Leadership	<ul style="list-style-type: none"> School leadership was reviewed to identify the best way to support student achievement. High school principals reviewed the leadership structure which resulted in increasing the number of Learning Leaders and eliminating Core Leaders. Decreasing high school leadership positions resulted in vice-principal allocations in every school. 	

Learning Response Action	Details	Alignment with Inspiring Success
Technology	<ul style="list-style-type: none"> Deployed approximately 10,000 new Chromebook, iPad and Windows devices for students and staff, enhancing access to technology and bringing the RPS student to device ratio to almost 1 device per 2 students. 	<ul style="list-style-type: none"> Equitable Opportunities and Outcomes for First Nations and Métis Learners
MySchoolSask (MSS) and Edsby	<ul style="list-style-type: none"> Successfully rolled out the new student information reporting and communication systems (MSS and Edsby) to all staff, with Student Achievement coordinators and Information Technology staff supporting users. 	



School division actions taken during the 2021-22 school year in support of the Interim Provincial Education Plan's Mental Health and Well-Being priority.

Mental Health and Well-Being Priority Action	Details	Alignment with Inspiring Success
Mental Health and Well-Being Strategy Implementation	<ul style="list-style-type: none"> Continued the Mental Health and Well-Being (MHWB) Strategy priorities of raising awareness, aligning procedures and processes, and creating and sustaining a healthy and supportive workplace culture. Mental Health First Aid training was provided to 111 staff members. A video was created for Mental Health Week focusing on empathy and sharing of lived experience. A presentation was shared with 100 parents/caregivers on “Supporting the Mental Health and Well-Being of Children, Youth and Families”. A Mental Health Checklist and pamphlet was developed. 	
Student Mental Health and Wellness Coordinator	<ul style="list-style-type: none"> A Mental Health and Wellness Coordinator was hired to develop system-wide responses to student mental health needs and pandemic recovery. Initial and follow-up school visits and needs assessment were completed and recommendations were carried out. A working group focusing on student mental health and wellness was developed. 	
Mental Health in the Workplace Consultant	<ul style="list-style-type: none"> The Workplace Mental Health and Well-Being Consultant contract was continued to provide ongoing leadership for the MHWB strategy. 	
Increased Guidance Counsellor Time	<ul style="list-style-type: none"> High School Guidance Counsellor time was increased to manage mental health challenges and crises experienced by students in support of pandemic recovery. 	
New Diversity Consultant	<ul style="list-style-type: none"> A part-time Diversity Consultant was hired to advance the Diversity Strategy. The Diversity Steering Committee continued work on actions related to staff and student diversity and provided recommendations to Senior Administration. Diversity Training was developed by employees to be completed by all staff. 	
Gender and Sexual Diversity Training and Anti-Racism and Anti-Oppression Training	<ul style="list-style-type: none"> Diversity Training was delivered to all staff and focused on examining personal and professional actions and understanding of bias and discrimination in the workplace. Anti-Racism and Anti-Oppression Training was delivered to all staff. 	

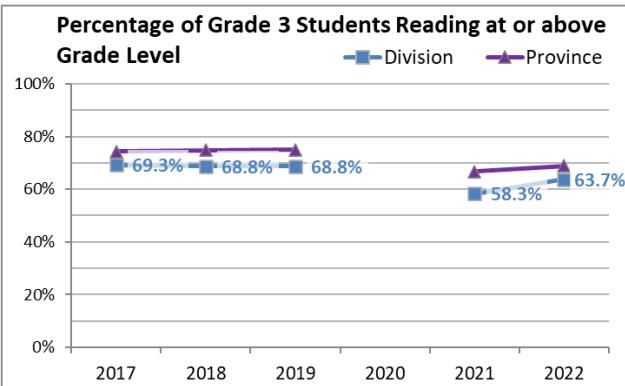
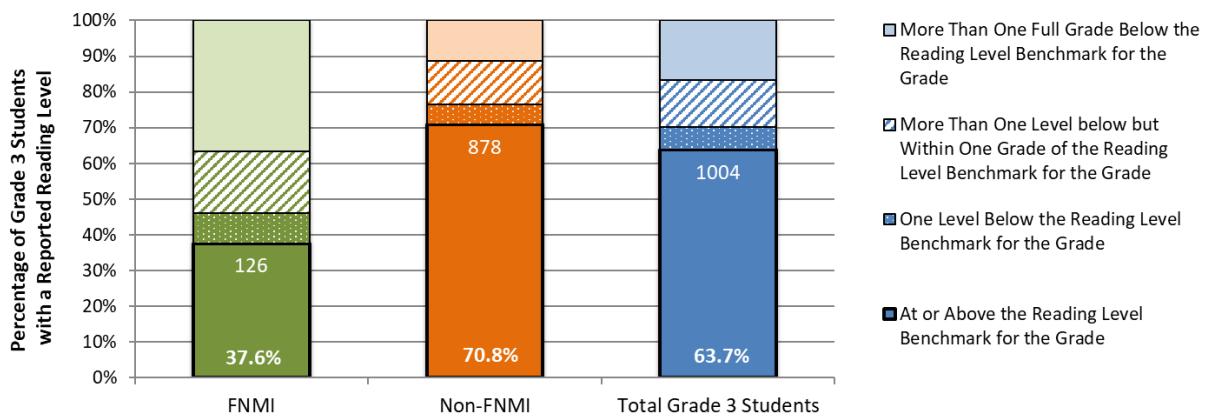
Measures of Progress for the Provincial Education Plan Interim Priorities

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. The Reading priority plan was developed to address students' reading needs given that some students' reading skill development was interrupted during the past two years due to the COVID-19 pandemic.

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, 2021-22



Proportion of Grade 3 Students with Reported Reading Levels, 2021-22

	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)	335	93.6%	4.7%	1.7%	358
Division (Total)	1,575	82.9%	16.0%	1.1%	1,899
Province (FNMI)	2,288	90.8%	8.5%	0.8%	2,520
Province (Total)	12,323	85.5%	14.1%	0.4%	14,412

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, 2022

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

The proportion of Regina Public Schools' Grade 3 students reading at or above grade level remained steady from 2017 to 2019, at just under 70% and slightly below the provincial results for the same time frame. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable. 2021-22 division results indicate 64% of all Grade 3 students reading at or above grade level, below the provincial results (69%), but an improvement from 58% achieved in 2020-21. The proportion of Regina Public Schools' self-declared FNMI students reading at or above grade level is lower (38%) in 2021-22 than that of non-FNMI students (71%) and below the provincial results (47% of FNMI students and 74% of non-FNMI students). Five percent of non-FNMI Grade 3 students and 10% of FNMI Grade 3 students in 2021-22 are one level below the Grade 3 reading level benchmark. Eleven percent of non-FNMI Grade 3 students and 37% of FNMI Grade 3 students in 2021-22 are more than one full grade level below the Grade 3 reading level benchmark.

Regina Public Schools continues to strive towards increasing the number of Grade 3 students reading at or above grade level. The division is concerned with its current Grade 3 reading results, especially results for FNMI students. Despite providing its best efforts, and wide range of instructional supports and interventions, Regina Public Schools is not yet experiencing the results it desires. The division continues to be encouraged by its staff's unwavering commitment to increasing the proportion of all students reading at or above grade level.

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 2021-22 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.



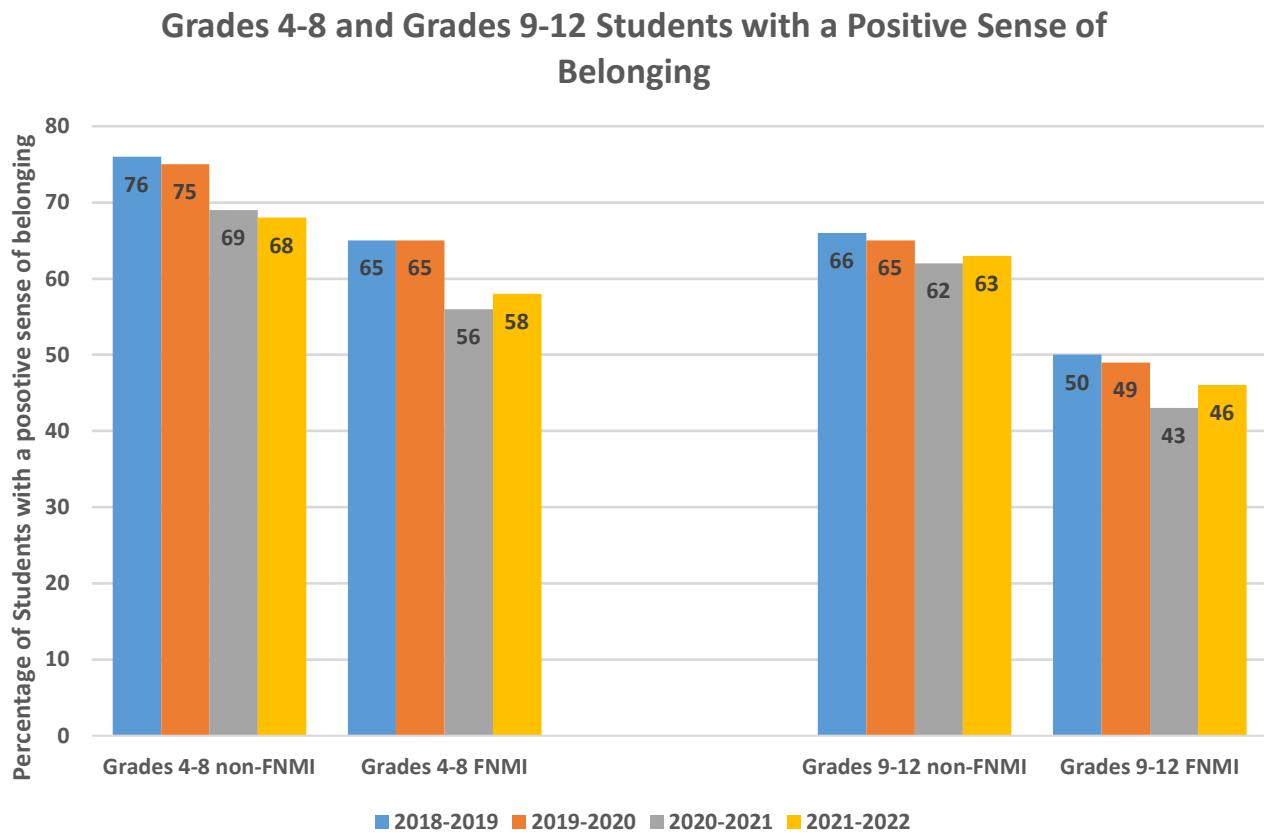
Mental Health and Well-Being

The mental health and well-being of Saskatchewan students and education staff has been a key area of focus for some time, and especially in response to the COVID-19 pandemic. Monitoring student perception and experiences helps school divisions in improving school environments to support good mental health and well-being.

Each year, middle-years and high school students respond to the OurSCHOOL survey which seeks to capture perceptual data through the voices of students. One of the measures included on the OurSCHOOL survey captures students' sense of belonging. A student's sense of belonging refers to the extent to which students feel accepted and valued by their peers and by others at their school. Students' sense of belonging is an important aspect of their mental health and well-being and is strongly related to their academic achievement.

The following bar chart displays the percentage of students in Grades 4-8 and Grades 9-12 (non-Indigenous and Indigenous) for the past four years who report a positive sense of belonging according to the OurSCHOOL surveys completed between 2018 and 2022.

School Division Selected Measure for Monitoring Mental Health and Well-Being



Analysis of Results – Mental Health and Well-Being Measure

From 2018-19 to 2021-22 the percentage of Regina Public Schools' Grades 4-8 students reporting a positive sense of belonging has decreased for non-FNMI students (76% to 68%) and for FNMI students (65% to 58%). During the same time frame, the percentage of Regina Public Schools' Grades 9-12 students reporting a positive sense of belonging has also decreased for non-FNMI students (66% to 63%) and for FNMI students (50% to 46%).

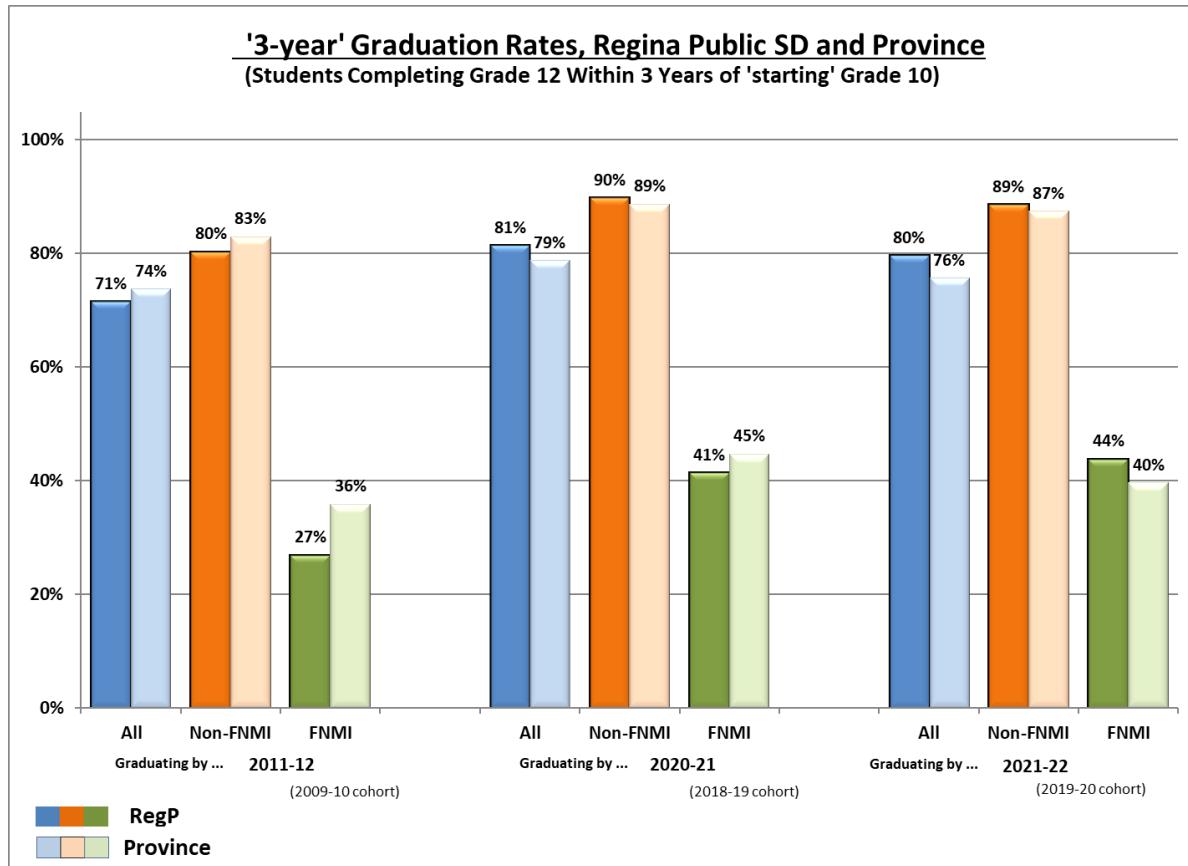
Regina Public Schools is always concerned with the mental health and well-being of its students and the positive sense of belonging results from the elementary level and high school level OurSCHOOL survey shows that improvements can be made in this area. Similar to other measures of success, the division acknowledges less favourable results for its FNMI students, and this area requires further investigation and focussed effort.



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.



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, 2022

Analysis of Results – Three-Year Graduation Rates

Over the past decade, Regina Public Schools' three-year graduation rate has improved significantly. Three-year graduation rates have increased for all students from 71% in 2011-12 to 80% in 2021-22. During that time three-year graduation rates have increased for FNMI students from 27% to 44%. 2021-22 three-year graduation rates for FNMI students improved by three percentage points from the 41% achieved during the 2020-21 school year. 2021-22 three-year graduation rates for all students (80%) decreased by one percentage point from the 2020-21 school year (81%). Regina Public Schools' three-year graduation rates compares favourably to that of the rates seen at the provincial level. In 2021-22 the division's three-year graduation rate for FNMI students was four percentage points higher (44%) than the provincial results reported for FNMI students (40%).

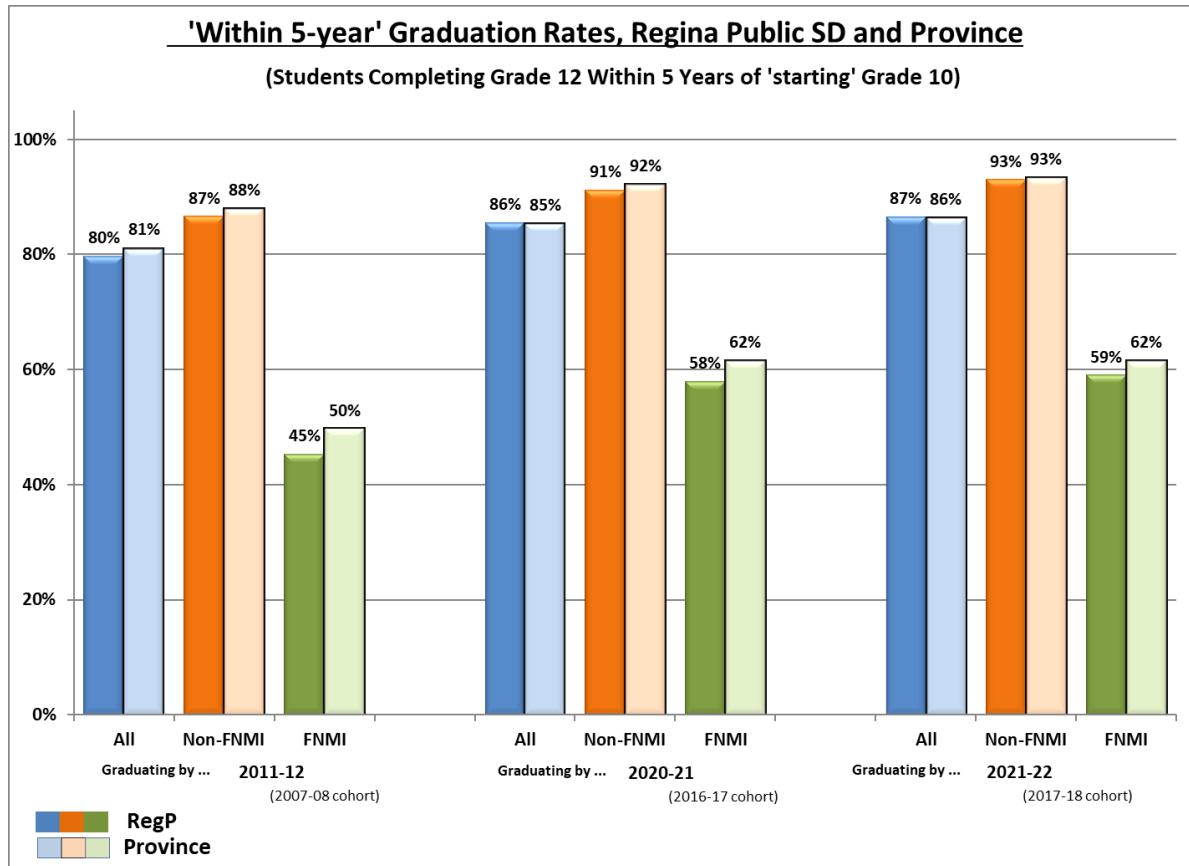
Regina Public Schools' concerted effort to improve graduation rates has resulted in marked improvements experienced by all students, including FNMI students. However, the division understands the work to further improve three-year graduation rates, particularly for FNMI students, must continue.



Grade 12 Graduation Rate: Within Five Years

Some students need more time to complete all the courses necessary to graduate, so they continue in school longer than the typical three years after beginning Grade 10. Graduation rates within five years are one measure of the responsiveness of a school system.

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



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

Source: Ministry of Education, 2022

Analysis of Results – Graduation Rates Within Five Years

The percentage of students attending Regina Public Schools who have benefitted from being afforded extended time to graduate within 5 years of beginning Grade 10 has increased since 2011-12 from 80% of all students and 45% of FNMI students to 87% and 59% respectively in 2021-22. Year-over-year results indicate a one percentage point improvement for all students (from 86% to 87%) and for FNMI students (from 58% to 59%). Regina Public Schools' extended-time (5-year) graduation rates traditionally compares well with the rates reported at the provincial level, although rates for FNMI students are slightly lower for Regina Public Schools.

Regina Public Schools, although pleased with the improvements achieved in extended-time graduations rates over the past 10 years, are not fully satisfied with the current results, especially for FNMI students. The division will seek to further improve extended-time graduation rates for all students by continuing to offer a wide-range of supports and opportunities to its students.



Ongoing Measures of Progress

The collection of data for local monitoring and reporting on student progress to support improvement efforts is well established and continues within the provincial education plan context as is evident above. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year to achieve the Framework for the Provincial Education Plan 2020-2030 goal: I am learning what I need for my future.

While there was some suspension of provincial data collection due to the COVID-19 pandemic again in 2021-22, the following indicators are included to provide comparative information for consideration in monitoring how students are doing from school entry to school completion.

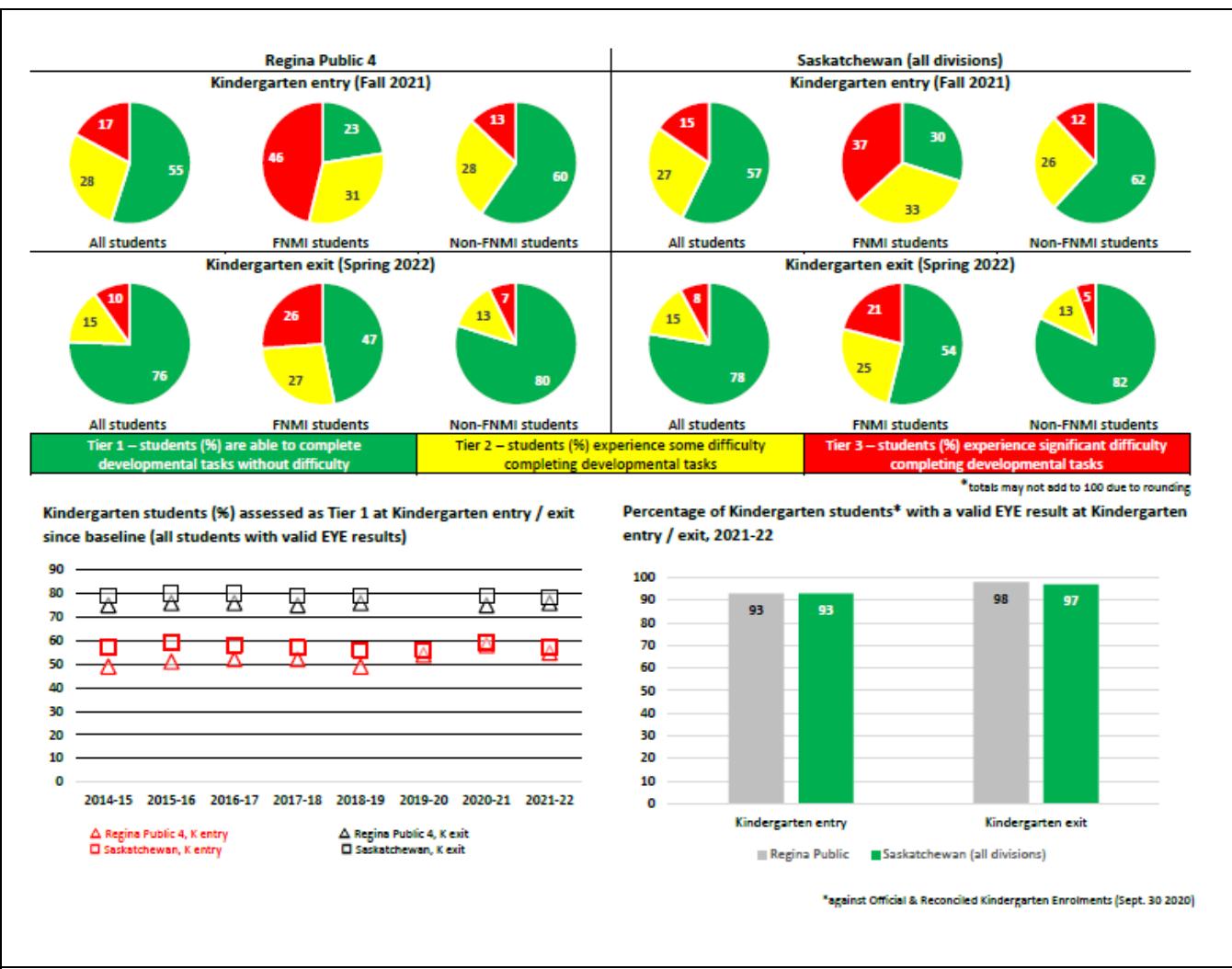
Early Years Evaluation

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 for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15).

As a result of the COVID-19 pandemic response, spring 2020 EYE data are unavailable. 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 can 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, 2022

Analysis of Results – Early Years Evaluation

Regina Public Schools' 2021-22 EYE results indicate 76% of all Kindergarten students and 47% of FNMI Kindergarten students left Kindergarten ready to learn in the primary grades (i.e., able to complete developmental tasks without difficulty). These results demonstrate a year over year improvement of one percentage point for each group of students (from 75% for all students and from 46% for FNMI students) since the 2020-21 school year. 2021-22 division results are slightly lower than 2021-22 provincial results for all students and for FNMI students (78% and 54% respectively). Fall 2021 EYE results compared to spring 2022 EYE results indicate strong growth and progression towards being ready to learn in the primary grades. The percentage of all Regina Public Schools' Kindergarten students assessed as ready to learn increased from 55% in the fall to 76% in the spring and the percentage of FNMI Kindergarten students assessed as ready to learn increased from 23% in the fall to 47% in the spring. Over time, Regina Public Schools' EYE results (approximately 75% of all Kindergarten learners ready to learn in the primary grades) have been consistent but slightly lower than the results at the provincial level.

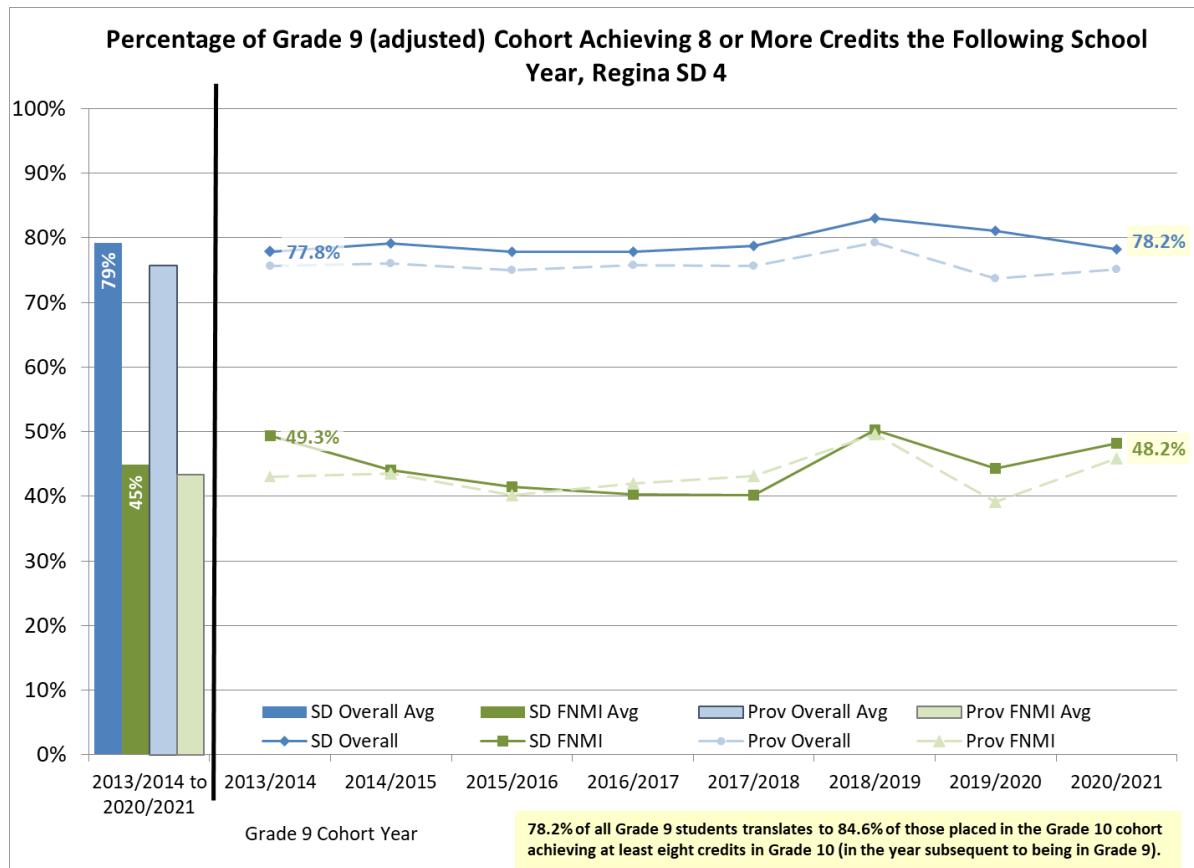
Regina Public Schools is proud of the student learning and growth seen during the school year as evident by comparing fall EYE results with spring EYE results. The division remains concerned regarding the achievement gap between non-FNMI Kindergarten students (80% ready to learn in the primary grades) and FMNI students (47% ready to learn in the primary grades) based on spring 2022 results. Regina Public Schools will continue working towards increasing the number of students exiting Kindergarten ready to learn in the primary grades while emphasising supports targeted at FNMI students.



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.



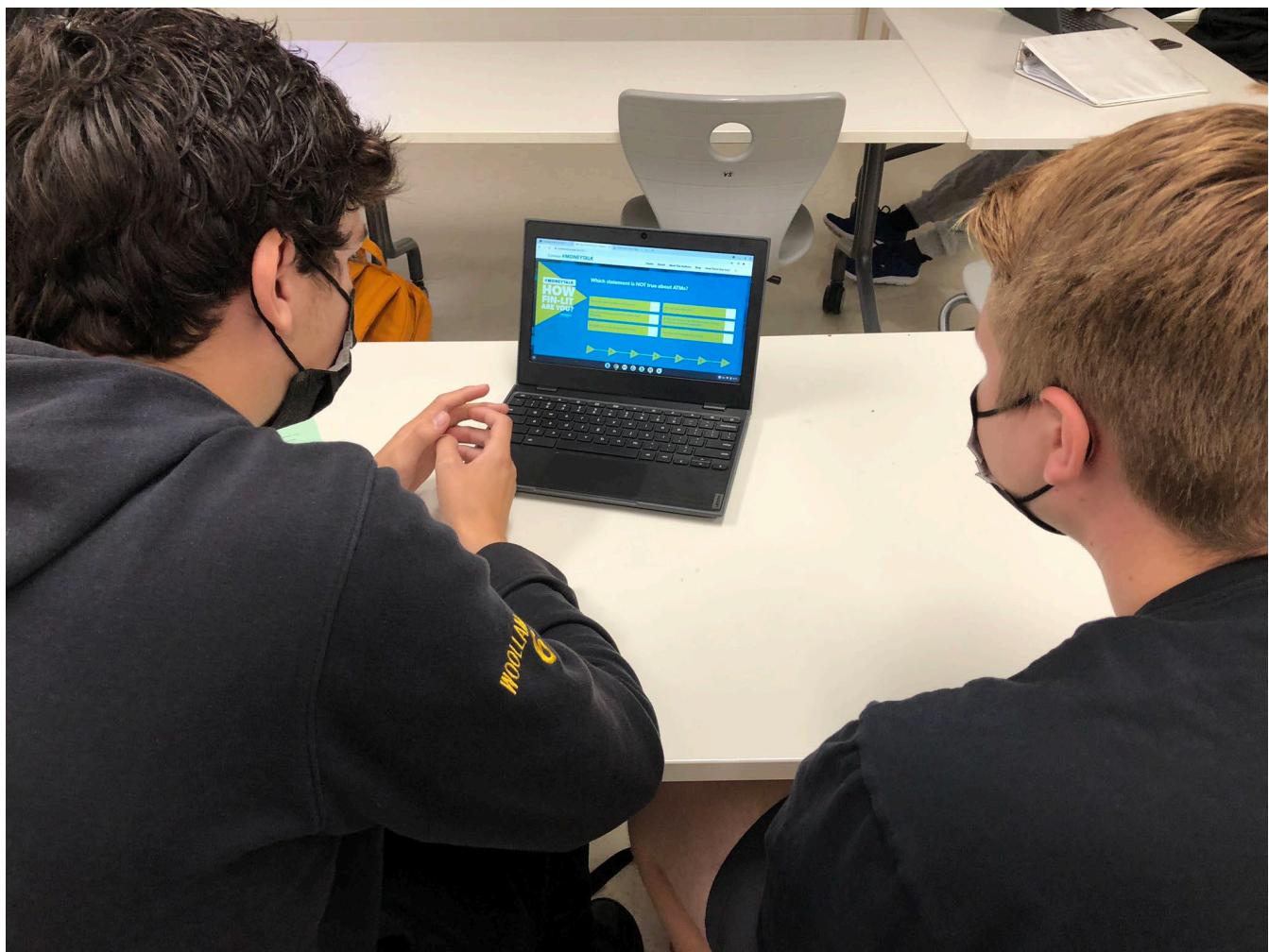
Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying 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, 2022

Analysis of Results – Grade 9 to 10 Transition

The eight-year average (2013-14 to 2021-21 cohort year) for the percentage of Regina Public Schools Grade 9 students achieving eight or more credits the following year is 79% overall and 45% for FNMI students, which is slightly higher than the eight-year provincial averages (76% and 43%). During the 2021-22 school year, the percentage of Regina Public Schools Grade 9 students in the 2020-21 cohort achieving eight or more credits the following year was 78% overall and 48% for FNMI students, which is slightly higher than the provincial results (75% and 46%).

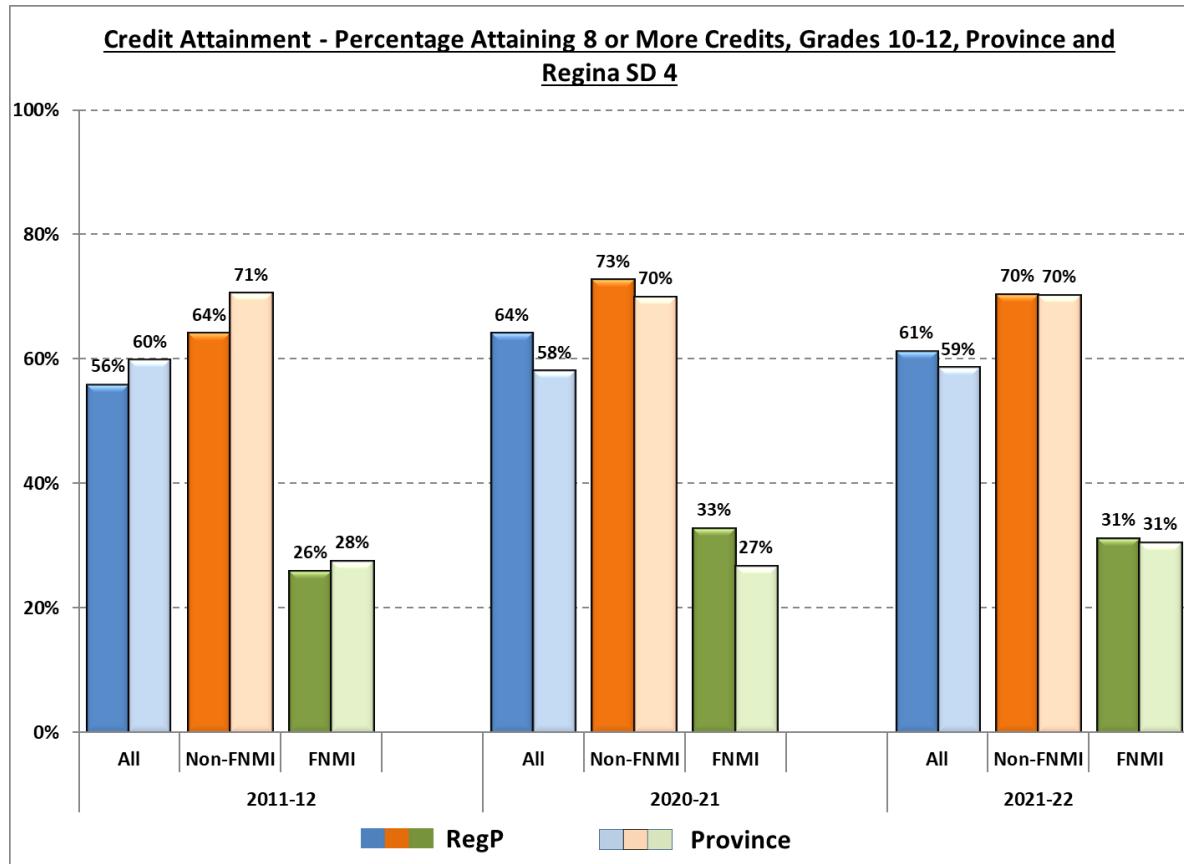
Regina Public Schools is pleased, yet not satisfied, with how its results for the Grade 9 to 10 transition measure compare with that of the province. The division's concern in this measure is the achievement gap observed between its non-FNMI and FNMI students, an area which Regina Public Schools is determined to improve.



Credit Attainment

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

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



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2022

Analysis of Results – Credit Attainment

Comparing the 2011-12 credit attainment results with the 2021-22 results indicates significant improvement for Regina Public Schools. In 2021-22, the division experienced 61% of all Grades 10-12 students attaining 8 or more credits, down three percentage points from last year's results (64%) but up five percentage points from 2011 results (56%). 2021-22 results for FNMI students indicate a decrease to 31%, down by two percentage points (33%) from 2020-21 but up five percentage points (26%) from 2011-12. In comparison, provincial results for FNMI students improved from 27% to 31% from 2020-21 to 2021-22, relatively consistent with results for 2011-12.

Regina Public Schools is proud of the progress achieved over the past decade in its percentage of Grades 10-12 students achieving 8 or more credits per year. However, the division acknowledges there is still improvement needed in this area especially for FNMI students. Regina Public Schools would like all students in Grades 10-12 to achieve earning eight credits or more per year in order to increase the likelihood of students graduating within three years of beginning Grade 10.



Demographics

Students

As one of the largest urban school divisions in the province, Regina Public Schools served more than 24,500 Prekindergarten to Grade 12 students and operated 44 elementary and 8 high schools in 2021-22. RPS is also affiliated with three associate schools offering religious-based programming. Eight elementary schools and two high schools offered French Immersion programs to 2,665 students in 2021-22. RPS operated Prekindergarten programs that provided early learning experiences to 575 three- and four-year-old children in 2021-22.

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 2021-22 school year, RPS provided support to 3,037 English as an Additional Language (EAL) students. This number was lower than the previous year due to an overall slow down in immigration resulting from the COVID-19 pandemic but continued to increase over the course of the year.

The COVID-19 pandemic resulted in a continued shift to home-based and e-school for some students. The home-based student population in 2021-22 was 350 students and Eschool was offered to over 300 students during the school year as well.

Below are the K-12 enrolments from 2017-18 to 2021-22 by grade level. Prekindergarten enrolments are also listed.

Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	1,986	1,908	2,076	1,797	1,881
1	1,862	2,022	1,953	2,034	1,911
2	1,905	1,881	2,011	1,903	2,015
3	1,858	1,911	1,891	1,979	1,873
4	1,843	1,849	1,921	1,844	1,929
5	1,770	1,853	1,869	1,910	1,830
6	1,681	1,771	1,881	1,816	1,873
7	1,600	1,701	1,777	1,864	1,811
8	1,603	1,576	1,700	1,740	1,827
9	1,558	1,572	1,620	1,646	1,693
10	1,577	1,683	1,664	1,615	1,626
11	1,558	1,456	1,614	1,602	1,595
12	2,116	2,149	2,028	2,090	2,149
Total	22,917	23,332	24,005	23,840	24,013
PreK	650	618	668	451	579

Subpopulation Enrolments	Grades	2017-18	2018-19	2019-20	2020-21	2021-22
Self-Identified First Nations, Métis, or Inuit	K to 3	1,390	1,377	1,409	1,219	1,219
	4 to 6	1,001	1,065	1,071	980	1,027
	7 to 9	869	879	973	1,002	1,037
	10 to 12	1,125	1,145	1,180	1,135	1,201
	Total	4,385	4,466	4,633	4,336	4,484
English as an Additional Language	1 to 3	853	980	1,097	1,099	967
	4 to 6	666	802	879	966	923
	7 to 9	526	571	696	695	647
	10 to 12	652	588	604	592	500
	Total	2,697	2,941	3,276	3,352	3,037
French Immersion	K to 3	1,144	1,235	1,389	1,265	1,188
	4 to 6	620	615	644	641	659
	7 to 9	453	475	498	507	454
	10 to 12	282	295	313	352	364
	Total	2,499	2,620	2,844	2,765	2,665

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, 2021



Staff

RPS employed 2,470 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 Saskatchewan Teachers' Federation and 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. Some central office division staff do not have union representation.

Job Category	FTEs
Classroom teachers	1451.8
Principals, vice-principals	86.8
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	695.9
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	43.5
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	177.0
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	2.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	13.0
Total Full-Time Equivalent (FTE) Staff	2470.0

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, 2022

Key actions that were implemented to meet the goals in the 2021-22 RPS Interim Strategic Plan include the following.

HUMAN RESOURCES	2021-22 RESULTS
Support employees in their professional growth, development and career paths.	<ul style="list-style-type: none"> Introduced new Division-supported training and professional development for Facilities employees, Masters in Deaf and Hard of Hearing for Teachers, and continued the Educational Assistant Training Course Partnership with Regina Trades and Skills, and Interpreter training. Streamlined the hiring process for school-based leadership, Facilities and Educational Assistant positions. Modernized job descriptions and refreshed leadership competencies to: <ul style="list-style-type: none"> support organizational culture outcomes; provide employees with a clear understanding of roles, responsibilities and contributions to achieving organizational goals; mitigate legal risk; and Established a foundation for performance feedback and evaluation.
Refresh human resource business practices to strengthen employee recruitment, orientation and onboarding.	<ul style="list-style-type: none"> Completed an organizational review, realigning and adding capacity to deliver a full range of human resource services. Refreshed and strengthened new employee orientation process. Began implementation of a new on-line automated recruitment application. Refreshed the Health and Safety Management System to strengthen compliance with Occupational Health and Safety legislative obligations and to support a culture of safety.



Senior Management Team

The Director of Education, Greg Enion, reported directly to the Board of Education. Reporting to the Director were 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 reported to the Director. Director Enion retired on June 30, 2022. Darren Boldt was appointed to the position of Director of Education position on August 31, 2022.

The Deputy Director of Division Services, Naomi Mellor, had responsibility for business affairs, educational facilities, accounting, human resources and payroll, stores and distribution, and transportation. The responsibility for information technology moved under Deputy Director Mellor's portfolio in May 2022.

The Deputy Director of Student Achievement and School Operations, Darren Boldt, was responsible for all aspects of student achievement, information technology services (until May 2022), and oversaw school operations, which includes teacher staffing responsibilities. As noted above, Deputy Director Boldt was appointed the Director of Education in August 2022. The position of Deputy Director of Student Achievement and School Operations was vacant on August 31, 2022.



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 Dalgliesh 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

School	Grades	Location
McDermid	PreK-8	139 Toronto Street
Gladys McDonald	K-8	335 Garnet Street N.
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 2021-22 school year based on Ministry of Education approval.

Major Capital Project	2021-22 Activity
Argyle/St. Pius X Joint-Use School	Construction
Harbour Landing West Joint-Use School	Design
Imperial/McDermid Joint-Use School with St. Peter/St. Michael	Schematic and Detailed Design



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 Henry Braun and Wilfrid Walker Schools, and site drainage, parking lot and landscape improvements at Kitchener School.

Due to the COVID-19 pandemic, supplemental funding provided by the Ministry of Education which was used to sustain enhanced cleaning processes, disinfection supplies, and personal protective equipment.

The following infrastructure projects (exceeding \$200,000) were undertaken in the 2021-22 school year.

Infrastructure Projects (over \$200,000.00)			
School	Project	Details	2021-22 Cost
Henry Braun	Roofing	Roof Replacement	\$607,125
Wilfrid Walker	Roofing	Roof Replacement	\$1,108,667
Kitchener	Site	Site grading, parking lot, and drainage	\$1,235,062
Walker	Boiler	Boiler replacement and Distribution	\$583,755
Thom Collegiate	Site	Front Sidewalk and Landscape completion	\$407,392
Total			\$3,942,001

Key actions that were implemented to meet the goals in the 2021-22 RPS Interim Strategic Plan include the following.

FACILITIES	2021-22 RESULTS
Deliver responsive and professional cleaning and maintenance services.	<ul style="list-style-type: none">Completed an organizational review, realigning resources to build capacity for planning and monitoring, clarifying roles and responsibilities, and reinforcing a positive work culture.Introduced regular school inspections to monitor service quality.Updated data and leveraged more capacity of Asset Planner so the Division will have confidence in, and can make decisions based on, Facility Condition Index data.

Facilities	2021-22 Results
Manage planning and construction of new schools to meet growing enrolments.	<ul style="list-style-type: none"> Construction continued on a new joint-use elementary school to replace Argyle School and Regina Catholic School Division's St. Pius X. The schools will each have a capacity of 400 students with ability to add 100 more students through the relocatable classrooms. Quorex was awarded the construction tender in April 2021. Construction is underway with a planned completion date, and opening date of Argyle School, of Spring 2023 for Argyle School and a later opening date for St. Pius School in Fall 2023. Planning work began for a new joint-use elementary school incorporating Regina Public Schools' Imperial and McDermid schools and Regina Catholic's St. Peter and St. Michael schools. The new Imperial/McDermid School will have a capacity of 400 students with the ability to add 100 more students using relocatables, plus intensive supports programming space. The consultant team, SPRA (P3A/AODBT), was contracted and the final schematic design was completed in July 2022. Construction is anticipated to begin in 2023 with the opening scheduled for 2025. Planning work continued on a new joint-use school in an area west of Harbour Landing for a capacity of 400 students with the ability to add 100 more students using relocatables. The school will be dual-track French Immersion and English programming with a specialized intensive supports space. The detailed design stage was completed but the project was put on hold awaiting a final school site. Once a site is secured, next steps are to revise the design, consult with the school communities, complete land use approvals, tender the project, and begin construction. Due to the delay in securing a site, the likely opening date is Fall 2025 or 2026.
Expand green energy and other sustainability initiatives.	<ul style="list-style-type: none"> Developed and implemented a plan to utilize a new \$235K Green Energy budget, which was accrued from energy savings achieved from LED lighting conversions in 2020-21, to renew inefficient lighting in school gymnasiums and warehouse space in the Burnett Centre. Analysis continued to monitor energy consumption data in locations where lighting has been retrofitted to track energy conservation, utility savings, and associated overall carbon environmental footprint. Accelerated progress in replacing older, inefficient boiler systems with new technologies that will reduce natural gas consumption and the environmental impact of facility operations. In future years, larger older steam plants are in the plans to be studied to be replaced to further reduce natural gas consumption in the largest schools. Developed a plan for the federal indoor air ventilation improvements worth \$471K. The plan includes fresh air duct work, replacing failing heat pumps, and adding carbon dioxide sensors and other control mechanisms.

Information Technology initiatives in 2021-22 that supported the RPS 2021-22 Interim Strategic Plan include the following.

TECHNOLOGY	2021-22 RESULTS
Deliver reliable and accessible technology services and devices for students and staff.	<ul style="list-style-type: none"> Deployed approximately 10,000 new Chromebook, iPad and Windows devices for students and staff, enhancing access to technology. Managed a cybersecurity event that impacted the entire division by mitigating the risks and swiftly implementing new technological and software solutions. The division followed best practices and systematically deployed password requirement changes, email platform changes, and the division offered credit monitoring to all staff. A cybersecurity review was undertaken prior to the incident and provided the division with further mitigation strategies.
Lead roll-out of MySchoolSask/EDSBY student information system.	<ul style="list-style-type: none"> Successfully rolled out MSS and Edsby to all staff, with Student Achievement coordinators and Information Technology staff working together to support users as well as user groups created for teachers within Edsby.

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 four providers for its intensive support students.

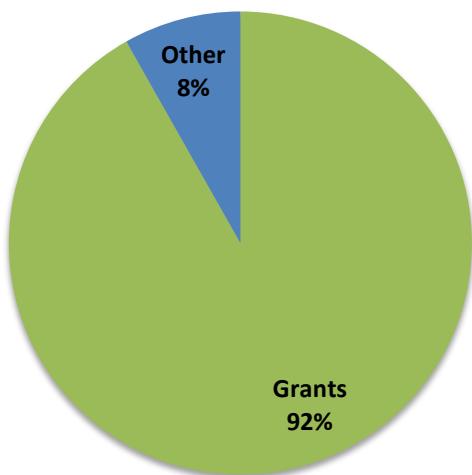
Transportation initiatives in 2021-22 that supported the RPS 2021-22 Interim Strategic Plan include the following.

TRANSPORTATION	2021-22 RESULTS
Oversee safe and equitable transportation services.	<ul style="list-style-type: none"> Renewed the bussing contract and added more robust performance monitoring data. Introduced a three-year preferred vendor agreement for light vehicle providers. Developed protocols and procedures for both the Division and transportation vendors for transportation incidents and inclement weather along with updating Administrative Procedure 570.
Develop logistical efficiencies to manage transportation costs.	<ul style="list-style-type: none"> Analyzed routes throughout the year, finding routing efficiencies. Reviewed light vehicle transportation programs, finding cost savings to be implemented in the 2022-23 school year. Analyzed the joint transportation agreement with Regina Catholic School Division and found cost savings and efficiencies by exclusively managing the transportation of RPS students. Established a transportation exemption committee, developing and reviewing current protocols and processes for student exemptions.

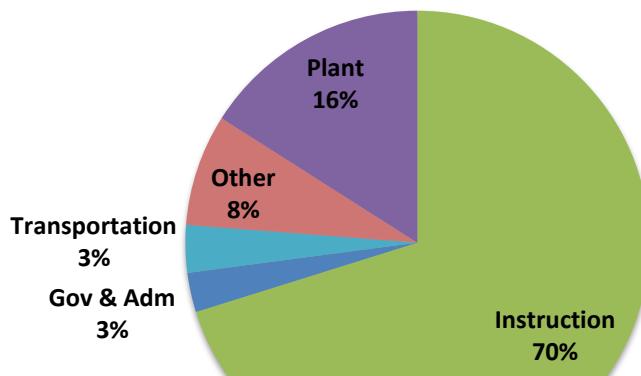
Financial Overview

Summary of Revenue and Expenses

Revenue 2021-22



Expense 2021-22



Budget to Actual Revenue, Expenses and Variances

	2022 Budget	2022 Actual	2021 Actual	Budget to Actual Variance	Budget to Actual %	Note
				Over / (Under)	Variance	
REVENUES						
			(Restated)			
Property Taxation	-	13,443	11,553	13,443	100%	1
Grants	250,222,781	244,647,120	251,247,012	(5,575,661)	-2%	
Tuition and Related Fees	969,000	602,678	994,922	(366,322)	-38%	2
School Generated Funds	4,120,000	3,696,110	1,917,645	(423,890)	-10%	3
Complementary Services	4,337,704	4,523,252	4,315,038	185,548	4%	
External Services	11,030,084	11,310,092	11,317,213	280,008	3%	
Other	1,898,400	1,700,027	1,635,556	(198,373)	-10%	4
Total Revenues	272,577,969	266,492,722	271,438,939	(6,085,247)	-2%	
EXPENSES						
Governance	607,013	595,617	823,201	(11,396)	-2%	
Administration	6,920,198	6,959,476	6,911,051	39,278	1%	
Instruction	187,643,139	193,382,735	184,743,493	5,739,596	3%	
Plant	41,644,223	43,693,580	45,293,473	2,049,357	5%	
Transportation	8,869,873	9,129,091	8,091,854	259,218	3%	
Tuition and Related Fees	455,000	358,055	431,981	(96,945)	-21%	5
School Generated Funds	3,686,906	2,998,522	1,657,987	(688,384)	-19%	6
Complementary Services	6,248,362	6,006,952	5,788,963	(241,410)	-4%	
External Services	11,030,084	11,310,092	11,317,213	280,008	3%	
Other Expenses	771,825	1,135,840	1,155,105	364,015	47%	7
Total Expenses	267,876,623	275,569,960	266,214,321	7,693,337	3%	
Surplus (Deficit) for the Year	4,701,346	(9,077,238)	5,224,618			

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

Note	Explanation
1	Taxation received from New Horizon First Nation.
2	Under budget as a result of fewer planned international students attending due to the ongoing pandemic.
3	Under budget as a result of reduced student activities during the school year due to the ongoing pandemic.
4	Under budget as a result of lower interest income and Facilities rental revenue due to the ongoing pandemic.
5	Fewer Ranch Ehrlo placements than budgeted.
6	Under budget as a result of reduced student activities during the school year due to the ongoing pandemic.
7	Higher than budget as a result of asset retirement obligations.

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	34,568	-	-	-	-	-	34,568
Hicks, Adam	35,086	-	-	2,131	-	-	37,217
Jaleta, Ted	32,920	-	-	549	-	-	33,469
Molson, Tara	39,253	-	-	1,776	-	-	41,029
Strom, Elizabeth*	34,568	-	-	508	-	-	35,076
Truszkowski, Sarah	34,568	-	-	2,671	-	-	37,239
Weekes, Lacey	34,568	-	-	3,037	-	-	37,605

*Trustee Strom resigned from the Board as of June 30, 2022.

Personal Services

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

Name	Amount
Abdulhadi, Amira	64,595
Abello, Timothy	60,063
Aceron, Glen	58,813
Achtemichuk, Danita	95,381
Achter, Evan	55,377
Ackerman, Jason	95,552
Adam, Brent	94,945
Adamko, Lisa	71,182
Adams, Cindy	100,595
Adams, Kelly	95,523
Adams, Kyla	121,393
Adams, Sarah	87,648
Adede, Ochieng	55,403
Adelman, Scott	95,153
Adema, Elinor	86,300
Adema, Ruth	70,569
Agarand, Angela	97,564
Agecoutay-Sweet, Natalie	97,653
Agopsowicz, Tiffany	91,491

Name	Amount
Aiginitis, Maria	91,248
Ainsley, Renee	91,771
Aitken, Justin	84,553
Akbar Kamal, Frishta	65,886
Alexander, Darren	91,922
Alexander, Holly	90,772
Alexander, Jennifer	91,486
Allan, June	92,355
Allen, Lisa	133,491
Allison-Kay, Holly	50,733
Ambrosia, Jeffrey	102,315
Amon, Patrick	82,636
Anders, Sheri-Lynn	90,265
Andersen, Kimberly	95,730
Anderson Cobb, Kimberly	94,376
Anderson, Aaron	104,035
Anderson, Delaine	102,097
Anderson, Jessica	73,873
Anderson, Karen	94,087

Name	Amount
Anderson, Katherine	94,822
Anderson, Maria	97,582
Anderson, Nicole	100,273
Anderson, Quinn	62,949
Anderson, Rochelle	93,689
Anderson, Roxanne	95,153
Anderson, Tristen	92,625
Andrusiak, Jessica	72,692
Antonini, Cory	115,811
Antonowitsch, Justin	76,541
Antrobus, Leanne	76,768
Apperley, Deanna	98,605
Appleby, James	96,730
Arackal, Antony	50,771
Araneda, Andres	98,337
Arcari, Melissa	93,378
Archambault, Marie-Pier	88,710
Archambault, Monica	94,426
Archibald, Ryan	62,630
Ardelan, Dara	91,465
Argue, Lana	97,991
Arguin, Bree	92,781
Armbruster, Bonnie	52,627
Armbruster, Leighton	78,362
Armstrong, Holly	95,999
Armstrong, Jamie	96,936
Armstrong, Nancy	50,524
Ash, Danielle	89,750
Atchison, Jes	96,331
Atem, Martino	78,767
Atkins, Anita	67,422
Audet, Kristine	92,348
Audet, Morgan	64,207
Avram, Lisa	96,759
Babcock, Scott	91,202
Baber, Rachel	65,823
Bachiu, Brent	128,339
Bachynski, Carol	51,287
Back, Colin	92,853
Back, Jill	95,342

Name	Amount
Baete, Monique	84,955
Baht, Jeremy	61,157
Bailey, Kelsey	91,497
Balas, Don	116,178
Baldo, Erika	101,533
Baldwin, Cory	73,707
Bali, Jordan	71,981
Balkwill, Angela	147,832
Bamford, Stephanie	92,504
Bansley, Scott	105,594
Barber, Janeen	98,566
Barber, Neil	96,015
Bariuan, Jose	55,452
Barnes, Nicholas	90,236
Baron-Williams, Bonnie	100,547
Barrett, Sarah	93,372
Barrow, Mary	120,787
Barth, Jamie	96,093
Bartlett, Allen	64,145
Basi, Harbinder	99,015
Basnicki, Erinn	66,071
Batiuk, Rhonda	72,690
Bauche, Danielle	72,798
Baumgartner, Aaron	146,301
Baumgartner, Sarah	100,547
Bautista Chernick, Allene	69,450
Baxter, Lee	58,878
Baxter, Richard	74,456
Beattie, Jennifer	98,323
Beauregard, Jeanne	102,158
Beckmann, Lee	93,544
Bedard, France	99,085
Bedore, Haylie	73,915
Bekker, Joshua	90,761
Bellick, Laurie	76,599
Beliveau, Kendra	104,919
Bell, Sarah	102,000
Bellamy, Taralee	77,396
Belle, James	87,741
Belle, Shelby	88,693

Name	Amount
Bellisle, Willow	67,092
Belvedere, Chelsea	81,080
Bengert, Bradley	55,467
Benjamin, Eric	101,967
Benjamin, Erin	90,103
Benko, Savannah	64,623
Benoit, Lori	97,545
Benson, Brett	102,431
Benson, Elizabeth	96,771
Benson, Shaylyn	70,635
Bentz, Angela	90,761
Bergey Kaip, Kimberly	94,006
Berriault, Heather	97,764
Berriault, Mari-Anne	71,800
Berube, Daniel	58,490
Betson, Erin	124,332
Bidulka, Zvezdana	55,746
Biotteau, Justine	68,113
Bird, Leatha	96,222
Birgan Deacon, Yasemin	89,798
Birnie, Lana	92,499
Bishoff, Erin	91,693
Bisset, Chanelle	51,543
Black, Jeremy	115,148
Black, Katherine	119,540
Black, Pearl	54,321
Blair, Doug	95,341
Blake, Tina	97,095
Blakley, Brent	90,542
Blampied, Leandra	55,178
Blenkin, Pamela	86,842
Blenkin, Robert	67,890
Blish, Nyone	50,502
Bloch, Tayler	68,601
Blondeau, Lucas	90,881
Blyth, Janine	80,484
Bodnar, Courtney	97,032
Bodnarchuk, Ryan	69,222
Boehme, Lori	90,869
Boire, Crystal	94,669

Name	Amount
Bojarski, Ada	52,768
Bolay, Michelle	100,443
Boldt, Darren	206,332
Boldu Correa, Dejanire	63,264
Bolen, Christine	95,966
Bolen, Sheila	55,077
Bolianatz, Roberta	91,969
Bonnor, Chas	85,417
Bonus, Kevin	76,792
Booth, Tabitha	107,212
Borland, Sienna	79,661
Borowski, Deanne	53,061
Bortis, Kali	95,911
Borys, Janelle	80,474
Bosley, Blayne	94,585
Boulanger, Allison	102,993
Bourque, Nadine	84,096
Boutilier, Stephen	106,376
Bowes, Monique	126,829
Boychuk, Orisha	75,827
Boyd, Neeja	96,497
Boyd, Sydney	65,076
Boyde, Christine	56,208
Brace, Amanda	91,743
Brace, Graham	71,367
Bradley, Jesse	113,036
Bradley, Stacey	115,423
Brady, Terilyn	53,265
Braithwaite, Stacey	102,483
Brandt, Andrew	65,118
Brandt, Sydney	71,006
Braun, Garry	105,126
Braun, Luke	107,489
Bray, Crystal	92,204
Brentnell, Carlie	96,092
Bresciani, Emily	74,047
Brewer, Jolie	85,207
Brezinski, Dori-Lyn	72,437
Brezinski, Gwendolyn	132,450
Brezinski, Kelly	119,351

Name	Amount
Bridgeman, Jannae	96,404
Bridgeman, Scott	93,759
Briere, Jennifer	88,779
Britton, Shawna	91,311
Brock, Adam	71,988
Brodziak, Jaileen	66,389
Brodziak, Shelley	109,101
Brouet, Michael	91,202
Brown, Amanda	101,925
Brown, Cindy	90,761
Brown, Jodey	52,105
Brown, Kim	73,157
Brown, Kimberly	119,329
Brown, Kyle	70,230
Brown, Sasha	94,356
Brown, Shannon	96,283
Browne, Dakota	52,361
Bru, Danielle	67,156
Bubb, Sentilla	50,215
Buchan, Sarah	74,598
Buchanan, Devan	70,804
Buchko, Dale	52,586
Buhler, Tyson	95,125
Buisson, Nancy	143,590
Burgess, Gary	68,500
Burkholder, Shyloa	74,700
Burkholder, Theressa	55,998
Burnett, Melissa	98,117
Burns, Beverly	96,518
Burns, Courtney	87,001
Burns, Sarah	66,795
Burzynski, Dalton	73,038
Bussiere, Darryl	106,676
Bylsma, Renae	92,014
Bzdel, Mark	95,273
Cachene, Jori	50,524
Caissie, Destiny	82,914
Calamaan, Elmer	51,702
Caleval, Connor	58,190
Campbell, Kassandra	101,444

Name	Amount
Campbell, Margo	114,176
Canlas, Joel	54,545
Cann, Marcy	90,849
Cappo, Jeffery	82,133
Cardinal, Shana	96,497
Carignan, Darla	90,761
Carlson, Gisele	115,811
Carlson, Lauren	68,984
Caron, Donna	53,330
Caron, Kyle	83,474
Carswell, Brittany	81,665
Carteri, Linda	74,486
Casper, Jacqueline	61,761
Casswell, Carol	75,535
Castillo, Roderick	50,849
Castle, Claire	92,423
Caswell, Ryan	83,521
Caul, Carolyn	100,547
Cendana, Johnnie	52,544
Chambers, Kelly	74,315
Chammartin, Michel	92,962
Chan, Roanna	83,798
Chapman, Leslie	105,189
Charoliya, Nimin	72,508
Chase, Jacqueline	103,710
Chase, Melissa	87,460
Cheah Delnea, Vicki	51,256
Cherepuschak, Natasha	89,405
Cherepuschak, Robert	95,052
Cherkas, Laken	86,515
Cherkewich, Allison	96,039
Chernick, Elizabeth	64,640
Chernoff, Lindsay	80,508
Child, Neil	100,547
Chipp, Heather	61,998
Chisholm, Angela	96,181
Chow, Courtney	53,180
Christiansen, Jodi	97,191
Christie Beach, Carol	92,324
Christoffel, Kathleen	116,245

Name	Amount
Christopherson, Joel	100,578
Christopherson, Kelley	94,465
Church, Jason	90,425
Clake, Megan	100,312
Clampitt, David	89,183
Clark, Amy	62,170
Clark, Anna	68,050
Clark, Erica	54,657
Clark, Janeen	105,781
Clarke, Jared	83,796
Clayards, Heidi	110,552
Clayton, Ashley	91,105
Clement, Alexandre	67,288
Clements, Crystal	93,990
Cleveland, Traci	107,044
Clifford, Chelsey	63,424
Clifford, Kevin	60,284
Clifton, Evan	91,117
Clyde, Brittney	73,256
Clyne, Delaine	149,031
Coffin, Tia	100,857
Coleman, Glenna	76,759
Coleman, Jason	171,257
Coleman, Jennifer	101,053
Coleman, Kristin	90,761
Coleridge, Nicole	91,795
Collado, Amy	74,652
Collier, Naomi	99,520
Comaniuk, Sandra	54,674
Compain, Margaret	80,883
Contreras, Juan	74,510
Conway, Kimberly	78,919
Conway, Vicki	92,324
Cook, Deanna	96,115
Cook, Lacey	91,224
Corbin, Monica	81,370
Cornwall, Julie	95,928
Costanza, Christina	79,258
Counios, Evangelia	95,708
Coupal, Shirley	95,153

Name	Amount
Couse, Kelly	91,248
Cowper, Zachary	64,120
Craig, Lindsey	83,135
Craigen, Tracey	56,724
Crawford, Kyla	62,325
Crawford, Laurie	57,275
Crawford, Trina	90,117
Crichlow, Shianne	106,944
Crompton, Holly	56,466
Cross, Jamie	95,153
Crossman, Mandy	90,275
Crumly-Wellington, Michelle	85,041
Cruse, Brittnee	92,422
Cruse, Kelly	71,293
Cruse, Ryan	96,918
Cullins, Tracy	91,441
Cunningham, Nicole	94,864
Cunningham, Tahnis	69,943
Currie, Sharla	91,903
Curry, Glenna	58,553
Curtis, Andra	94,282
Curtis, Jocelyn	87,420
Cushway, Alison	90,536
Cushway, Russell	92,458
Cutting, Cambri	97,764
Cutting, Paul	79,139
Cyr, Ken	77,244
Cyr, Vanea	147,832
Dacey, Michael	88,111
Dacosta, Meaghan	85,032
Dadie, Kouabran	76,927
Daelick, Lori	146,260
Dahl, Douglas	107,567
Dahlgren, Wayne	87,277
Daka, Allison	95,243
Daniels, Branden	65,801
Daniels, Duane	141,383
Danyluk, Carmen	94,374
David, Rhoneil	50,873
Davidson, Lisa	91,658

Name	Amount
Davidson, Troy	92,457
Davis, Kelsey	50,609
Davis-Yau, Stephanie	94,788
Dawuda, Alhassan	81,472
Dayman, Kelsey	77,120
De La Cruz, Dennis	57,005
De La Cruz, George	56,957
De Paz, Carina	75,072
Deadlock, Lenae	72,095
Dean, Brady	76,899
Deck, Kelly	51,782
Deck, Phoebe	51,963
Deis, Jamie	51,379
Deis, Kelly	93,744
Dela Santa, Well	65,717
Delorme, Ruth	91,368
Deloyer, Justine	66,881
Demyen, Gale	62,256
Denninger, Kirsten	84,699
Dennis, Amy	70,032
Dennis, Connie	90,761
Deren, Amery	92,460
Derenisky, Sandra	97,140
Deringer, Donarae	92,060
Derkatch, Mindy	100,528
Dermody, Karen	90,761
Derosier, William	135,902
Derzaph, Patricia	62,400
Desjarlais, Broadrick	93,158
Desjarlais, Danielle	91,880
Desjarlais, Jennifer	96,073
Desnoyers, Madison	79,360
Dewitt, Jillian	82,616
Dhunna, Sarabjeet	53,726
Diallo, Mamadou	74,831
Diebel, Kelly	51,149
Diewold, Nichole	94,435
Digby, Gail	92,966
Digness, Dianne	54,372
Dinsmore, Deanne	99,033

Name	Amount
Diop, Dioumbou	54,727
Dixit, Swati	73,253
Doell, Holly	102,287
Doering, Cassandra	92,617
Dolmage, Heather	82,901
Donovan, Anna-Marie	80,771
Donovel, Christina	92,295
Doobay, Erin	57,334
Dore, Claire	98,064
Douglas, Thomas	68,722
Dozlaw, Devon	50,506
Drackett, Shauna	95,153
Dreher, Anne-Marie	94,318
Dreher, Kaycee	86,530
Drennan, Joshua	84,533
Driver, Danielle	87,703
Drozda Daunheimer, Jocelyn	96,548
Drumm, Mackenzie	68,183
Dryburgh, Tara	93,930
Duck, Michael	91,912
Dueck, Michelle	94,944
Duell, Nicole	90,797
Duffield, Blaine	90,761
Duke, Tammy	120,199
Dumont, Kyle	98,916
Dumont, Tenille	90,578
Duran, Alexandra	90,761
Dusaran, Fernando	60,916
Dusaran, Francis	60,057
Dusyk, Ceane	91,224
Dyck, David	75,007
Dyck, Michael	90,761
Dzubinski, Stephanie	78,530
Earis, Sonia	93,468
Easton, Jacquelyn	70,915
Eastwood, Cade	56,884
Eastwood, Mary	105,694
Eberle, Candice	81,688
Eckert, Anessa	73,103
Edey, Gwendolyn	95,153

Name	Amount
Edgar, Janelle	71,664
Egeto, Megan	101,684
Eiswirth, Justin	91,173
Elberg, Tanya	103,005
Elder, Lance	120,727
Ell, Grant	53,235
Elles, Mandi	62,421
Ellis, Laurie	109,952
Ellis, Tracey	118,211
Empey, Gail	95,153
Empringham, Amy	88,593
Endicott, Jeffery	86,592
Endsin, Stefan	95,033
Engbers, Christina	62,928
Engel, Kim	121,455
Engen, Christopher	105,159
Enion, Ashley	94,491
Enion, Charlene	97,480
Enion, Connor	65,199
Enion, Gregory	218,727
Eskdale, Gloria	74,577
Evans, Kelli	102,758
Ewen, Anna	53,522
Ewert-Molesky, Lara	95,436
Exner, Danette	124,790
Exner, Keltie	101,652
Exner, Kristin	90,265
Eyre, Stephanie	76,221
Falconer, Nicole	93,774
Farley, Stephanie	110,552
Favel, Sandra	96,730
Fay, Megan	78,889
Fayant, Shannon	126,817
Fazakas, Marilyn	61,788
Fedorus, Shannon	102,928
Fedyck, Ryan	55,727
Fehr, Matthew	95,428
Fehr-Rose, Raeleen	99,721
Fellner, Jade	89,801
Fellner, Skyler	77,720

Name	Amount
Felstrom, Nancy	101,257
Ferwerda, Michelle	92,175
Fick, Miranda	89,618
Ficko, Sarah	99,960
Ficor, Jocelyn	89,034
Fiege, Becky	95,966
Fiege, Kirk	92,166
Field, Miranda	50,524
Fifi, Martin	50,839
Filson, Joseph	101,422
Filyk, Regan	76,589
Findlay Pockett, Heather	100,739
Finstad, Paul	55,442
Fiorante, Lisa	90,761
Fiorante, Paula	93,124
Fischl, Jessica	80,266
Fisher, Richanda	81,494
Flaman, Tammy	93,794
Flaman-Drumm, Lori	103,973
Flegel, Kenneth	50,154
Flengeris, Maria	74,437
Fletcher, Amber	76,731
Fletcher, Shannen	60,104
Flett, Gerald	55,418
Flood, Ryan	95,153
Florek, Carlie	88,033
Floyd, Devon	81,925
Foell, Jennifer	75,622
Foraie, Michael	50,011
Forbes, Darren	95,153
Ford, Henry	91,199
Foreman, Andrew	98,479
Foreman, Dallas	98,630
Fornwald, Dennie	95,712
Forrest, Salema	84,132
Forster, Krystal	74,197
Forsyth, Kylee	92,940
Foster, Kent	90,761
Foster, Sherron	99,996
Fowler, Leslie	90,430

Name	Amount
Fox-Schaffer, Sage	94,325
Fraese, Sharon	57,472
Francisco, Maria	93,753
Frank, Brady	66,654
Frank, Brayden	72,947
Frank, Christine	64,629
Franklin, Terralee	90,761
Fransoo, Alyssa	91,795
Fraser, Miranda	78,146
Fraser, Payden	66,361
Frazer, Lisa	98,964
Frederickson, Terri	95,231
Frederiksen, Brenda	93,533
Fredlund, Victoria	69,713
Frei, Lisa	170,449
Frei, Taylor	70,580
Fries, Brian	74,669
Friesen, Kayla	66,803
Friesen, Timothy	69,369
Frigon, James	99,908
Frigon, Lori	90,761
Froh, Linda	95,153
Froh, Tara	92,865
From, Hillary	57,698
Fry, Renatta	96,097
Fuchs, Erin	71,350
Fuchs, Sarah	58,813
Fulmek, Raegyn	50,678
Funke, Henry	112,169
Furman, Daniel	68,667
Gabel, Amanda	90,430
Gaboury, Jeremy	94,754
Gabriel, Benjamin	78,164
Gaertner, Lila	74,706
Galan, Justine	80,847
Galbraith, Kristy	96,770
Gale, Erin	54,442
Gamble, Richelle	64,349
Gamracy, Taylor	71,434
Ganes, Mark	78,326

Name	Amount
Ganshirt, Dawn	71,092
Gardiner, Jennifer	100,848
Gardiner, Scott	95,616
Gardner, Brenda	51,232
Garner, Larissa	93,284
Garoza, Gilbert	50,415
Garrate, Amy	52,614
Garratt, Linda-Lea	75,816
Garrow, Kimberly	58,155
Gatin, Brian	106,736
Gattinger, Meagan	73,958
Gauthier, Shawn	54,457
Gebhart, Brent	80,389
Geddes, Erin	117,911
Geiss, Lindsay	98,639
Gelinas, Kayla	79,425
Gellner, Lynda	98,003
Gelowitz, Darcy	93,372
Gelsinger, Brent	83,706
Gemmell, Megan	74,664
Gent, Victor	52,135
Georgacacos, Lindsay	97,835
George, Brittany	79,080
George, Jonathan	80,754
Gerein, Todd	99,001
Gerlach, Melissa	92,948
Germain, Norman	57,820
Gerrand, Andrew	84,749
Gerrior, Michael	94,182
Gerrior, Stephanie	88,984
Gerspacher, Jocelyn	90,598
Getz, Allison	73,505
Gibson, Christopher	88,966
Gibson, Lacy	90,761
Giesbrecht, Matthew	85,466
Gillies, Kailey	92,813
Gillingham, David	120,186
Gilroy, Rulene	126,817
Gilroy, Warren	84,437
Ginetz, Karrie	95,499

Name	Amount
Girodat, Dale	129,264
Giroux, Stefanie	93,396
Glass, Nancy	59,996
Glasser, Jenelle	90,985
Glasser, Sheryl	90,905
Glasspell, Geoffrey	100,130
Glasspell, Melissa	92,341
Glover, Justine	103,503
Goby, Benjamin	106,745
Goby, Sonja	100,205
Godwin, Dina	86,151
Godwin, Nicole	75,173
Goebel, Scott	65,521
Goertzen, Ashley	83,518
Goodman, Travis	72,912
Gordon, Sheri	86,333
Goski, Brennan	69,305
Goski, Nanette	93,912
Gottselig, Heather	79,396
Goulet, Karla	80,391
Grad, Leslie	59,530
Graf, Dayna	94,913
Grajczyk, Katrina	88,058
Granat, Madeline	87,206
Grand, Amanda	86,286
Grayston, Jason	92,806
Green, Daelynn	87,925
Greene, Christine	88,813
Greenslade, Jeffrey	99,041
Gregoire, Taryn	73,724
Grimstad, Vanessa	69,432
Grinyer, Joanna	69,249
Grodecki, Kathryn	100,195
Grodecki, Michelle	95,429
Grover, Chris	59,618
Gudereit, Sharon	91,037
Guest, Kathleen	84,576
Guest, Tara	91,129
Gullacher, Paul	95,431
Gullickson, Kelsey	83,165

Name	Amount
Hack, Breanne	82,653
Hack, Karin	91,114
Hackel, Danielle	100,589
Hackel, Jordan	81,919
Hadican, Steven	95,153
Haggard, Melissa	93,734
Hagman, Amanda	91,997
Haig, Deanna	97,653
Hainstock, Lorena	118,678
Halbert, Alison	70,323
Halbert, Gary	167,190
Halbert, Robin	100,487
Hall, Eldon	91,002
Hall, Jody	96,792
Halladay, Tracey	96,828
Halvorsen, Morgan	61,000
Halvorsen, Rebekah	62,871
Halvorson, Janna	66,306
Hamel-Srochenski, Carey	95,966
Hamill, Kristy	100,152
Hamilton, Chris	64,529
Hamilton, Jason	53,484
Hamilton, Marlene	52,423
Hammett, Rebecca	90,917
Hamon, Andrea	91,026
Hamon, Callan	77,298
Haniak, Samantha	88,391
Hanline, Daniel	90,761
Hannila, Liisa	86,322
Hanover, Cameron	56,735
Hansen, Hanna	62,369
Hanslip, Herman	55,545
Harden, Christina	98,055
Harder, Kylie	67,028
Harlos, Erin	90,353
Harris, Karey	121,094
Harris, Kathryn	77,434
Harrison, Justin	92,372
Harrison, Kathryn	114,061
Harrison, Tania	93,960

Name	Amount
Hart, Dylan	80,518
Hartman, Christopher	73,818
Hastings, Beverly	95,520
Hau, Stacie	92,380
Haus, Rhonda	122,877
Hayden, Angelic	61,788
Hayduk, Hilary	101,389
Hayko, Kimberley	73,556
Haynes, Rosa	90,511
Hedin, Heather	99,226
Heid, Sydney	71,670
Heidel, Gordon	59,445
Heinen, Launel	99,076
Helfrick, Malissa	87,319
Henderson, Christopher	87,004
Henderson, Dawna	90,286
Henderson, Janelle	95,338
Hendren, Katherine	89,934
Hendry, Adrienne	100,175
Henrion, Megan	74,717
Henry, Jill	96,567
Henry, Tyler	77,095
Henson, Margot	90,785
Herbison, Morgan	67,527
Herman, Dean	92,890
Heron, Dustin	94,393
Herridge, Lois	177,536
Hesje, Jade	71,372
Heuchert, Taniya	74,412
Heuck, Georg	90,099
Heward, William	64,849
Heymen, Peter	57,860
Hibbert, Teri-Lin	94,988
Hickey, Jordan	80,702
Hicks, Chelsey	82,700
Hincks, Jo-Ann	70,493
Hingtgen, Alysen	90,249
Hinks, Charlene	99,397
Hischebett, Kelly	90,712
Hlushko, Trevor	82,576

Name	Amount
Hodgins, Lori	91,158
Hodgins, Ryan	90,099
Hodgson, Daphné-Anne	68,724
Hodgson, Kimberly	94,892
Hodsman, Jessica	99,491
Hoffman, Andrea	74,522
Hoffman, Mitchell	63,178
Holbrow, Darryn	95,171
Holcomb, Christopher	76,617
Holinaty, Carissa	90,761
Hollinger, Ashley	64,077
Hollinger, Sharmayn	93,773
Hollinger, Taylor	95,417
Holota, Carmen	124,768
Holstein, Leanne	92,769
Holtby, Dallas	65,257
Holywell, Shelley	95,153
Hominuke, James	91,114
Hone Best, Jennifer	101,578
Horton, Glenn	77,110
Houk, Tracy	121,484
Houlden, Barry	95,153
Houston, Robert	90,841
Hove, Carmen	76,768
Howard, April	105,934
Howard, Kylee	69,409
Howat, Karla	124,603
Howatt, Megan	73,079
Howatt, Tyler	83,742
Howie, Keilyn	68,600
Howie, Lori	90,785
Howlett, Valerie	69,391
Howse, Jason	95,153
Howse, Lynn	95,153
Howse-Meister, Dale	92,389
Hubbard, Marnie	97,903
Hubbard, Tracy	95,153
Hubenig, Jeff	127,457
Huber, Christine	97,239
Huber, Jennifer	99,404

Name	Amount
Huber, Jennifer	99,921
Huber, Shari	95,502
Hughes, Chloe	88,654
Hughes, William	77,244
Hunt, Chantalle	80,162
Hunt, Robin	90,237
Hunter, Catrina	91,555
Hunter, Morgan	81,194
Hunter, Renae	89,153
Hunter-Reavie, Leah	100,874
Hurford, Kent	59,006
Hurlbert, Nina	97,252
Hurrell, Rita	93,921
Husband, Mark	92,361
Hutton, Angela	119,823
Ibbott Neiszner, Hillary	120,179
Irfan, Alina	69,649
Istace, Danielle	108,175
Jackson Jensen, Kristopher	61,203
Jackson, Alexandria	75,992
Jackson, Karen	98,274
Jackson, Kirsten	89,648
Jackson, Lindsay	101,843
Jacobs, Mark	51,262
Jacotin, Anais	69,252
Jaindl, Edward	56,127
Jan, Kristopher	100,073
Janssen, Jason	114,443
Janzen, Jodie	68,831
Janzen, Lara	91,945
Jay, Michelle	76,156
Jeannot, Armand	91,114
Jensen, Colin	122,712
Jensen, Diana	63,988
Jessop, Marissa	89,648
Jing, Xiaoqing	55,829
Jo, James	100,547
Johns, Dylan	97,233
Johnson Bechard, Myvanwy	96,704
Johnson, Cathy	66,628

Name	Amount
Johnson, Donald	63,378
Johnson, Jacqueline	80,171
Johnson, Sara	72,312
Johnson, Scott	95,192
Johnson, Tracy	98,254
Johnstone, Shannon	72,330
Jones, Amy	87,706
Jones, Esther	53,258
Jones, Lisa	91,212
Jones, Lori	57,582
Jones, Mark	61,031
Jones, Tammy	76,526
Jones, Tyler	93,100
Jones-Leibel, Kimberly	98,833
Jordens, Sharon	95,966
Josephson, Corby	82,429
Josephson, Ryan	111,739
Jost, Sandra	93,386
Kabay, Brandy	55,367
Kaluza-Hughes, Christina	103,235
Kamboz, Inderjit	100,568
Kaminsky, Jennifer	91,854
Kanellopoulos-Perentes, Fotini	95,177
Kankindi, Alice	72,804
Kannenberg, Brett	88,039
Kardynal, Ryan	90,803
Kasprick, Jason	95,153
Kauck-Fiacco, Breanne	67,399
Kay, Stephanie	75,013
Kazymyra, Melissa	73,193
Keefe, Sarah	100,547
Keeley, Krista	95,177
Keil, Trudy	100,547
Keir, Kelly	90,761
Kelln, Danielle	65,420
Kelln, Matthew	61,064
Kelln, Tammy	72,185
Kemp, Brooke	71,113
Kerr, Heidi	96,904
Kerr, Ingrid	91,557

Name	Amount
Kerster, Darian	80,903
Kertai, Lauren	76,055
Keshane, Sarah	93,588
Kilback, Shea	95,036
King, Nancy	113,755
Kinney, Susan	98,472
Kinvig, Heidi	53,429
Kiosses, Christos	73,460
Kirsch, Kaela-Lee	81,318
Kissick, Darryl	88,240
Kjeldsen, Davin	89,736
Klapchuk, Melissa	73,022
Klassen, Tracey	96,680
Klassen, Trudy	95,153
Klein, Joella	79,249
Kleisinger, Jared	163,981
Kleppe, Stefani	82,083
Klus, Erin	67,808
Knecht, Krista	77,633
Knelsen, Corinne	115,149
Knoll, Aimee	100,927
Knoll, Michael	95,045
Koch, Michael	107,012
Kodas, Mary	101,342
Kohuch, Fredrick	69,812
Kolish, Erin	102,523
Kollybaba, Stewart	51,677
Kondratiuk, Jillian	81,744
Kopec, Syndee	95,153
Korczak, Pamela	120,578
Koroluk, Robyn	91,114
Koronkiewicz, Tayler	60,366
Koronkiewicz, Tristian	73,027
Korpan, Gregory	103,508
Korpan, Jasmine	73,435
Koshman, Arnold	52,075
Koskie, Amanda	76,958
Kot, Janis	100,983
Kotylak, Marley	84,252
Kouadio, Christelle	83,281

Name	Amount
Kowalchuk, Sophia	67,445
Kowalsky, Stephanie	101,775
Kowalyshyn, Lisa	113,398
Koza, Joshua	64,110
Kozack, Barbara	56,378
Kozack, Todd	90,761
Kramer, Jennifer	101,117
Krassman, Trista	93,474
Krenbrink, Tracy	106,046
Kretschmer, Mardi-Jane	96,731
Krogsbaard, Tori	96,462
Krug, Michael	62,395
Kukura, Lori	127,943
Kullman, Elaine	97,067
Kuntz, Ashley	163,057
Kuntz, Joel	68,715
Kuntz, Kelsey	90,860
Kuntz, Nancy	54,944
Kuntz-Zech, Shaela	102,718
Kuppenbender, Lindsay	95,677
Kushniruk, Vanessa	69,642
Kuster, Payton	66,632
Kuz, Kelsey	73,038
Kuz, Laura-Lee	90,761
Kuz, Nolan	60,334
Kydd, Amanda	77,366
Kydd, Sarah	111,528
Labar-Ahmed, Laurel	100,547
Labas, Jill	95,153
Labatt, Amanda	111,065
Labuik, Tara	99,821
Lafontaine, Lana	101,342
Lague, Ellen	102,104
Lamb, Michael	97,148
Lamport, Erin	97,143
Landgraf, Lisa	101,157
Lane, Jennifer	96,194
Lang, Brittany	75,763
Lang, Rhondean	95,448
Langill, Jara	95,159

Name	Amount
Langmaier, Andy	62,056
Lanigan, Miriam	94,912
Lapchuk, Sasha	99,653
Lapchuk, Wanda	104,377
Laplante, Teresa	93,989
Larocque, Meredith	85,363
Larson, Erica	90,900
Lauagan, Jizelle	62,406
Lawrence, Darcy	99,169
Laycock, Kathleen	71,882
Lazarou, Theodoros	115,966
Lazarou, Wendy	70,181
Lazorko, Jayme-Lee	100,147
Lazurko, Tara	82,059
Le Drew, Danae	68,870
Leach, Jennifer	55,727
Learned Garritty, Amber	76,928
Leblanc, Chantal	88,178
Lee, Georgina	95,096
Lee, Nigen	99,886
Lee, Rori	104,618
Leib, Shannon	91,250
Leier, Andrea	94,513
Leier, Kendra	69,906
Leier, Michael	107,255
Leippi, Stacy	87,210
Leitner, Joanne	104,618
Leitner, Perry	97,053
Lekivetz, Jennifer	103,422
Lemieux, Sydney	76,085
Lemmons, Jason	77,836
Lenihan, Kelsie	107,389
Lenzen, Ashley	94,755
Lepage, Roger	106,219
Leshchyshyn, Raelene	78,721
Leslie, Denise	94,822
Leugner, Taylor	53,154
Leung, Lydia	93,735
Leung, Roxanne	100,547
Leupold, Juanita	93,399

Name	Amount
Leupold, Matthew	73,608
Leurer, Kimberly	90,965
Levers, Trent	95,431
Levesque, Brianna	70,568
Levesque, Mario	114,818
Levy, Leah	91,180
Lewis, Brian	50,524
Lewis, Charlene	99,211
Lewis, Heather	95,153
Lewko, Kelli	98,868
Lewry, Calandra	104,582
Lichtman, Sandra	95,754
Lillejord, Autumn	94,507
Limosnero, Carlo	56,890
Lindemann, Jennifer	94,517
Little, James	91,969
Little, Melanie	123,571
Litzenberger, Blair	128,179
Lloyd, Darren	99,628
Lobb, Brian	100,645
Lock, Melissa	94,822
Lockert, Jason	82,626
Loeppky, Cheryl	97,422
Longmoore, Dylan	82,489
Looyen, Jeffrey	74,624
Lorence, Samantha	63,625
Lorenz, Marcel	90,761
Lothian, Curtis	95,454
Louttit, Kirsten	71,292
Lowe, Reagan	162,749
Lowe, Stephanie	53,929
Lowey-Chimilar, Tannis	125,460
Lowry, Serena	62,879
Lozinski, Delee	90,761
Lozinsky, Janelle	72,392
Ludtke, Nicole	94,669
Lueke, Tove	67,675
Luterbach, Donna	97,217
Luu, Alexander	67,742
Lynch, Jessica	83,392

Name	Amount
Lynnes, Jordan	69,533
Lyons-Mouyios, Jennifer	90,102
Mabundu, Anne-Marie	73,018
Macaulay, Hanna	66,567
Macaulay, Susan	99,665
Macaulay, William	101,230
Macdonald, Karen	95,433
Macdonald, Mitchell	79,924
Macdonald, Tracy	95,616
Machin, Kevin	95,153
Machmer, Laurie	94,296
Machnaik, Lisa	90,761
Mackay, Donna	103,402
Macmillan, Bonnie	73,652
Macmurchy, Hannah	65,599
Macphail, Theresa	61,373
Macpherson, Betsy	90,849
Macpherson, Katherine	95,431
Madhur, Daya	93,156
Madiratta, Jessica	103,047
Maertens, Darren	51,538
Maertens, Laurie	52,765
Maertens, Matthew	82,982
Maffenbeier, Darrell	67,883
Magotiaux, Tanya	93,689
Mah, Melissa	50,735
Maier, Marian	100,547
Maier, Stephanie	72,967
Mailhot, Joni	90,609
Makris-Nagel, Maria	91,202
Malagrida, Theodore	69,472
Mallett, Michael	100,216
Mallory, Angela	107,358
Manastyrska, Kayleigh	88,830
Manesiya, Jasmine	53,741
Mann, Lisa	92,016
Manning, Tusauna	97,433
Manz, Jim	96,391
Maranan, Joselito	55,079
Marchtaler, Jason	95,153

Name	Amount
Marchtaler, Shaune	95,153
Maredia, Sanam	66,103
Mario, Terry	118,454
Mark, Caitlin	83,338
Markesteyn, Michael	105,171
Markwart, Kimberley	124,158
Marsden, Christopher	60,068
Marshall, Chad	92,469
Martin, Amy	61,983
Martinez, Elmer	52,837
Martinson, Sherman	90,099
Mastel, Tracy	100,547
Masters, Samantha	59,563
Matechuk, Carley	71,071
Matheson, Kristy	93,233
Mathies, Jennifer	97,764
Matic, Rachelle	100,290
Matichuk, Heather	100,429
Maurer, Ashley	93,031
Maxie-Poitras, Tanja	50,524
Maxwell, Jeffrey	95,738
Mayer, Julie	69,126
Mayer, Sara	75,716
Mayer-Loutit, Sara	61,219
Mazhar, Rashida	94,360
McAleeese, Ryan	68,144
McArthur, Amanda	90,430
Mccashin, Kyla	91,496
Mccaw, Krista	115,942
Mccaw, Matthew	110,552
Mcchesney, Elann	100,613
McClelland, Lyane	97,682
Mccormick, Jolene	93,268
Mccredie, Katherine	70,743
Mccrystal, Hailey	87,215
Mcdonald, Allyson	99,540
Mcdonald, Amy	90,186
McEwen, Connor	67,696
Mcfadden, Timothy	95,153
Mcfadyen, Cindy	104,618

Name	Amount
McFetridge, Brianne	98,030
McGeough, Laurie	92,471
McGillis, Stacey	91,788
McGillivray, Cathy	116,380
McGillivray, Colleen	90,893
McGillivray, Melody	56,007
McGourty, Kathleen	68,166
McGurran, Joseph	111,345
McIntosh, Vanessa	98,813
McIver, Karen	78,462
Mckay, Kerri	96,441
Mckee, Ivy	96,991
Mckenzie, Janine	86,798
Mckenzie, Kola	94,729
Mckenzie-Cox, Maxine	113,419
McKeown, Darcy	130,481
Mckillop, Ian	141,281
Mckillop, Michelle	90,761
Mckillop, Scott	95,153
Mckim, Lauren	87,075
Mckinna, Alissa	95,711
McLain, Bradley	59,974
McLaren, Ian	97,053
McLaren, Laine	70,264
Mclaughlan, Erin	88,909
Mcleod, Darla	55,765
Mcleod, Erin	100,547
McMann, Bret	88,721
McMartin, Jodi	95,651
McMillan, Teagan	71,981
McMillen, Krista	95,153
McMillen, Shayne	109,594
Mcmullen, Alyssa	70,316
Mcmurdo, Kimberlee	95,187
Mcmurtry, Bonnie	93,858
McNab, Ira	65,764
McNabb, Patrick	85,176
McNabb-Sinclair, Alexandra	64,247
McNair, Tricia	95,153
McNevin, Meira	100,614

Name	Amount
McNutt, Kristen	74,524
Mcpherson, Dallas	83,820
Mcpherson, Krystal	129,872
Mcqueen, Allison	55,226
Mcrorie, Catharine	96,012
Mctaggart, Scott	69,921
Mcwilliams, Allen	90,761
Meagher, James	89,884
Measner, Cassia	95,083
Medl, Derek	103,241
Meenan, Darla	95,126
Megaw, Kristi	95,562
Meier, Sheryl	100,938
Mellor, Naomi	206,354
Melnechenko, Brandan	94,729
Menhart, Kyra	59,553
Meredith, Sharon	95,171
Merk, Christopher	69,564
Merk, Jennifer	81,788
Merriman, Michael	105,926
Meyer, Kelley	99,217
Meyers, Lana	96,102
Middagh, Kelsey	67,494
Miezianko, Dean	132,217
Millar, Lee	92,692
Millar, Tyrone	93,372
Miller, Blaine	83,800
Miller, Charlen	86,631
Miller, Chera	96,006
Miller, Marilyn	119,755
Miller, Miranda	60,176
Miller, Sandra	63,487
Milligan, Lori	79,872
Minter, Jennifer	100,547
Mintz, Melanie	107,651
Missal, Amy	73,993
Missal, Ellen	61,046
Missens, Leah	95,177
Mitchell, Ian	119,311
Mitchell, Renee	53,784

Name	Amount
Mitchell, Tana	114,352
Mohamed, Monah	51,686
Mohr, Wanda	58,793
Molano, Rocky	50,727
Momin, Sanaa	70,921
Montague, Nicolle	95,153
Montague, Renee	90,761
Montgrand, Winston	94,491
Mooney, Patrick	127,097
Moore, Kamina	64,747
Moore, Patrick	95,153
Moran, Robert	74,669
Morgan, Marshall	86,261
Morhart, Jeffrey	58,398
Moroz, Amy	90,540
Morphy, Andrea	113,517
Morris, Colleen	90,773
Morrow, Dora	70,222
Morrow, Elise	92,433
Morrow, Nicole	90,947
Mortley, Philip	68,104
Moser, Jessica	106,942
Mosewich, Courtney	75,021
Mosiondz, Landon	84,437
Moskal, Lyndsay	90,863
Mossman, Megan	78,907
Motlik, Scott	100,420
Mourre, Jennifer	113,619
Mucha, Sandra	99,729
Mulholland, Ian	95,153
Muller, Jason	88,633
Munro, Jason	112,022
Munson, Krista	116,368
Murray, Ashley	99,047
Musleh, Judy	89,868
Musleh, Selina	62,697
Mvoula, Divin	64,120
Mymryk, Wendy	95,610
Myrah, Ashley	83,196
Nadarajah, Nolan	60,883

Name	Amount
Nadoroznick, Samira	92,492
Nagel, Kari	96,639
Nagel, William	91,989
Nagy, Dale	74,988
Nameth, Tricia	85,731
Nault, Tammy	86,829
Neetz, Claudine	104,584
Negi, Babita	65,564
Neithercut, Lorne	95,523
Nelson, Alana	96,898
Nelson, Andrew	62,395
Nelson, Chantelle	95,957
Nelson-Goetz, Dixie	128,821
Nenson, Brian	95,153
Nenson-Catley, Lisa	108,255
Nesbitt, Brittany	85,760
Nesland, Jessica	63,572
Neufeld, Barry	95,246
Neufeld, Colin	77,972
Neufeld, Tammy	90,181
Neuls, Seth	131,245
Neustaeter, Danny	91,754
Newman, Alison	100,045
Newman, Robert	93,094
Nicholson, Cara	98,943
Niels, Jaden	50,058
Nielsen, Rhonda	91,436
Niskala, Aidan	79,309
Nistor, Starla	123,891
Nixdorf, Angelika	95,966
Nixon, Dwila	100,547
Nordin, Phil	101,878
Norman, Curtis	104,128
Norman, Jason	117,314
Noyes, Ellen	91,116
Nye, Bevan	83,859
Nystuen, Anneliese	73,208
Ochitwa, Nysa	95,044
Odelein, Sabrina	59,187
O'Donnell, Chantelle	96,619

Name	Amount
Oleson, Jennifer	107,530
Olliver, Brenda	90,761
Olson, Kayla	50,040
Olson, Wendy	92,643
Olynick, Starla	98,322
Olynyk, Darcy	104,737
Olynyk, Orie	72,758
Onieu, Carleen	97,709
Opdahl, Julia	54,261
Orange, Lacy	60,970
Orban, Dustin	71,960
Orban, Kelly	86,354
Orban, Luana	54,496
Orthner, Cynthia	95,890
Ortman, Kyla	58,411
Osborne, Lexy	75,064
Ostapovitch, Brenda	95,153
Otte, Kristy-Lee	60,063
Ottenbreit-Born, Wybius	101,894
Overby, Shane	93,172
Overholt, Melissa	94,045
Paluck, Sarina	90,373
Panchuk, Charla	85,108
Pankewich, Corinne	98,226
Panko, Kelsey	121,161
Panko, Michael	119,652
Panko, Saffron	85,987
Papp, Michelle	95,533
Paredes, Roberto	60,081
Parisien, Kevin	93,372
Parisien, Steven	91,202
Parisone, Kasiani	70,988
Park, Danielle	91,699
Park, Denny	88,773
Park, Holly	88,598
Parker, Candace	99,308
Parker, Chad	100,222
Parker, Dayna	68,890
Parley, Judy	110,552
Parr, Allison	96,158

Name	Amount
Parr, Jessica	95,207
Paskiw, Danny	102,177
Pastuch, Taryn	66,022
Paterson, Rachel	53,274
Patterson, Christina	96,037
Patterson, Janine	93,079
Patterson, Janne	96,796
Patterson, Tammy	95,522
Payne, Carolyn	90,761
Payot, Chantelle	100,101
Pearce, Lois	93,837
Pechey, Christina	74,321
Pechey, Kama	95,321
Pedscalny, Karen	96,730
Pelletier, Danielle	69,194
Pelletier, Deanna	95,947
Pelletier, Francoise	120,627
Pelletier, Justin	84,631
Pelletier, Sandra	94,451
Pelletier, Tyra	66,107
Pelling, Andrew	115,835
Penner, Cynthia	96,757
Pennett, Dane	84,019
Pennington, Theresa	111,167
Penny, Mark	91,880
Perepeluk, Kim	102,931
Perkins, Raylee	97,335
Perreault, Emily	74,405
Perreaux Volke, Carmen	84,237
Perry, Jeffrey	99,787
Peters, Brittany	90,761
Peters, Darren	102,402
Peters, Devon	77,637
Peters, Michelle	90,761
Peters, Scott	95,431
Peters, Taylor	63,635
Peterson, Bethany	64,366
Peterson, Kristina	86,677
Peterson, Megan	89,736
Petford, Rebecca	67,540

Name	Amount
Petrulias, Spelios	59,150
Pfneisl, Shari	54,198
Pham, Vanessa	66,021
Phillips, Cole	61,622
Phillips, Robert	134,359
Picard, Karalyn	66,781
Picard, Rebekah	92,205
Pickering, Callie	67,409
Picton, Megan	74,392
Poelzer, Ryan	63,548
Poetker, Alexandra	78,191
Pokoyoway, Tyler	96,235
Poll, Stephen	109,061
Pollock, Kelly	91,101
Pon, Terrance	100,547
Porras, Valeska	82,648
Posehn, Sarah	95,556
Potter, Kristina	95,734
Potvin, Alexandra	78,026
Potvin, Joseph	81,912
Powell, Erin	91,753
Powell, Lisa	88,653
Powers, Nicole	73,461
Pradinuk, Iris	55,405
Preece, Carol	92,024
Price, Krista	91,202
Prieto, Marco	55,670
Pritchard, Gary	90,761
Proulx, Crystal	97,640
Proulx, Gilbert	97,003
Pruden, Jesse	59,784
Pulock, Chantelle	70,560
Puryk, Nicole	59,890
Puszkar, Seanna	75,573
Putz, Nicole	97,451
Pyle, Bradford	95,153
Quest, Reid	74,821
Quine, Tara	95,678
Quinney, Shaun	90,761
Raby, Taylor	65,365

Name	Amount
Racette, Scott	52,820
Racette, Tricia	93,852
Radford, Laura	76,565
Radigk, Sarah	80,179
Ramadan, Narmeen	100,015
Ramage, Sophie	96,445
Ramos-Mckenzie, Elsa	66,033
Randall, Melissa	101,448
Rasmussen, Alexander	100,503
Ratt, Tammy	95,153
Rayner, Benjamin	58,148
Rayner, Dale	96,227
Ready, Julie	72,630
Reavley, Sharon	108,252
Redekopp-Mckeown, Juanita	147,832
Reed, Christopher	97,043
Reed, Eve	70,763
Reed, Shelly	114,485
Reeve, Nicole	99,214
Regonas, Renato	54,192
Reid, Jennifer	81,330
Reiman, Victoria	104,287
Rein, Rhonda	66,642
Rempel Furry, Tracy	96,855
Rempel, Sacha	83,742
Renwick, Gilliane	91,435
Reoch, Kelley	93,679
Repski, Denee	90,761
Reschny, Alicia	94,822
Revet, Jeannette	123,783
Reyes, Maria	66,885
Richards, Johslyne	93,615
Richardson, Graham	84,306
Richardson, Lindsay	90,761
Riche, Dale	74,906
Riddell, Cara	94,662
Riddell, Jana	60,488
Riddell, Riley	87,254
Rieger, Cassandra	80,589
Riffel, Christopher	95,616

Name	Amount
Rilling, Karen	97,764
Rilling, Michael	101,974
Rilling, Rodney	132,190
Rilling, Sharon	90,761
Rincker, Stephanie	100,547
Riou, Jaime	96,785
Ripplinger, Amy	99,644
Ripplinger, Leanne	51,379
Risdale, Linda	70,057
Rissling, Michael	97,101
Rissling, Samuel	64,539
Robbins, Alexandrea	69,747
Roberts, Rebecca	77,911
Robertson, Jane	103,121
Robinson, Fraser	94,755
Robinson, Jennifer	94,822
Rodgers, Brian	71,386
Roduta, Theodore	61,931
Roeher, Nicole	83,802
Roemer, Tracey	76,730
Rogal, June	52,099
Rogers, Cynthia	95,153
Rogers, Kristi	91,647
Rogers, Rylan	86,738
Rogers, Stephanie	92,544
Rohatynsky, Jessica	67,507
Roher, Amy	84,043
Romanski, Hannah	71,130
Rope, Mariah	78,221
Rosbrook, Kyle	88,732
Rosengren-Hultgren, Kerrilyn	96,055
Rosenkranz, Kaitlyn	99,311
Roslinski, Alyssa	72,049
Rosnau, Scott	110,552
Ross, Jodie	94,381
Ross, John	101,796
Ross, Shawn	57,012
Roy, Jacqueline	103,276
Rudichuk, Abby	64,218
Ruecker, Elizabeth	50,101

Name	Amount
Rugg, Rochelle	105,882
Ruiter, Megan	84,061
Runge, Jasmine	70,230
Rusconi, Clifford	100,894
Ryan, Ashley	79,940
Ryan, Rebecca	60,821
Ryba, Tamara	107,506
Saeed, Sibgha	56,326
Sageer, Samina	84,568
Sakatch, Jacqueline	99,070
Salazar, Sara	63,533
Sali, Kendra	58,609
Sanchuck, Shannon	99,109
Sandiford, Ashlee	67,002
Sandomirsky, Jessica	89,955
Saretsky, Lanny	95,723
Sartison, Jodi	64,548
Saul, Wanda	119,351
Saunders, Meghan	87,703
Sawatzky, Glenn	71,098
Sawchyn, Mackenzie	113,419
Scarfe, Jeanne	107,068
Schack, William	95,153
Schafer, Christie	81,051
Schaffer, Kristen	87,486
Schapansky, Natalie	97,588
Schemenauer, Kayla	71,583
Schenher, Sandra	95,177
Scherle, Blake	63,146
Scherr, Patrick	67,130
Schienbein, Michael	78,644
Schindelka, Joel	95,523
Schlenker, Adam	82,076
Schmalenberg, Michael	74,012
Schmidt, Alexandra	78,123
Schmirler, Kimberly	76,392
Schneider, Jonathan	96,066
Schnell, Sydney	51,892
Schuchardt, Sarah	82,713
Schultz, Amy	101,966

Name	Amount
Schuster Turner, Emory	73,255
Schutte, Ashlyn	84,604
Schwann, Lisa	98,881
Schwartz, Carlene	93,109
Schwartz, Garrett	58,395
Schwartz, Jamie	68,740
Schwindt, Shane	99,900
Scobie, Thomas	51,065
Scott, Angela	93,372
Scott, Jodi	91,114
Scott, Tricia	95,836
Sebastian, Chantel	95,153
Sebastian, Danielle	90,099
Seiferling, Amy	73,689
Seiferling, Karen	56,711
Seifert, Candice	97,764
Seifert, Curtis	124,456
Seitz, Jan	101,046
Selinger, Natalie	60,217
Sembaluk, Derek	64,801
Sentes, Dominique	64,203
Sentes, Jolene	94,067
Sewell, Jennifer	102,419
Sexon, Rochelle-Ann	84,357
Seymour, Daina	99,452
Shabatoski, Christopher	96,485
Shabatoski, Kara	93,743
Shakespeare, Sandra	93,603
Shambel, Jessica	91,202
Shamel, Jason	73,648
Shannon, Josie	80,935
Shannon, Sheena	51,471
Shaver, Sarah	84,522
Shaw, Cameron	54,047
Shaw, Erin	95,185
Shell, Dylan	58,461
Shellenberg, Kevin	80,111
Shelstad, Marcia	95,153
Shepherd, Laura	75,318
Sherling, Kevin	50,049

Name	Amount
Sherman, Krista	87,222
Shimshaw, Teila	78,343
Shing, Paddirra	74,754
Shiplack, Marin	95,153
Shire, Matthew	89,630
Shirley, Jessica	76,656
Shordee, Melissa	85,802
Shrestha, Sabina	71,974
Shuba, Suzanne	80,634
Shukin, Brenda	57,417
Siemens, Jolene	96,804
Silverthorn, Shannon	91,281
Silvius, Michael	96,643
Simon, Atlee	62,560
Simons, Renelle	90,929
Simpson, Andrew	82,897
Simpson, Brooke	70,251
Simpson, Ryan	63,054
Sims, Julie	80,309
Sinclair, Bradley	93,557
Singh, Amy	115,212
Singh, Sereena	83,625
Sinhmar, Daljeet	76,739
Sirois, Andrea	91,705
Sison, Anelyn	88,830
Sitter, Amie	92,673
Sivertson, Kristi	90,879
Sklar, Adrienne	95,153
Skrypnyk, Keeley	119,043
Slack, Laura	88,576
Slater, Silken	69,331
Slobodian, Michael	79,203
Smith, Chalyn	102,330
Smith, David	54,998
Smith, Fiona	100,375
Smith, Jodie	98,766
Smith, Landon	70,205
Smith, Laurie	90,911
Smith, Marie	100,667
Smith, Melodie	98,785

Name	Amount
Smith, Michelle	82,541
Smith, Ryan	96,909
Smith, Shauna	100,583
Smith, Stephanie	91,991
Smith, Tara	97,759
Smith, Troy	85,947
Sojonky, Arlene	95,502
Somers, Lawrence	135,973
Somers, Tracey	89,405
Sommerfeld, Jodie	102,458
Sorestad, Jonathan	60,614
Soroka, Jonathon	71,556
Sorrell, Toni	64,526
Sotropa, Brenda	78,803
Sotropa, Karae	73,463
Soutar, Sandra	90,849
Spasoff, Tamara	110,173
Spock, Pamela	109,883
Stallard, Paul	81,524
Stangel, Shawna	111,125
Stanicky, Rebecca	68,103
Staniforth, Jasmine	87,679
Stawarz, Deanne	96,403
Steciuk, Ricky	177,536
Stenger, Wendy	72,683
Stephen, Leona	93,583
Stephens, Melissa	68,078
Stephenson, Nicole	70,493
Sterling, Ronald	90,761
Stetner, Lindsay	100,134
Stevely, Rennae	89,740
Stevenson, Brenda	98,021
Stevenson, Brian	90,923
Stevenson, Rhonda	106,554
Stevenson, Victor	100,839
Stewart, Darryl	97,852
Stinson, Craig	95,786
Stinson, Danielle	103,740
Stinson, Laura	90,321
Stinson, Shandra	79,306

Name	Amount
Stirling, Heather	100,080
Stock, Shawn	78,533
Stoffel, Anthony	78,454
Stonechild, Daniel	61,382
Storey, Samantha	55,584
Stouse, Charmaine	91,430
Stoyko, Mckayla	68,029
Stozhkova, Taryn	63,172
Streifel, Lynell	94,100
Stroeder, Elizabeth	90,857
Strykiwsky, Vanessa	68,196
Studlin, Karen	92,360
Stumph, Michael	96,006
Stusek, Sheryl	93,756
Sundeen, Jeremy	101,632
Sundeen, Joni	87,671
Suresh, Lisa	53,723
Surkan, Sandra	98,670
Sutherland, Carrie	93,093
Sutherland, Jillian	122,756
Sveinson Kuntz, Sherran	107,111
Sveinson, Daryl	96,473
Swann, Robin	81,258
Swedburg, Kalen	92,859
Sweeney, Stefanie	79,972
Sweeney, Timothy	101,954
Swift, Aubrey	94,066
Switzer, Randi-Lee	59,325
Sykes Jonasson, Lisa	91,434
Sylla, Oumar	75,288
Tallman, Kamaldeep	94,822
Tamayo, Edwin	63,816
Tamez, Loyda	50,070
Tanner, Jenna	78,101
Tardif, Nicole	50,300
Tarr, Pamela	92,969
Taylor, Rebecca	91,771
Taylor, Alexandra	67,844
Taylor, Andrea	90,111
Taylor, Constance	98,262

Name	Amount
Taylor, Janine	97,053
Taylor, Jenaya	85,783
Taylor, Megan	106,240
Taylor, Michael	95,523
Taylor, Samantha	92,516
Taylor, Shelley	54,496
Taylor-Neale, Diane	95,429
Taypotat, Jacqueline	78,659
Tazzioli, Tanya	68,745
Temple, Ian	105,417
Tendler, Ashlyn	70,170
Terhorst, Jodi	54,336
Terres, Juliana	74,137
Terry, Corey	117,879
Terry, Denise	95,153
Tessier, Kimberly	93,653
Thacker, Elizabeth	96,981
Therrien, Elizabeth	75,952
Thiessen, Michelle	73,780
Tholl, Alma	80,634
Tholl, Karla	93,924
Thomas, Erin	79,139
Thomas, Jonathan	90,761
Thomas, Phyllis	50,193
Thompson, Jade	68,018
Thompson, Kate	130,254
Thomson, Courtney	95,153
Thomson, Emily	73,719
Thorhaug, Isaac	63,409
Thrun, Ronda	84,391
Thull, Karen	99,372
Tkach, Tania	92,130
Tkachuk, Blayne	63,192
Todorovich, Catlyn	69,367
Toews, Corinne	98,163
Toews-Urban, Alexandria	87,636
Tolver, Paula	51,556
Tomchuk, Michael	166,447
Toniello, Cynthia	102,734
Toniello, Franco	57,700

Name	Amount
Toporowski, Alana	72,167
Toshack Payne, Michelle	50,726
Toth, Kristen	82,791
Tourond-Bouvier, Tresley	66,089
Trail, Candace	100,957
Trail, Ian	109,256
Tran, Stephanie	58,444
Tranberg, Wayne	52,446
Tremblay, Brian	58,837
Tremblay, Leigh	78,849
Tressel, Joseph	62,055
Tressel, Leah	89,636
Truong, Cathy	114,083
Tsakas, Maria	94,988
Tsymbal, Vladyslav	73,752
Tuazon, Arturo	50,992
Tucker, Ingrid	63,249
Tunison, Jillian	90,761
Turbuck, Andrew	93,478
Turbuck, Jessica	101,459
Turnbull, Tracey	93,893
Turner, Ariann	77,972
Turner, Derek	91,706
Turner, Pamela	93,301
Turner, Peter	100,547
Turner, Shelly	95,153
Tymiak, Phillis	103,740
Ulriksen, Andrea	95,266
Unruh, Gabriella	90,936
Ur Rehman, Uzma	88,170
Urban, Grant	115,862
Uy, Allan	62,419
Valley, Janet	90,956
Van Buekenhout, Daniel	140,533
Van Dusen, Erik	147,832
Van Dusen, Heidi	90,761
Van Dyke, Kelsey	65,059
Van Iderstine, Darcia	101,133
Van Luven, Shea	92,300
Vancise, Robert	91,905

Name	Amount
Vanderhooft, Timothy	101,089
Vanstone, Ross	65,098
Vargo, Tracey	103,021
Veikle, Gail	106,118
Vibe, Tessa	77,917
Vickaryous, James	98,881
Vierling, Jacqueline	97,059
Viher, Paula	79,683
Villeneuve, Dawn	90,168
Villeneuve, Jadon	64,583
Vindevoghel, Lindsay	91,037
Volk, Taylor	82,204
Vollman, Lee	55,324
Vollman, Raegan	90,761
Vuong, Sarah	100,130
Wade-Cummings, Richard	79,682
Wagman, Hayley	66,344
Wagner, Alyssa	77,292
Wagner, Janelle	109,768
Wagner, Nathan	76,955
Wahl, Cynthia	50,621
Waldron, Melanie	95,153
Wall, Catherine	71,047
Wall, Michelle	77,864
Wallace Markesteyn, Lisa	96,399
Walton, Erin	96,169
Wandy, Alycia	54,455
Wang-Reschke, April	108,521
Ward, Amy	80,637
Warnecke, Christopher	91,114
Warner, Aaron	90,019
Warnyca Strecker, Karen	99,662
Warren, Brian	101,036
Warren, Patricia	110,306
Washkowsky, Mitchell	70,739
Wasyliw, Timothy	76,635
Waters, Tara	92,066
Watkins, Juan-Marie	95,422
Waugh, Monique	105,357
Webb, Robert	76,688

Name	Amount
Weber, Christopher	108,395
Weber, Jessica	70,330
Weese, Sara	60,747
Weichel, Garry	63,295
Weichel, Jonathan	51,435
Weichel, Lisa	101,812
Weinrauch, Jennifer	99,254
Weir, Gabrielle	96,019
Weir, Janessa	87,738
Weisgarber, Michael	95,523
Wells, Anne	97,711
Wendell McIntyre, Kyla	50,524
Wenger, Pamela	96,387
Weninger, Brian	75,989
Wenzel, Jill	102,335
Werstiuk, Janessa	64,437
Wesley, Roberta	90,761
Westbrook, Christie	75,611
Whaley, Lisa	90,231
Wharran, Tracy	103,063
White, Craig	68,366
Whitfield, Thomas	121,094
Whitten, William	65,542
Whittle, Mehley	92,214
Wiens, Jacqueline	96,446
Wiest, Cameron	70,705
Wiks-Helgason, Alison	87,648
Wilhelms, Erica	89,014
Wilkes, David	50,636
Wilkes, Robert	88,853
Wilkinson, Crystal	90,761
Wilkinson, Robert	92,882
Wilkinson, Travis	95,153
Willems, Kaitlyn	66,930
Williams, Adam	98,495
Williams, Jillian	97,645
Williams, Mackenzie	67,296
Williams, Regan	116,067
Williams, Tyler	96,740
Wilcox, Brooklyn	69,316

Name	Amount
Wilmot, Jon	70,281
Wilson, Barbara	95,966
Wilson, Carla	98,462
Wilson, Jillian	62,553
Wilson, Kimberley	90,761
Wilson, Lyndsie	76,639
Wilson, Mark	107,232
Winchester, Kevin	55,830
Wing, Robert	71,753
Wirll, Hope	83,645
Wisniewski, Jeffrey	96,249
Wiszniak, Linnea	103,290
Wittal, Erin	104,017
Woit, Cody	51,411
Wolf, Kelsey	73,257
Wood, Lyndsay	80,684
Wood, Ryan	100,837
Wood, Teresa	96,961
Woodard, Marlis	95,324
Workman, Rachelle	98,784
Wotherspoon, Stephanie	95,183
Woykin, Kyla	55,406
Wright, Christopher	66,963
Wright, Dallas	59,092
Wright, William	94,513
Wurm, Tasha	90,761
Wyatt, Jennifer	94,563
Xhaferi, Jocelyn	90,596
Yantz-Barton, Eleisha	90,986
Yanush, Kaleigh	80,773
Yaqoob, Aysha	69,547

Name	Amount
Yarnton, Lucas	83,887
Yasinowski, Carrie	94,096
Yaskowich, Lisa	67,466
Yea, Stacey	101,176
Yee, Garrett	83,706
Yee, Kaitlen	90,477
Yemba, Tara	101,786
Yeske, Kevin	93,399
Yeske, Trudy	64,290
Yim, Shelley	92,501
Yim-Rodier, Jennifer	94,584
Youck, Andrea	95,974
Youck, Sabrina	98,244
Youck, Tracy	90,839
Youmans, Michelle	52,288
Young, David	97,764
Young, Stacee	90,761
Yuzik, Emerson	54,902
Zacharias, Mark	93,222
Zaluski, Naomi	66,407
Zanni, Shannon	98,219
Zarowny, Baron	95,173
Ziegler, Kelly	100,389
Ziegler, Kirstie	84,028
Zimbaluk, Darla	96,683
Zimmer, Kim	98,376
Zinger, Erin	75,223
Zini, Julia	56,600
Zirk, Kathryn	76,071
Zwarich, Tayler	86,321

Transfers

Listed below are payees who received transfers of \$50,000 or more.

Name	Amount
Harvest City Christian Academy	507,848
Ranch Ehrlo Society	324,848
Regina Christian School Association	411,974

Name	Amount
Regina Huda School	1,063,012
Regina Roman Catholic Separate School Division #81	649,815

Supplier Payments

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

Name	Amount
1 Wascana Driving School	429,411
Action Roofing Ltd.	56,292
Action Sewer & Drain	286,675
Allmar International	55,043
Aon Reed Stenhouse Inc.	1,242,226
Apex Plumbing & Heating	456,812
Associated Engineering (Sask) Ltd.	55,054
Atlas-Apex Roofing (Saskatchewan) Inc.	275,683
Aurora Solutions (1091847 Ontario Ltd.).	168,959
B A Robinson Co Ltd.	170,691
Baragar Enterprises Ltd.	50,873
Blake, Cassels & Graydon LLP	74,410
C P Distributors Ltd.	54,450
Canadian Tire	55,122
Capital Cabs 2000	898,289
Capital Ford Lincoln	157,257
Charter Telecom Inc.	1,642,734
City of Regina	861,666
Cleanbrite Canada Ltd.	299,714
Costco Wholesale	80,320
Curtis Construction Ltd.	142,615
Cypfer Corp.	409,239

Name	Amount
Cypress Sales Partnership	73,750
Delco Automation Inc.	529,879
Dell Canada Inc.	1,140,606
Denson Commercial Food Equipment	99,357
DMA Building Services Ltd.	310,400
Dollarama	50,715
Duaco Construction	83,193
EDCO Plumbing & Heating Ltd.	93,189
Federated Co-operatives Ltd.	476,016
Findlay, Nora	54,600
Finishes Plus Ent 1992	101,018
Flying Eagle Conveyance	206,720
Flynn Canada Ltd.	52,770
Full Throttle Furnace & Duct Cleaning Inc.	228,852
Genx Solutions	147,305
Glacier Glass Service Ltd.	245,359
Gordon Food Service	220,972
HBI Office Plus Inc.	303,191
Hipperson Const Co (1996) Ltd.	425,287
HVAC Service	71,376
IBM Canada Ltd.	365,596

Name	Amount
Imperial Dade Canada Inc.	566,419
Indigo	55,821
Inland Audio Visual Ltd.	906,672
Insignia Software Corporation	79,800
Intellimedia Lp	57,265
Intrado Canada Inc.	51,266
J C K Engineering Inc.	68,212
John Nightingale	306,615
Jordan Asbestos Removal Ltd.	234,891
JPH Consulting Ltd.	130,485
KEV Group	99,785
Kincaid Interiors Ltd.	52,718
Konica Minolta Business	734,808
Kress Electric Ltd.	125,803
Lancashire Distribution	71,298
Layman's Driving Services Ltd.	111,194
Loraas Disposal Services	104,797
Lydale Construction	134,524
Majestic Air Inc.	74,664
Manulife Financial	710,245
Marathon Mechanical (2010) Inc.	295,379
MNP	70,035
Momentum HVAC Services	550,972
Number Ten	164,677
Optimum Roofing Ltd	514,931
Oracle Corporation Canada Inc.	179,970
Pace Solutions Corp	111,822
PCL Construction Management Inc.	158,942
Pearson Education Canada	190,115
Powerland Computers	95,539
Powerschool Canada ULC	192,511
Prairie Valley School Division No. 208	78,027
Pratts Wholesale Food Service Ltd.	208,396
Quorex Construction	8,756,783

Name	Amount
Ranch Ehrlo Society	324,848
Rapid Lawn Landscape Solutions Ltd.	67,831
Reach Regina Food Security Project	51,862
Real Canadian Superstore	338,989
Regina Qu'Appelle Health Region	120,000
Regina Police Service	51,362
Regina High Schools Athletic Association	111,830
Rieger General Contracting	114,699
Right Way Driving Services	89,440
Rite-Way Fencing (2000) Inc.	50,683
Rubicon Publishing Inc.	359,525
S F Scott Manufacturing Co Ltd.	74,964
Saskatchewan Workers' Compensation	626,282
SaskEnergy	2,038,149
SaskPower	3,287,550
SaskTel	559,095
Schaan Healthcare Products	226,370
Scholastic Canada Inc.	142,453
Security Resource Group Inc.	167,450
SEPW Architecture Inc.	173,965
Shortbuss Transportation Inc.	605,854
Sportfactor	95,303
St John's Music Ltd.	65,441
Stay Safe Solutions Ltd.	128,223
Strategic Prairie Regional Alliance	299,241
Supreme Basics	702,684
Swish-Kemsol	144,649
The Home Depot	72,045
Thorpe Industries Ltd.	931,628
Trade West Equipment Ltd.	286,115

Name	Amount
Triple Seven Chrysler	165,403
Viking Fire Protection Inc.	106,664
Vipond Inc.	99,156
Wal-Mart	96,337
Walters Industrial Mechanical Ltd.	210,276
Warner Industries	5,752,706

Name	Amount
Western Cycle	69,003
Western Electrical Management Ltd.	501,415
Where 2 Transportation	870,920
Wilco Contractors Southwest Inc.	1,092,641

Other Expenditures

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

Name	Amount
The Co-Operators	345,664
Canadian Union of Public Employees (CUPE) Local 3766	359,749
Canadian Union of Public Employees (CUPE) Local 650	194,398
Receiver General of Canada	60,334,911
Regina Civic Employees' Superannuation & Benefit Plan	6,946,176
Regina Civic Employees Long Term Disability Plan	289,179
Regina Public School Teachers' Association	268,700

Name	Amount
Saskatchewan Professional Teachers Regulatory Board	178,731
Saskatchewan School Boards Association	216,176
Saskatchewan Teachers' Federation	3,035,158
Saskatchewan Teachers Retirement Plan	15,107,468
Teachers' Superannuation Plan	299,314

Appendix B – Management Report and Audited Financial Statements

Consolidated Audited Financial Statements

Of the Regina School Division No. 4

School Division No. 2150000

For the Period Ending: August 31, 2022

Chief Financial Officer - Naomi Mellor

Auditor - MNP LLP

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

Management's Responsibility for the Consolidated Financial Statements

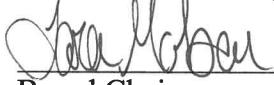
The school division's management is responsible for the preparation of the consolidated financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of consolidated financial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

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

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

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

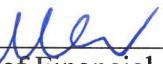
On behalf of the Regina School Division No. 4:



Board Chair



CEO/Director of Education



Chief Financial Officer

November 22, 2022

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

Opinion

We have audited the consolidated financial statements of Regina School Division No. 4, which comprise the consolidated statement of financial position as at August 31, 2022, 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, 2022, 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.

Emphasis of Matter - Comparative Information

We draw attention to Note 2 to the consolidated financial statements, which explains that certain comparative information presented for the year ended August 31, 2021 has been restated. Our opinion is not modified in respect of this matter.

As part of our audit of the consolidated financial statements for the year ended August 31, 2022, we also audited the adjustments that were applied to restate the certain comparative information for the year ended August 31, 2021. In our opinion, such adjustments are appropriate and have been properly applied.

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 consolidated financial statements and our auditor's report thereon.

Our opinion on the consolidated 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 consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated 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 the 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 the 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 the 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 consolidated 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 consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the 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 the 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 consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Regina School Division No. 4 to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated 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 the 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 22, 2022

MNP LLP

Chartered Professional Accountants

MNP

Regina School Division No. 4
Consolidated Statement of Financial Position
as at August 31, 2022

	2022	2021
	\$	\$
Financial Assets		(Restated - Note 2j)
Cash and Cash Equivalents	66,177,609	80,614,945
Accounts Receivable (Note 7)	6,197,028	8,822,740
Portfolio Investments (Note 3)	391,716	488,716
Total Financial Assets	72,766,353	89,926,401
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	35,145,622	37,100,757
Long-Term Debt (Note 9)	17,021,390	18,310,930
Liability for Employee Future Benefits (Note 5)	10,683,900	11,001,300
Deferred Revenue (Note 10)	868,562	976,551
Total Liabilities	63,719,474	67,389,538
Net Financial Assets	9,046,879	22,536,863
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	264,034,536	259,842,407
Inventory of Supplies Held for Consumption	128,162	96,928
Prepaid Expenses	1,823,986	1,634,603
Total Non-Financial Assets	265,986,684	261,573,938
Accumulated Surplus (Note 13)	275,033,563	284,110,801

Contingent Liabilities (Note 16)
Contractual Obligations (Note 17)

The accompanying notes and schedules are an integral part of these consolidated financial 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, 2022

	2022 Budget	2022 Actual	2021 Actual
	\$ (Note 14)	\$	\$
REVENUES			(Restated - Note 2j)
Property Taxes and Other Related	-	13,443	11,553
Grants	250,222,781	244,647,120	251,247,012
Tuition and Related Fees	969,000	602,678	994,922
School Generated Funds	4,120,000	3,696,110	1,917,645
Complementary Services (Note 11)	4,337,704	4,523,252	4,315,038
External Services (Note 12)	11,030,084	11,310,092	11,317,213
Other	1,898,400	1,700,027	1,635,556
Total Revenues (Schedule A)	272,577,969	266,492,722	271,438,939
EXPENSES			
Governance	607,013	595,617	823,201
Administration	6,920,198	6,959,476	6,911,051
Instruction	187,643,139	193,382,735	184,743,493
Plant Operation & Maintenance	41,644,223	43,693,580	45,293,473
Student Transportation	8,869,873	9,129,091	8,091,854
Tuition and Related Fees	455,000	358,055	431,981
School Generated Funds	3,686,906	2,998,522	1,657,987
Complementary Services (Note 11)	6,248,362	6,006,952	5,788,963
External Services (Note 12)	11,030,084	11,310,092	11,317,213
Other	771,825	1,135,840	1,155,105
Total Expenses (Schedule B)	267,876,623	275,569,960	266,214,321
Operating (Deficit) Surplus for the Year	4,701,346	(9,077,238)	5,224,618
Accumulated Surplus from Operations, Beginning of Year	284,110,801	284,110,801	278,886,183
Accumulated Surplus from Operations, End of Year	288,812,147	275,033,563	284,110,801

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

Regina School Division No. 4
Consolidated Statement of Changes in Net Financial Assets
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
	\$ (Note 14)	\$	\$ (Restated - Note 2j)
Net Financial Assets, Beginning of Year	22,536,863	22,536,863	20,185,318
Changes During the Year			
Operating Surplus (Deficit) for the Year	4,701,346	(9,077,238)	5,224,618
Acquisition of Tangible Capital Assets (Schedule C)	(19,218,174)	(17,291,481)	(15,556,556)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	-	67,389
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	-	-	(67,389)
Transfer of Capital Assets from Inventory for Resale	-	-	(93,336)
Amortization of Tangible Capital Assets (Schedule C)	12,275,740	13,099,352	12,793,793
Net Acquisition of Inventory of Supplies	-	(31,234)	21,579
Net Change in Other Non-Financial Assets	-	(189,383)	(38,553)
Change in Net Financial Assets	(2,241,088)	(13,489,984)	2,351,545
Net Financial Assets, End of Year	20,295,775	9,046,879	22,536,863

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

Regina School Division No. 4
Consolidated Statement of Cash Flows
for the year ended August 31, 2022

	2022	2021
	\$	\$
OPERATING ACTIVITIES		(Restated - Note 2j)
Operating (Deficit) Surplus for the Year	(9,077,238)	5,224,618
Add Non-Cash Items Included in Surplus / Deficit (Schedule D)	11,896,273	12,254,183
Net Change in Non-Cash Operating Activities (Schedule E)	24,571	1,422,461
Cash Provided by Operating Activities	2,843,606	18,901,262
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets *	(16,088,402)	(15,084,335)
Transfer of Capital Assets from Inventory for Resale	-	(93,336)
Proceeds on Disposal of Tangible Capital Assets	-	67,389
Cash Used by Capital Activities	(16,088,402)	(15,110,282)
INVESTING ACTIVITIES		
Proceeds on Disposal of Portfolio Investments	97,000	147,000
Cash Provided by Investing Activities	97,000	147,000
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(1,289,540)	(1,237,973)
Cash (Used) by Financing Activities	(1,289,540)	(1,237,973)
(DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(14,437,336)	2,700,007
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	80,614,945	77,914,938
CASH AND CASH EQUIVALENTS, END OF YEAR	66,177,609	80,614,945

* This amount does not include In-kind grants for Joint-Use Schools Project of \$1,203,079.

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

Regina School Division No. 4
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue			
(Note 14)			
Other Tax Revenues			
Treaty Land Entitlement - Urban	-	13,443	11,553
Total Other Tax Revenues	-	13,443	11,553
Total Property Taxes and Other Related Revenue	-	13,443	11,553
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	227,276,881	225,442,315	223,598,339
Other Ministry Grants	6,942,000	8,147,559	8,306,977
Total Ministry Grants	234,218,881	233,589,874	231,905,316
Other Provincial Grants	770,900	911,139	11,389,263
Federal Grants	-	-	30,186
Grants from Others	-	107,582	2,591
Total Operating Grants	234,989,781	234,608,595	243,327,356
Capital Grants			
Ministry of Education Capital Grants	15,233,000	10,038,525	7,919,656
Total Capital Grants	15,233,000	10,038,525	7,919,656
Total Grants	250,222,781	244,647,120	251,247,012
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	450,000	400,128	596,707
Individuals and Other	519,000	202,550	398,215
Total Operating Tuition and Related Fees	969,000	602,678	994,922
Total Tuition and Related Fees Revenue	969,000	602,678	994,922
School Generated Funds Revenue			
Curricular			
Student Fees	700,000	733,602	558,380
Total Curricular Fees	700,000	733,602	558,380
Non-Curricular Fees			
Commercial Sales - GST	200,000	232,602	109,252
Commercial Sales - Non-GST	400,000	370,224	105,603
Fundraising	950,000	450,757	102,104
Grants and Partnerships	370,000	673,199	517,435
Students Fees	800,000	1,192,720	503,993
Other	700,000	43,006	20,878
Total Non-Curricular Fees	3,420,000	2,962,508	1,359,265
Total School Generated Funds Revenue	4,120,000	3,696,110	1,917,645

Regina School Division No. 4
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
Complementary Services	\$	\$	\$
(Note 14)			
Operating Grants			
Ministry of Education Grants			
Operating Grant	2,740,914	2,759,060	2,664,080
Other Ministry Grants	1,224,090	1,297,728	1,222,329
Other Provincial Grants	-	-	52,710
Federal Grants	-	58,948	7,490
Other Grants	372,700	314,868	368,429
Total Operating Grants	4,337,704	4,430,604	4,315,038
Fees and Other Revenue			
Other Revenue	-	92,648	-
Total Fees and Other Revenue	-	92,648	-
Total Complementary Services Revenue	4,337,704	4,523,252	4,315,038
 External Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	11,030,084	11,279,781	10,845,759
Other Ministry Grants	-	30,311	471,454
Total Operating Grants	11,030,084	11,310,092	11,317,213
Total External Services Revenue	11,030,084	11,310,092	11,317,213
 Other Revenue			
Miscellaneous Revenue*	353,000	514,353	654,384
Sales & Rentals	445,400	321,986	249,267
Investments	1,100,000	863,688	664,516
Gain on Disposal of Capital Assets	-	-	67,389
Total Other Revenue	1,898,400	1,700,027	1,635,556
TOTAL REVENUE FOR THE YEAR	272,577,969	266,492,722	271,438,939

	2022 Budget	2022 Actual	2021 Actual
Miscellaneous Revenue*			
Administration (reimbursements and fees)	230,000	394,155	334,930
Instruction	123,000	120,198	219,454
Plant	-	-	100,000
	353,000	514,353	654,384

Regina School Division No. 4

Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
Governance Expense	\$ (Note 14)	\$	\$ (Restated - Note 2j)
Board Members Expense	246,075	245,531	244,475
Professional Development - Board Members	14,000	10,672	8,180
Grants to School Community Councils	110,168	73,927	84,879
Elections	25,000	16,941	274,642
Other Governance Expenses	210,300	247,372	209,851
Amortization of Tangible Capital Assets	1,470	1,174	1,174
Total Governance Expense	607,013	595,617	823,201
Administration Expense			
Salaries	5,119,709	5,086,918	5,047,774
Benefits	715,845	752,295	700,480
Supplies & Services	727,900	801,628	777,400
Non-Capital Furniture & Equipment	9,000	13,605	4,474
Building Operating Expenses	98,000	109,678	105,763
Communications	51,000	40,399	63,414
Travel	15,900	689	6,833
Professional Development	46,200	102,272	70,411
Amortization of Tangible Capital Assets	136,644	51,992	134,502
Total Administration Expense	6,920,198	6,959,476	6,911,051
Instruction Expense			
Instructional (Teacher Contract) Salaries	135,267,844	135,328,463	131,256,938
Instructional (Teacher Contract) Benefits	7,859,019	8,841,942	8,305,735
Program Support (Non-Teacher Contract) Salaries	25,958,263	28,837,233	26,357,892
Program Support (Non-Teacher Contract) Benefits	5,147,801	5,282,877	4,988,101
Instructional Aids	3,094,590	2,956,834	3,847,154
Supplies & Services	4,137,779	4,732,958	3,405,074
Non-Capital Furniture & Equipment	695,981	1,392,628	803,489
Communications	422,349	434,724	428,758
Travel	203,252	181,838	126,970
Professional Development	848,691	785,957	864,554
Student Related Expense	218,303	148,885	132,213
Amortization of Tangible Capital Assets	3,789,267	4,458,396	4,226,615
Total Instruction Expense	187,643,139	193,382,735	184,743,493

Regina School Division No. 4

**Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2022**

	2022 Budget	2022 Actual	2021 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 14)		(Restated - Note 2j)
Salaries	10,654,436	11,076,938	10,753,556
Benefits	2,681,952	3,009,165	2,861,984
Supplies & Services	5,000	445,693	508,649
Non-Capital Furniture & Equipment	21,000	104,758	26,333
Building Operating Expenses	19,854,543	20,434,311	22,685,142
Communications	60,000	72,129	54,796
Travel	171,508	200,336	173,593
Professional Development	23,000	23,281	24,945
Amortization of Tangible Capital Assets	8,172,784	8,271,967	8,149,473
Amortization of Tangible Capital Assets ARO	-	55,002	55,002
Total Plant Operation & Maintenance Expense	41,644,223	43,693,580	45,293,473
Student Transportation Expense			
Salaries	139,445	146,845	124,985
Benefits	29,513	30,468	27,942
Supplies & Services	357,700	515,803	252,868
Non-Capital Furniture & Equipment	29,500	15,587	11,987
Building Operating Expenses	399,000	435,041	400,047
Communications	7,600	5,394	9,894
Professional Development	3,000	2,653	-
Contracted Transportation	7,859,675	7,914,839	7,240,118
Amortization of Tangible Capital Assets	44,440	62,461	24,013
Total Student Transportation Expense	8,869,873	9,129,091	8,091,854
Tuition and Related Fees Expense			
Tuition Fees	415,000	326,939	410,867
Transportation Fees	40,000	31,116	21,114
Total Tuition and Related Fees Expense	455,000	358,055	431,981
School Generated Funds Expense			
Academic Supplies & Services	200,000	510,991	535,315
Cost of Sales	500,000	493,986	219,179
Non-Capital Furniture & Equipment	100,000	36,872	(10,537)
School Fund Expenses	2,800,000	1,804,122	762,533
Amortization of Tangible Capital Assets	86,906	152,551	151,497
Total School Generated Funds Expense	3,686,906	2,998,522	1,657,987

Regina School Division No. 4
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
Complementary Services Expense		\$ (Note 14)	\$ (Restated - Note 2j)
Instructional (Teacher Contract) Salaries & Benefits	2,205,622	2,200,683	2,272,922
Program Support (Non-Teacher Contract) Salaries & Benefits	3,408,549	3,230,486	3,060,093
Instructional Aids	486,542	440,843	313,905
Supplies & Services	-	206	6,500
Non-Capital Furniture & Equipment	-	4,725	65
Building Operating Expenses	33,800	30,480	30,480
Communications	1,000	-	1,240
Travel	5,620	4,337	4,208
Professional Development (Non-Salary Costs)	5,000	3,021	496
Student Related Expenses	58,000	46,362	47,537
Amortization of Tangible Capital Assets	44,229	45,809	51,517
Total Complementary Services Expense	6,248,362	6,006,952	5,788,963
External Service Expense			
Grant Transfers	2,035,348	1,967,474	2,016,249
Instructional (Teacher Contract) Salaries & Benefits	8,037,976	8,276,280	7,837,203
Program Support (Non-Teacher Contract) Salaries & Benefits	165,000	205,286	177,670
Instructional Aids	-	54,714	513,119
Supplies & Services	791,760	789,591	768,957
Travel	-	639	-
Professional Development (Non-Salary Costs)	-	7,831	4,015
Student Related Expenses	-	8,277	-
Total External Services Expense	11,030,084	11,310,092	11,317,213
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	50,000	66,261	40,416
Interest on Capital Loans	721,825	725,416	776,885
Total Interest and Bank Charges	771,825	791,677	817,301
Accretion Expense ARO	-	344,163	337,804
Total Other Expense	771,825	1,135,840	1,155,105
TOTAL EXPENSES FOR THE YEAR	267,876,623	275,569,960	266,214,321

Regina School Division No. 4

Schedule C - Consolidated Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2022

	Tangible Capital Assets - at Cost												(Restated - Note 2j)		
	Land		Buildings		Buildings		Other		Furniture and Equipment		Computer Hardware and Computer		Assets		
	Land	Improvements	Buildings	Short-Term	ARO	Vehicles	Equipment		Audio Visual Equipment	Software	Under Construction	2022	2021		
Tangible Capital Assets - at Cost															
Opening Balance as of September 1	8,975,208	471,448	328,269,379	27,698,845	3,278,470	957,202	24,589,183	13,278,225	825,680	5,202,591	413,546,231	401,477,737			
Additions/Purchases	1,427,438	-	-	-	-	-	328,609	1,139,894	4,116,473	-	10,279,067	17,291,481	15,556,556		
Disposals	-	-	-	-	-	(190,945)	(860,934)	-	-	-	(1,051,879)	(4,175,501)			
Transfer from Inventory for Resale	-	-	-	-	-	-	-	-	-	-	-	687,439			
Closing Balance as of August 31	10,402,646	471,448	328,269,379	27,698,845	3,278,470	1,094,866	24,868,143	17,394,698	825,680	15,481,658	429,785,833	413,546,231			
Tangible Capital Assets - Amortization															
Opening Balance as of September 1	-	330,009	122,630,267	8,747,308	2,433,833	482,335	11,567,347	6,976,102	536,623	-	153,703,824	144,491,429			
Amortization of the Period	-	23,572	6,073,803	1,268,967	55,002	235,209	2,486,030	2,791,633	165,136	-	13,099,352	12,793,793			
Disposals	-	-	-	-	-	(190,945)	(860,934)	-	-	-	(1,051,879)	(4,175,501)			
Transfer from Inventory for Resale	-	-	-	-	-	-	-	-	-	-	-	594,103			
Closing Balance as of August 31	N/A	353,581	128,704,070	10,016,275	2,488,835	526,599	13,192,443	9,767,735	701,759	N/A	165,751,297	153,703,824			
Net Book Value															
Opening Balance as of September 1	8,975,208	141,439	205,639,112	18,951,537	844,637	474,867	13,021,836	6,302,123	289,057	5,202,591	259,842,407	256,986,308			
Closing Balance as of August 31	10,402,646	117,867	199,565,309	17,682,570	789,635	568,267	11,675,700	7,626,963	123,921	15,481,658	264,034,536	259,842,407			
Change in Net Book Value	1,427,438	(23,572)	(6,073,803)	(1,268,967)	(55,002)	93,400	(1,346,136)	1,324,840	(165,136)	10,279,067	4,192,129	2,856,099			
Disposals															
Historical Cost	-	-	-	-	-	190,945	860,934	-	-	-	1,051,879	4,175,501			
Accumulated Amortization	-	-	-	-	-	190,945	860,934	-	-	-	1,051,879	4,175,501			
Net Cost	-	-	-	-	-	-	-	-	-	-	-	-			
Price of Sale	-	-	-	-	-	-	-	-	-	-	-	67,389			
Gain (Loss) on Disposal	-	-	-	-	-	-	-	-	-	-	-	67,389			

An asset retirement obligation for the removal and disposal of asbestos (Note 8) is related to buildings with a netbook value of \$7,984,912 (2021 - \$8,774,422).

Regina School Division No. 4
Schedule D: Consolidated Non-Cash Items Included in Surplus / Deficit
for the year ended August 31, 2022

	2022	2021
	\$	\$
Non-Cash Items Included in Surplus / Deficit		(Restated - Note 2j)
Amortization of Tangible Capital Assets (Schedule C)	13,099,352	12,793,793
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus / Deficit	(1,203,079)	(472,221)
Net (Gain) Loss on Disposal of Tangible Capital Assets (Schedule C)	-	(67,389)
Total Non-Cash Items Included in Surplus / Deficit	11,896,273	12,254,183

Regina School Division No. 4
Schedule E: Consolidated Net Change in Non-Cash Operating Activities
for the year ended August 31, 2022

	2022	2021
	\$	\$
Net Change in Non-Cash Operating Activities		(Restated - Note 2j)
Decrease (Increase) in Accounts Receivable	2,625,712	(3,675,946)
Decrease in Inventories for Sale	-	93,335
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(1,955,135)	5,894,171
(Decrease) Increase in Liability for Employee Future Benefits	(317,400)	105,400
(Decrease) in Deferred Revenue	(107,989)	(977,525)
(Increase) Decrease in Inventory of Supplies Held for Consumption	(31,234)	21,579
(Increase) in Prepaid Expenses	(189,383)	(38,553)
Total Net Change in Non-Cash Operating Activities	24,571	1,422,461

Regina School Division No. 4
Schedule F: Consolidated Detail of Designated Assets
for the year ended August 31, 2022

	August 31 2021	Additions during the year	Reductions during the year	August 31 2022
	\$	\$	\$	\$ (Note 13)
External Sources				
Jointly Administered Funds				
School generated funds	2,631,247	2,973,554	2,631,247	2,973,554
Purchase orders	1,037,422	-	1,037,422	-
Total Jointly Administered Funds	3,668,669	2,973,554	3,668,669	2,973,554
Ministry of Education				
Designated for tangible capital asset expenditures	6,847,686	10,038,525	10,284,976	6,601,235
Sale of school buildings	1,142,080	-	-	1,142,080
PMR maintenance project allocations	5,977,991	6,001,696	5,071,415	6,908,272
Federal Capital Tuition	8,025	-	-	8,025
Education Emergency Pandemic Support program allocation	2,037,500	-	2,037,500	-
Total Ministry of Education	16,013,282	16,040,221	17,393,891	14,659,612
Total	19,681,951	19,013,775	21,062,560	17,633,166
Internal Sources				
Curriculum and student learning				
School operating budget	128,586	188,372	128,586	188,372
Programming	171,294	119,335	124,315	166,314
Total curriculum and student learning	299,880	307,707	252,901	354,686
Facilities				
Facilities	5,970,715	-	-	5,970,715
Total facilities	5,970,715	-	-	5,970,715
Furniture and equipment				
Furniture and equipment	2,407,200	-	167,552	2,239,648
Total furniture and equipment	2,407,200	-	167,552	2,239,648
Information technology				
Information technology renewal	7,760,619	-	1,995,880	5,764,739
Total information technology	7,760,619	-	1,995,880	5,764,739
Other				
Operating	10,000,000	-	-	10,000,000
Vehicle renewal	800,000	-	136,596	663,404
Total Other	10,800,000	-	136,596	10,663,404
Total	27,238,414	307,707	2,552,929	24,993,192
Total Designated Assets	46,920,365	19,321,482	23,615,489	42,626,358

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

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

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

a) Basis of Accounting

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).

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:

- mâmawêyatitân Centre co-ownership of building consolidated 72.85% (2021-consolidated 72.85%).
- mâmawêyatitân Centre common operating costs consolidated 69.70% (2021-consolidated 69.70%), adjusted for security costs which are allocated based on daily use.

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

c) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$10,683,900 (2021 - \$11,001,300) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$165,751,297 (2021 restated - \$153,703,824) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated discounted asset retirement obligation of \$18,627,813 (2021 - \$18,283,650) as actual expense may differ significantly from valuation estimates.

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

While best estimates are used for reporting items subject to measurement uncertainty, it is reasonably possible that changes in future conditions, occurring within one fiscal year, could require material changes in the amounts recognized or disclosed.

d) Financial Instruments

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

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.

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

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 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.

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).

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

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

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

*Buildings that include asbestos and are fully amortized have had their useful life reassessed and increased by 3-24 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 Boards Association membership fees, Workers' Compensation premiums, software licenses, 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.

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.

Asset Retirement Obligation (ARO) consists of building assets that contain asbestos. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized as part of the related tangible capital asset and depreciated on the same basis as the underlying asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows and accretion expense is included in the Statement of Operations.

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

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.

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

REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

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.

j) Accounting Changes

i) Modified Retroactive adjustment of opening accumulated surplus with restatement of prior period comparatives

During the year, the school division implemented a new accounting policy with respect to its Asset Retirement Obligations (ARO) associated with tangible capital assets to conform to the new Public Sector Accounting standard for ARO (PS 3280). The obligation has been accounted for using the modified retroactive application with restatement of prior period comparative amounts. The change in accounting policy has impacted the school division's consolidated financial statements as follows:

	Previously Stated August 31, 2021	Increase (Decrease)	Restated August 31, 2021
Tangible Capital Assets	\$258,997,770	\$844,637	\$259,842,407
Accounts Payable and Accrued Liabilities	18,817,106	18,283,651	37,100,757
Accumulated Surplus from Operations	301,549,815	(17,439,014)	284,110,801
Amortization of Tangible Capital Assets	12,738,791	55,002	12,793,793
Accretion Expense	-	337,804	337,804

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2022	2021
Portfolio investments in the cost or amortized cost category:	Cost	Cost
GICs, 2.50% to 3.19%, mature Sep/22 to May/24	\$ 391,716	\$ 488,716
Total portfolio investments reported at cost or amortized cost	\$ 391,716	\$ 488,716

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2022 Actual	2021 Actual (Restated - Note 2j)
Governance	\$ 245,531	\$ 348,912	\$ -	\$ 1,174	\$ 595,617	\$ 823,201
Administration	5,839,213	1,068,271	-	51,992	6,959,476	6,911,051
Instruction	178,290,515	10,633,824	-	4,458,396	193,382,735	184,743,493
Plant Operation & Maintenance	14,086,103	21,280,508	-	8,326,969	43,693,580	45,293,473
Student Transportation	177,313	8,889,317	-	62,461	9,129,091	8,091,854
Tuition and Related Fees	-	358,055	-	-	358,055	431,981
School Generated Funds	-	2,845,971	-	152,551	2,998,522	1,657,987
Complementary Services	5,431,169	529,974	-	45,809	6,006,952	5,788,963
External Services	8,481,566	2,828,526	-	-	11,310,092	11,317,213
Other	-	-	1,135,840	-	1,135,840	1,155,105
TOTAL	\$212,551,410	\$48,783,358	\$1,135,840	\$ 13,099,352	\$275,569,960	\$266,214,321

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, 2022.

REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

Details of the employee future benefits are as follows:

	2022	2021
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.01%	1.97%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	3.00%	3.00%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2022	2021
Accrued Benefit Obligation - beginning of year	\$ 8,283,500	\$ 10,323,200
Current period service cost	292,100	379,900
Interest cost	163,000	161,700
Benefit payments	(601,300)	(409,800)
Actuarial gains	(1,055,700)	(2,171,500)
Accrued Benefit Obligation - end of year	7,081,600	8,283,500
Unamortized net actuarial gains	3,602,300	2,717,800
Liability for Employee Future Benefits	\$ 10,683,900	\$ 11,001,300

Employee Future Benefits Expense	2022	2021
Current period service cost	\$ 292,100	\$ 379,900
Amortization of net actuarial gain	(171,200)	(26,400)
Benefit cost	120,900	353,500
Interest cost	163,000	161,700
Total Employee Future Benefits Expense	\$ 283,900	\$ 515,200

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.

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

REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

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:

	2022			2021
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	2,009	3	2,012	1,940
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	\$ 14,893,706	\$ 9,609	\$ 14,903,315	\$ 14,274,326

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

REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

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

	2022	2021
Number of active School Division members	783	761
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	\$ 3,025,861	\$ 2,869,080
School Division contributions for the year	\$ 3,369,891	\$ 3,195,035
Actuarial extrapolation date	Dec 31, 2021	Dec 31, 2020
Long-term assumptions used:		
Market value of invested assets (in thousands)	\$ 1,835,763	\$ 1,718,064
Actuarial value of liabilities (in thousands)	\$ 1,881,940	\$ 1,913,703
Plan Deficit (in thousands)	\$ (46,177)	\$ (195,639)

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:

	2022			2021		
	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
Provincial Grants Receivable	4,549,383	-	4,549,383	6,634,783	-	6,634,783
Other Receivables	1,647,645	-	1,647,645	760,519	-	760,519
Total Accounts Receivable	\$ 6,197,028	\$ -	\$ 6,197,028	\$ 8,822,740	\$ -	\$ 8,822,740

- (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. During the 2022 school year the final transfers of land occurred, resulting in the capital receivable being eliminated.

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2022	2021 (Restated - Note 2j)	
Accrued Salaries and Benefits	\$ 4,756,194	\$ 5,336,395	
Supplier Payments	3,085,605	6,260,622	
Liability for Asset Retirement Obligation	18,627,814	18,283,651	
Other Accrued Liabilities	8,676,009	7,220,089	
Total Accounts Payable and Accrued Liabilities	\$ 35,145,622	\$ 37,100,757	

The school division recognized an estimated liability for asset retirement obligations of \$18,627,813 (2021 - \$18,283,651) for the removal and disposal of asbestos. The nature of the liability is related to asbestos containing materials within several of the school division's facilities that will be required to be properly disposed of when the building is disposed of, or remediation work is undertaken. The assumptions used in estimating the liability include the various types of asbestos containing materials within each of the school division's buildings, along with the standard of work that will be required to safely remove the asbestos containing materials. Additionally, assumptions were made around the remaining useful life of all school division buildings that contain asbestos materials to determine amortization of the asset and when remediation costs may be incurred.

The following is a summary of the key assumptions on which the carrying amount of the asset retirement obligation is based:

	2022	2021
Long-term assumptions used:		
Discount rate at end of period (per annum)	3.92%	3.92%
Inflation rate	2.00%	2.00%
Estimated timing of settlement (years)	3-24	4-25

Details of the School Division's Asset Retirement Obligation are as follows:

Liability of Asset Retirement Obligation	2022	2021
Asset Retirement Obligations - beginning of year	\$ 18,283,651	\$ 17,945,847
Accretion Expense	344,163	337,804
Asset Retirement Obligations - end of year	18,627,814	18,283,651

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

9. LONG-TERM DEBT

Details of long-term debt are as follows:

	2022	2021
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	9,357,039	10,146,202
RBC Financial Group, capital school building construction, 4.47%, principal and interest payments of \$47,567 payable monthly, due date of loan November 2033	5,039,533	5,376,950
RBC Financial Group, capital school building construction, 3.99%, principal and interest payments of \$22,602 payable monthly, due date of loan November 2034	2,624,818	2,787,778
Total Long-Term Debt	\$ 17,021,390	\$ 18,310,930

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

	Capital Loans
2023	\$ 1,342,953
2024	1,398,691
2025	1,456,752
2026	1,517,231
2027	1,580,230
Thereafter	9,725,533
Total future principal repayments	\$ 17,021,390

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

	2022	2021
Principal	\$ 1,289,540	\$ 1,237,973
Interest	725,416	776,885
Total	\$ 2,014,956	\$ 2,014,858

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2021	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2022
Capital projects:				
Proceeds from sale of school buildings	\$ 476,913	\$ -	\$ -	\$ 476,913
Total capital projects deferred revenue	476,913	-	-	476,913
Non-Capital deferred revenue:				
Special Programs	144,923	-	96,919	48,004
Tuition Fees	354,715	343,645	354,715	343,645
Total non-capital deferred revenue	499,638	343,645	451,634	391,649
Total Deferred Revenue	\$ 976,551	\$ 343,645	\$ 451,634	\$ 868,562

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	2022	2021
Revenues:								
Operating Grants	\$ 2,829,060	\$ 133,305	\$ 261,623	\$ 95,000	\$ 450,000	\$ 661,616	\$ 4,430,604	\$ 4,315,038
Fees and Other Revenues	- .	85,409	- .	- .	- .	7,239	92,648	- .
Total Revenues	2,829,060	218,714	261,623	95,000	450,000	668,855	4,523,252	4,315,038
Expenses:								
Salaries & Benefits	2,584,410	- .	307,973	150,071	443,630	1,945,085	5,431,169	5,333,015
Instructional Aids	100,660	320,388	- .	- .	12,816	6,979	440,843	313,905
Supplies and Services	- .	- .	- .	- .	- .	206	206	6,500
Non-Capital Equipment	4,622	- .	67	- .	- .	36	4,725	65
Building Operating Expenses	- .	- .	30,480	- .	- .	- .	30,480	30,480
Communications	- .	- .	- .	- .	- .	- .	- .	1,240
Travel	- .	- .	470	- .	- .	3,867	4,337	4,208
Professional Development (Non-Salary Costs)	- .	- .	- .	- .	- .	3,021	3,021	496
Student Related Expenses	- .	- .	- .	- .	- .	46,362	46,362	47,537
Amortization of Tangible Capital Assets	- .	- .	- .	- .	- .	45,809	45,809	51,517
Total Expenses	2,689,692	320,388	338,990	150,071	456,446	2,051,365	6,006,952	5,788,963
Excess (Deficiency) of Revenues over Expenses	\$ 139,368	\$ (101,674)	\$ (77,367)	\$ (55,071)	\$ (6,446)	\$ (1,382,510)	\$ (1,483,700)	\$ (1,473,925)

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

12. EXTERNAL SERVICES

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

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

Summary of External Services Revenues and Expenses, by Program	Associate Schools*	2022	2021
Revenues:			
Operating Grants	\$11,279,781	\$11,279,781	\$10,845,759
Other Provincial Grants	30,311	30,311	471,454
Total Revenues	11,310,092	11,310,092	11,317,213
Expenses:			
Grant Transfers	1,967,474	1,967,474	2,016,249
Salaries & Benefits	8,481,566	8,481,566	8,014,873
Instructional Aids	54,714	54,714	513,119
Supplies and Services	789,591	789,591	768,957
Travel	639	639	-
Professional Development	7,831	7,831	4,015
Student Related Expenses	8,277	8,277	-
Total Expenses	11,310,092	11,310,092	11,317,213
(Deficiency) of Revenues over Expenses	\$ -	\$ -	\$ -

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

Summary of Associate School Revenues and Expenses, Details by School	Regina Christian School	Harvest City Academy	Regina Huda School	2022	2021
Revenues:					
Operating Grants	\$ 4,096,133	\$2,519,461	\$4,664,187	\$11,279,781	\$10,845,759
Other Provincial Grants	11,631	6,668	12,012	30,311	471,454
Total Revenues	4,107,764	2,526,129	4,676,199	11,310,092	11,317,213
Expenses:					
Grant Transfers	390,562	511,317	1,065,595	1,967,474	2,016,249
Salaries & Benefits	3,420,899	1,824,686	3,235,981	8,481,566	8,014,873
Instructional Aids	1,527	12,477	40,710	54,714	513,119
Supplies and Services	286,729	176,369	326,493	789,591	768,957
Travel	-	-	639	639	-
Professional Development	2,750	-	5,081	7,831	4,015
Student Related Expenses	5,297	1,280	1,700	8,277	-
Total Expenses	4,107,764	2,526,129	4,676,199	11,310,092	11,317,213
Excess (Deficiency) of Revenues over Expenses	\$ -	\$ -	\$ -	\$ -	\$ -

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

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 and 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, 2021	Additions during the year	Reductions during the year	August 31, 2022
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 259,842,407	\$ 17,291,481	\$ 13,099,352	\$ 264,034,536
Less: Liability for Asset Retirement Obligations	(18,283,651)	(344,163)	-	(18,627,814)
Less: Debt owing on Tangible Capital Assets	(18,310,930)	-	(1,289,540)	(17,021,390)
	223,247,826	16,947,318	11,809,812	228,385,332
 Designated Assets (Schedule F)				
	46,920,365	19,321,482	23,615,489	\$ 42,626,358
 Unrestricted Surplus				
	13,942,610	-	9,920,737	4,021,873
Total Accumulated Surplus	\$ 284,110,801	\$ 36,268,800	\$ 45,346,038	\$ 275,033,563

14. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the board of education on June 15, 2021 and the Minister of Education on August 27, 2021.

15. PARTNERSHIP

The school division constructed the North Central Shared Facility which is known as the mâmawêyatitân 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.

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

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, 2022. These amounts represent 100% of the partnership's financial position and activities.

	2022	2021
Capital Assets	\$ 38,435,984	\$ 38,435,984
Expenses	\$ 885,419	\$ 873,696

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% (2021 - 72.85%) for capital assets presented at cost and 69.7% (2021 - 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:

	2022	2021
Capital Assets	\$ 29,559,025	\$ 29,559,025
Expenses	\$ 586,109	\$ 591,318

The accumulated amortization related to the above capital assets owned by the school division totals \$2,936,271 (2021 - \$2,354,715) with an ending net book value of \$26,622,754 (2021 - \$27,204,310). Not included in shared operating costs above is amortization expense of \$581,557 (2021 - \$581,557) 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

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 year by our school division is \$5,919,935.
- 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 year by our school division is \$81,720.

**REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022**

- Transportation contract in the amount of \$23,640,610 to be paid over the next five years.
- Teacher professional development in the amount of \$1,574,152 to be paid over the next two years, outlined in Note 19.

Operating lease obligations of the school division are as follows:

	Operating Leases		
	Copier Leases	Vehicle Leases	Total Operating
Future minimum lease payments:			
2023	\$ 590,766	\$ 52,536	\$ 643,302
2024	-	4,378	4,378
Total Lease Obligations	\$ 590,766	\$ 56,914	\$ 647,680

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.

REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

The aging of grants and other accounts receivable as at August 31, 2022 was:

	August 31, 2022				
	Total	0-30 days	31-60 days	61-90 days	Over 90 days
Grants Receivable	\$ 4,549,383	\$ 3,125,383	\$ -	\$ -	\$ 1,424,000
Other Receivables	255,401	229,594	-	25,807	-
Gross Receivables	4,804,784	3,354,977	-	25,807	1,424,000
Allowance for Doubtful Accounts	-	-	-	-	-
Net Receivables	\$ 4,804,784	\$ 3,354,977	\$ -	\$ 25,807	\$ 1,424,000

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:

	August 31, 2022				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 35,145,622	\$ 11,360,734	\$ 142,656	\$ 3,452,754	\$ 20,189,478
Long-term debt	17,021,390	671,476	671,476	7,598,761	8,079,677
Total	\$ 52,167,012	\$ 12,032,210	\$ 814,132	\$ 11,051,515	\$ 28,269,155

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, 2022.

REGINA SCHOOL DIVISION NO.4 OF SASKATCHEWAN
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

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

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 2022 amount below will be the budget allocation for 2023-2024 (2021 – budget 2022-23), calculated as follows:

	2022	2021
Operating Teacher Salaries	\$125,469,224	\$122,295,672
Complementary Teacher Salaries	2,085,890	2,168,566
External Teacher Salaries	7,515,677	7,270,409
Total Teacher Salaries	135,070,791	131,734,647
Professional Development Allocation at 0.59%	\$ 796,918	\$ 777,234

20. COVID-19 PANDEMIC

The COVID-19 pandemic is complex and 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.