



*REGINA
PUBLIC
SCHOOLS*

**Board of Education of the
Regina School Division #4 of Saskatchewan
2023-24 Annual Report**

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School Division Contact Information

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Letter of Transmittal



Honourable Everett Hindley
Minister of Education

Dear Minister Hindley:

The Board of Education of Board of Education of the Regina School Division #4 of Saskatchewan is pleased to provide you and the residents of the school division with the 2023-24 annual report. This report presents an overview of Regina Public School Division's goals, activities and results for the fiscal year September 1, 2023 to August 31, 2024. 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 blue ink, appearing to read "Adam Hicks".

Adam Hicks
Chairperson

Introduction

This annual report provides information about the Regina School Division #4 of Saskatchewan (Regina Public Schools/RPS) for its 2023-24 fiscal year, its governance structures, students, staff, partnerships, strategic activity and progress, infrastructure, and finances.

In addition to describing the school division's goals, activities and performance, the report details how the division implemented the provincial education plan in relation to its school division plan and the progress that has been made toward achieving the provincial level targets.



Tipi Raising at Ethel Milliken School

Governance

The Board of Education

Regina Public Schools is governed by an elected board of seven board members, each representing one of seven subdivisions in the City of Regina. *The Education Act, 1995* gives the Board of Education authority to govern the school division. Board members are elected for four-year terms and are responsible for the policy direction that guides the school division.

The board members on August 31, 2024 were:

Subdivision 1: Ted Jaleta

Subdivision 2: Tracey McMurchy

Subdivision 3: Adam Hicks

Subdivision 4: Cindy Anderson

Subdivision 5: Sarah Cummings Truszkowski (Chair)

Subdivision 6: Tara Molson

Subdivision 7: Lacey Weekes (Vice-Chair)

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.

SCCs face an ongoing challenge of attracting and retaining sufficient membership. Principals work closely with SCC members to encourage new participation. During the 2023-24 school year five schools did not have a formal SCC. In these schools, the administrator planned and encouraged volunteers to join in regular SCC meetings. Having SCCs at every school through the recruitment of parent volunteers continues to be an ongoing goal for RPS.

Regina Public School SCC Membership

Category	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Parents & Guardians	73%	72%	73%	76%	69%	69%	70%	73%
Community Members	2%	2%	1%	<1%	3%	2%	2%	2%
Other*	25%	26%	26%	23%	28%	29%	28%	26%

*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 \$2,007 for each SCC in 2023-24. Total SCC funding spent in 2023-24 was \$84,786.

An SCC event was planned for Spring 2023-24 that was not held due to the job action by teachers. The event was to be a short symposium building on the positive community network of SCCs and the ongoing challenges. This event is being planned for 2024-25.

While some schools had challenges recruiting SCC members, two schools were each successful in creating a new SCC. All schools without formal SCCs will be encouraged to recruit parents/guardians willing to take on this important supporting role for their school.



Ruth M. Buck School and M.J. Coldwell SCC members

School Division Profile

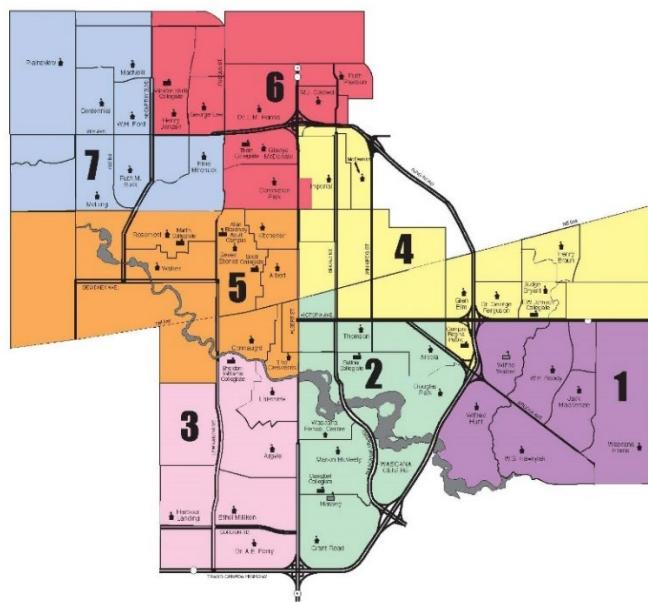
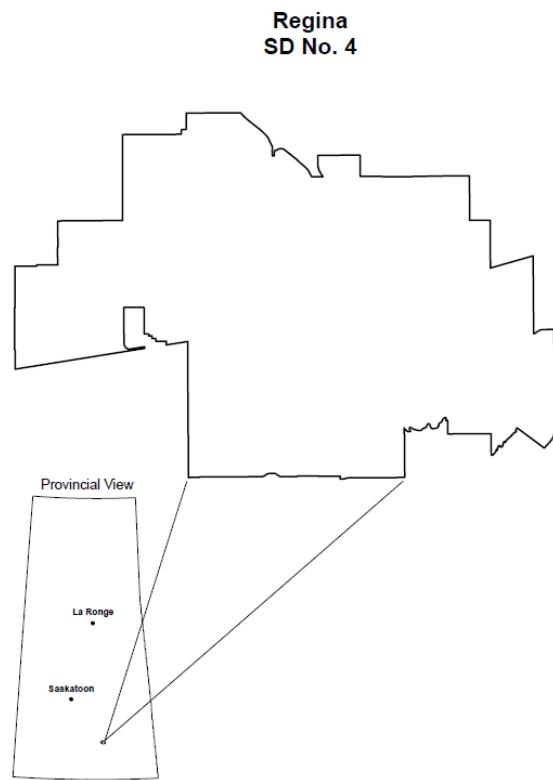
School Division in Context

Regina Public Schools (RPS) 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 26,000 students in 44 elementary schools, eight high schools, Campus Regina Public, and the RPS Adult Campus. RPS is also affiliated with three associate schools offering faith-based programming.

RPS is governed by an elected board of seven board members. Board members 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.

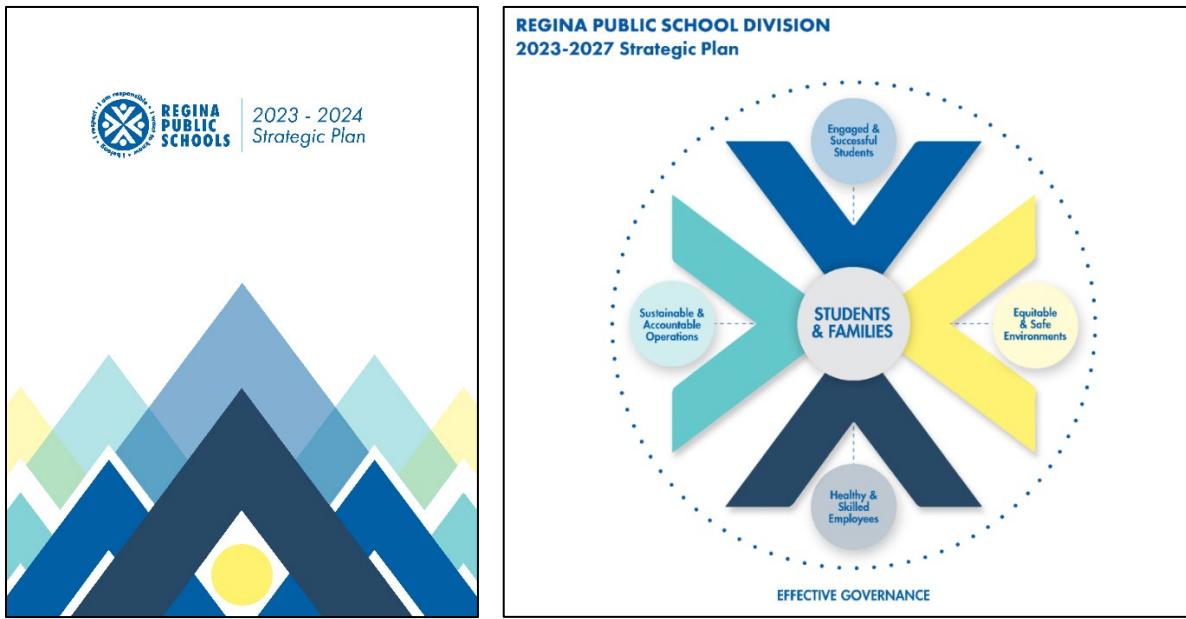
RPS serves all public-school residents within the boundaries of the City of Regina, located on Treaty 4 territory.



Regina Public School Board Subdivision boundaries

Division Philosophical Foundation

In 2022-23, Regina Public Schools (RPS) developed a new, four-year Strategic Plan that began implementation in Fall 2023. The plan was developed following extensive consultations and surveys involving stakeholders, employees, and students and included the voices of those who represent diverse and marginalized communities.



RPS' Foundational Statements are as follows:

- External Vision: All children and youth learn, grow, and contribute.
- Internal Vision: A caring community of engaged and diverse employees unified by a commitment to student growth.
- Mission: Regina Public Schools provides student-centred learning in inclusive, safe, and welcoming environments.
- Values: I Belong; I Want to Know; I am Responsible; I Respect
- Strategic Imperative: Student Experience

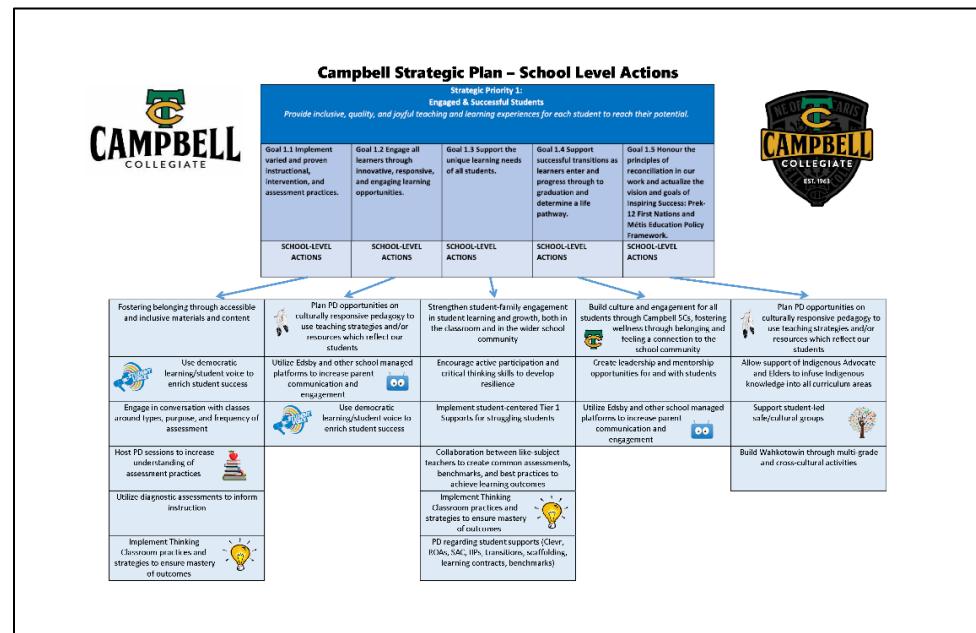
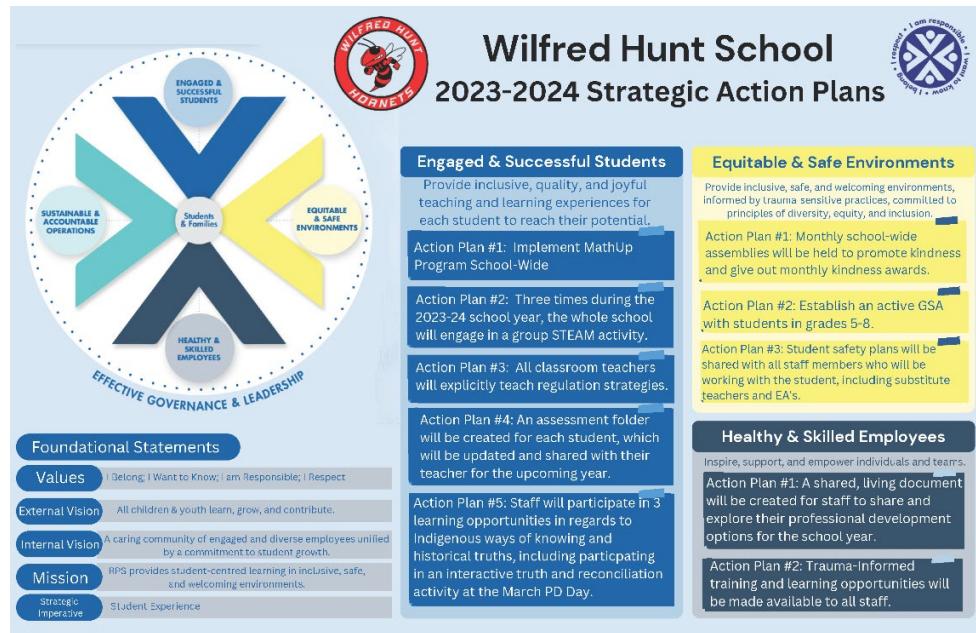
Five Strategic Priorities will guide goals and actions over the four-year plan timeline:

1. Engaged & Successful Students;
2. Equitable & Safe Environments;
3. Healthy & Skilled Employees;
4. Sustainable & Accountable Operations; and,
5. Effective Governance & Leadership.

The Strategic Plan demonstrates RPS' commitment to address the Truth and Reconciliation Calls to Action and work towards increased Indigenous student achievement. At the same time, the plan reflects RPS' unwavering support for diversity, equity, and inclusion in all aspects of its operations.

The Strategic Plan aligns with the Provincial Education Plan and will be a guide to the organization's actions and initiatives for the period 2023 to 2027. It is also designed to be flexible enough to incorporate new ideas and opportunities that may help further RPS' efforts to achieving the vision and will be renewed and updated annually.

Each school plays a significant role in implementing this plan. School-level plans were created and implemented in 2023-24 that had actions building towards the vision.



Sample School-Level Plans

Demographics

Students

As one of the largest urban school divisions in the province, Regina Public Schools (RPS) served more than 26,000 Prekindergarten to Grade 12 students and operated 44 elementary and 8 high schools in 2023-24. RPS is also affiliated with three associate schools offering faith-based programming. Eight elementary schools and two high schools offered French Immersion programs to 2,673 students in 2023-24. RPS operated Prekindergarten programs that provided early learning experiences to 587 three- and four-year-old children in 2023-24.

In recent years, Regina has seen a remarkable increase in the number of new Canadians whose first language is not English. RPS provided support to 4,539 English as an Additional Language (EAL) students enrolled in Fall 2023, an increase of 14% year over year.

Below are the PreK and K-12 enrolments from 2019-20 to 2023-24 by grade level.

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	2,076	1,797	1,881	1,807	1,844
1	1,953	2,034	1,911	1,985	1,912
2	2,011	1,903	2,015	1,938	2,053
3	1,891	1,979	1,873	2,063	1,999
4	1,921	1,844	1,929	1,916	2,111
5	1,869	1,910	1,830	1,972	1,949
6	1,881	1,816	1,873	1,856	2,013
7	1,777	1,864	1,811	1,914	1,920
8	1,700	1,740	1,827	1,822	1,940
9	1,620	1,646	1,693	1,801	1,812
10	1,664	1,615	1,626	1,739	1,848
11	1,614	1,602	1,595	1,631	1,802
12	2,028	2,090	2,149	2,188	2,296
Total	24,005	23,840	24,013	24,632	25,499
PreK	668	451	579	593	587

The following chart details student subpopulations enrolled in Regina Public Schools.

Subpopulation Enrolments	Grades	2019-20	2020-21	2021-22	2022-23	2023-24
Self-Identified First Nations, Métis, or Inuit	K to 3	1,409	1,219	1,219	1,145	1,050
	4 to 6	1,071	980	1,027	1,089	1,110
	7 to 9	973	1,002	1,037	1,058	1,082
	10 to 12	1,180	1,135	1,201	1,252	1,329
	Total	4,633	4,336	4,484	4,544	4,571
English as an Additional Language	1 to 3	1,097	1,099	967	1,284	1,419
	4 to 6	879	966	923	1,163	1,290
	7 to 9	696	695	647	825	903
	10 to 12	604	592	500	707	927
	Total	3,276	3,352	3,037	3,979	4,539
French Immersion	K to 3	1,389	1,265	1,188	1,138	1,130
	4 to 6	644	641	659	660	702
	7 to 9	498	507	454	479	481
	10 to 12	313	352	364	355	360
	Total	2,844	2,765	2,665	2,632	2,673

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, Métis or Inuit/Inuk.

Source: Ministry of Education, 2023

Staff

Regina Public Schools (RPS) employed 2,487 full-time equivalent employees in a variety of school-based and division-level positions in 2023-24. 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 administrative, finance, human resources, and information technology professionals who support school operations.

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 Division-level staff are non-unionized or out-of-scope.

Job Category	FTEs
Classroom teachers	1461.1
Principals, vice-principals	84.3
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	703.1
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	43.0
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	180.7
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	1.9
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	13.0
Total Full-Time Equivalent (FTE) Staff	2487.2

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, 2024

Human Resources initiatives in 2023-24 that supported the Strategic Plan include the following.

GOALS	ACTIONS	2023-24 RESULTS
Enrich, strengthen, and promote mental health and well-being in students and staff.	Develop and begin to implement an updated Mental Health and Well-being framework or staff and students focusing on promotion, prevention, and intervention.	<ul style="list-style-type: none"> Completed a draft update to the Mental Health and Well-being framework.
	Facilitate the Mental Health and Well-being Steering and Working groups and hold bi-annual meetings with senior leadership to discuss recommendations and progress.	<ul style="list-style-type: none"> Engaged Steering Committee and Working Group to develop key actions aligned with the new framework.
Deepen awareness, understanding, and commitment for diversity, equity, and inclusion.	Develop and begin to implement staff recruitment, hiring and retention programs, procedures, and resources that support and promote diversity, equity, inclusion, and Indigenization principles across all employee groups.	<ul style="list-style-type: none"> Implemented a revised teacher transfer process. Finalized exit survey for implementation in 2024-25.
Advance leadership capability and capacity across the school division.	Build a leadership development framework to enhance capacity and support positive workplace cultures.	<ul style="list-style-type: none"> Completed draft Leadership Competencies.
	Develop and implement updated tools, resources, and training to support employee performance and career development.	<ul style="list-style-type: none"> Continued to update job descriptions.
Build shared commitment and capacity to facilitate an inclusive, safe, and healthy work culture.	Leverage the results of the employee engagement survey to develop targeted action plans that will enhance the employee experience.	<ul style="list-style-type: none"> Analysed and communicated survey results to Board, Division Management, and Principals.
	Develop recruitment and retention initiatives building on the strengths of Regina Public Schools as an employer.	<ul style="list-style-type: none"> Strengthened relationships with First Nations University of Canada and SUNTEP.
	Review, update, and refine the Disability Management Program and accommodation processes to support proactive approaches, ongoing connectivity to the workplace, and timely and safe return to work.	<ul style="list-style-type: none"> Completed an external disability management audit. Completed medical leave and accommodation process mapping.
	Implement, monitor, and refine the Safety Management system to ensure continuous improvement of policies, practices and programs.	<ul style="list-style-type: none"> Provided the Board with bi-annual reporting of Incident and Workers Compensation Board data.
Provide targeted and high-quality staff professional development and skills training.	Review and refine employee training and development programs to help develop and retain employees and prepare them for future opportunities.	<ul style="list-style-type: none"> Developed an instructional professional development framework.



The Crescents School staff on Orange Shirt Day.



Judge Bryant School staff.

Senior Management Team

The Director of Education/CEO, Darren Boldt, reported directly to the Board of Education. Reporting to the Director were two Deputy Directors and the Supervisor of Communications. Director Boldt retired on July 31, 2024. Mark Haarmann was appointed to the position of Director of Education/CEO on August 1, 2024.

The Deputy Director of Division Services/CFO, Naomi Mellor, had responsibility for finance, facilities, information technology, human resources, warehouse and distribution, and transportation.

The Deputy Director of Student Achievement and School Operations, Rick Steciuk was responsible for all aspects of student achievement and school operations.



Strategic Direction and Reporting

The Provincial Education Plan

The provincial education plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students in learning what they need for their future, to ensure students feel safe and supported.

The plan focuses on the needs of all Prekindergarten to Grade 12 students. It reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future. The actions support transitions and pathways through the Kindergarten to Grade 12 system toward participation in future learning, work, career, entrepreneurship and adult life.

Central to the plan are the student-centred goals of the education sector:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

Provincial Education Plan – Priority Actions

Four equally important priority actions are being undertaken in the plan. These actions will be assessed and updated over the course of the plan as the work progresses, so that the priorities continue to be responsive to the educational experiences and outcomes of Saskatchewan students.

>>Priority Actions			
Learning & Assessment	Indigenous Education	Mental Health & Well-Being	Student Transitions

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
- Actualize the vision and goals of [*Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework*](#).
- Enrich and enhance mental health and well-being capacity in students.
- Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

Provincial-Level Targets

The following are provincial-level targets. Progress toward these targets will measure the impact of the plan over time. For each of these targets, the aim will be to achieve equity in outcomes for Indigenous and non-Indigenous students and to see improvement for all students.

Over the life of the plan to 2030:

- Student attendance will improve annually.
- Overall graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.
- Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.
- Student literacy and numeracy outcomes will increase year over year.
- All students will have an increased sense of connection and safety in schools.

Progress in 2023-24: Targets and Measures

The collection and analysis of data for local monitoring and reporting on student progress to support improvement efforts continues within the provincial education plan context. 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 realize the *Framework for the Provincial Education Plan 2020-2030* goals.

Target: Student attendance will improve annually.

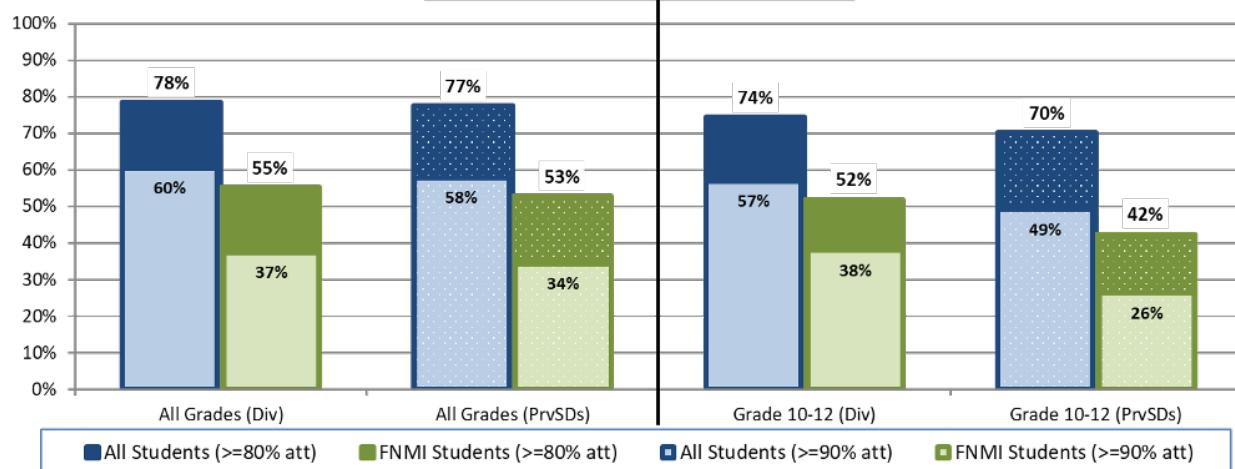
Measures:

- The percentage of students with at least 80% attendance.
- The percentage of students with at least 90% attendance.

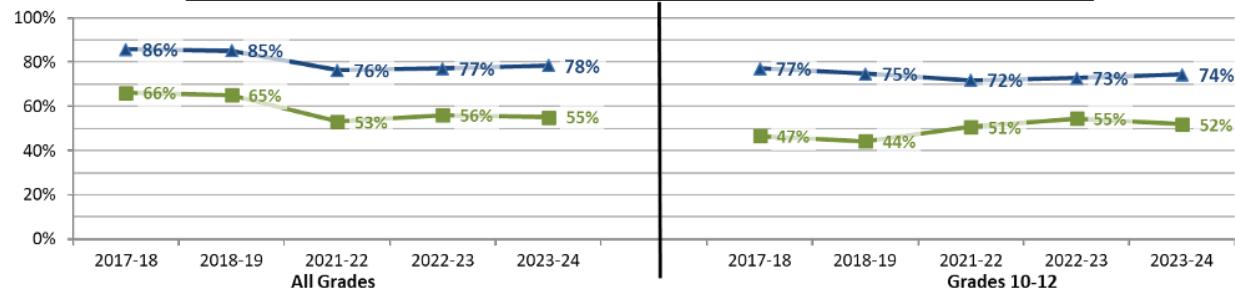
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even better educational outcomes.

The following bar graph displays the percentage of students in the school division (all students and the FNMI subpopulation) with at least 80% attendance and with at least 90% attendance, for all grades PreK-12 and grades 10-12, along with provincial results for each category. The line graph shows the percentage of students in the school division in the past five years who have at least 80% attendance for the specified year, with a specific look at grades 10-12.

Percentage of Students With at Least 80% (and 90%) Attendance, Regina SD 4 and Provincial School Divisions, 2023-24



Student Attendance - Pct of Students with at least 80% Attendance, Regina SD 4, 2017-18 to 2023-24



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division, but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten 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, 2024

Analysis of Results – Attendance

Students with at Least 80% Attendance

For RPS, the overall student population (all grades) has shown a slight improvement in attendance over the past three years with an increase from 76% in 2021-22 to 78% in 2023-24 of students achieving at least 80% attendance. The provincial result for all students in all grades was 77% in 2023-24. The percentage of all students in all grades with at least 80% attendance was higher in years prior to the COVID19 pandemic (86% and 85% in 2017-18 and 2018-19 respectively). This trend was the same for FNMI students in all grades over the same time frame, as results are eleven percentage points higher in 2017-18 (66%) compared to 55% in 2023-24.

For RPS' Grade 10-12 students, there has been an improvement to 74% in 2023-24 from 72% in 2021-22. The provincial results for all students in Grades 10-12 was 70%. Results for all RPS students in Grades 10-12 are lower compared to results from five years ago (77% in 2017-18). Conversely, the percentage of RPS FNMI students in Grades 10-12 with at least 80% attendance has improved over the past five years from 47% in 2017-18 to 52% in 2023-24, ten percentage points higher than the provincial results of 42%, indicating a positive trend towards better engagement and consistent school attendance for the subpopulation. This suggests that RPS' efforts to improve attendance are reaching the FNMI subpopulation, but continued focus is necessary to achieve parity of results with non-FNMI students.

Students with at Least 90% Attendance

Sixty percent of all RPS students in all grades and 37% of RPS FNMI students in all grades had at least 90% attendance in 2023-24 compared to the provincial results of 58% and 34% respectively. For all RPS students in Grades 10-12, 57% had at least 90% attendance, whereas 38% of RPS FNMI students in Grades 10-12 had at least 90% attendance. Provincial results for this measure are lower with 49% of all students in Grades 10-12 and 26% of FNMI students in Grades 10-12 achieving at least 90% attendance.

RPS' results for the attendance measure indicate that the Division's approach to improving attendance is starting to result in modest increases over the past years. Attendance results were better in years prior to the COVID19 pandemic, except for Grades 10-12 FNMI students who have experienced an increase, suggesting efforts to increase attendance is reaching this subpopulation. The attendance rates for FNMI students, while improving, still lag behind those for the overall student population. This disparity highlights the need for continuing targeted interventions to better support FNMI students' attendance.

In conclusion, RPS has made commendable strides in improving student attendance over the past few years. The Division must continue to focus on consistent monitoring and targeted interventions to help meet its target of increasing the percentage of students achieving at least 80% and at least 90% attendance. Continued efforts, particularly focused on FNMI students, will be essential to build on this progress and achieve equitable educational outcomes for all students.

Target: The overall three- and five-year graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.

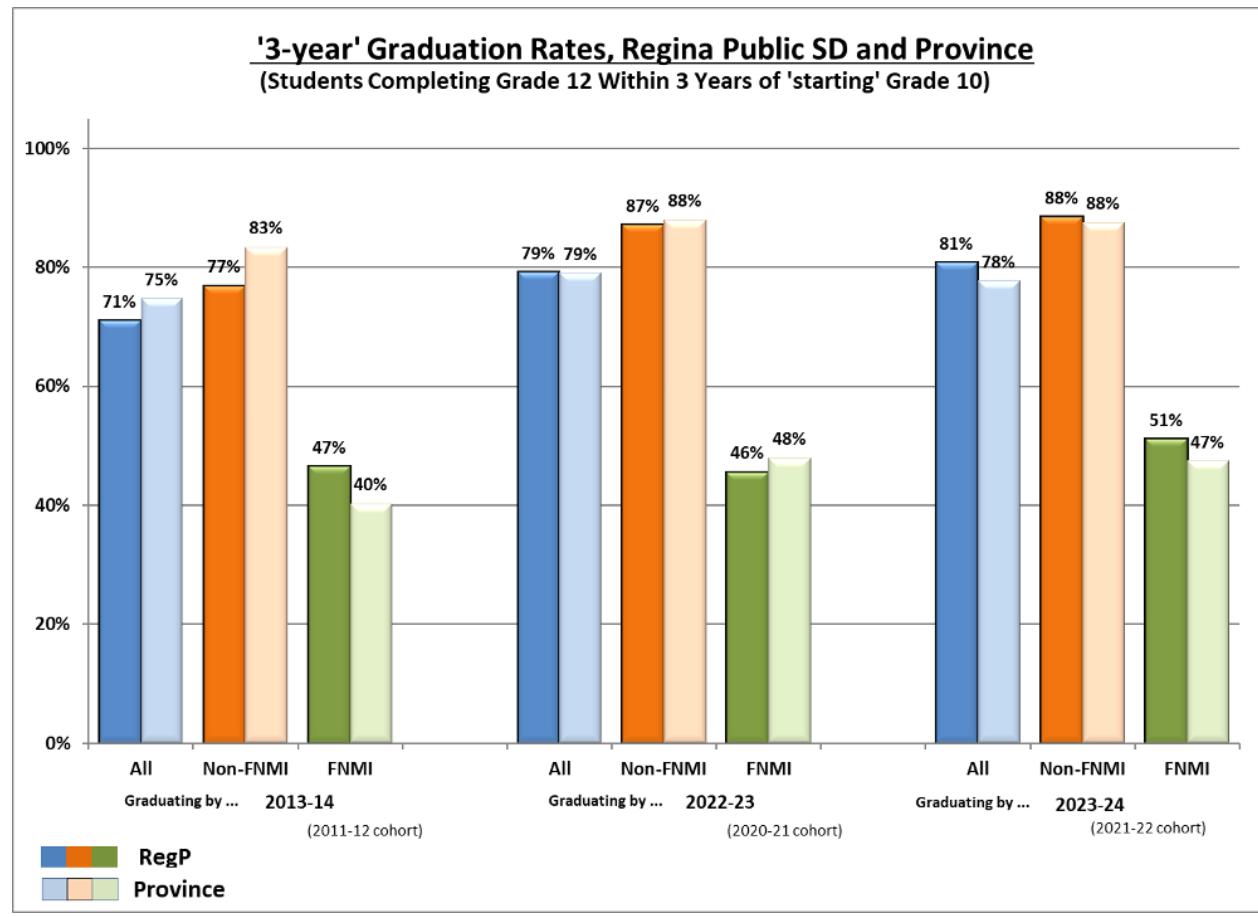
Measure

- The percentage of students who graduate within 3-years of entering Grade 10.

Generally, students who complete Grade 12 have more opportunities for education and work, and experience better health and well-being. More students graduating contributes to a stronger Saskatchewan through an educated and engaged population and to economic growth through the availability of skilled and knowledgeable entrepreneurs and employees.

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 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, 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, 2024

Analysis of Results – Three-Year Graduation Rates

RPS' three-year graduation rates have shown an improvement over the past 10 years. Results have improved from 71% (All Students) and 47% (FNMI Students) in 2013-14 to 81% and 51% respectively in 2023-24. Year-over-year results indicate that results have improved from 79% (All Students) and 46% (FNMI Students) to 81% and 51% respectively. The year-over-year increase of five percentage points for RPS' FNMI students is a significant accomplishment.

RPS' three-year graduation rates have been close to on par with or above the provincial average. This is a significant achievement and reflects the Division's commitment to remaining an efficient school system. Three-year graduation rates for RPS' FNMI students are showing improvement, though are lower than those of non-FNMI students. This indicates some progress is being made to reduce the achievement gap between FNMI and non-FNMI students but also highlights the need for continued focus on supporting FNMI students.

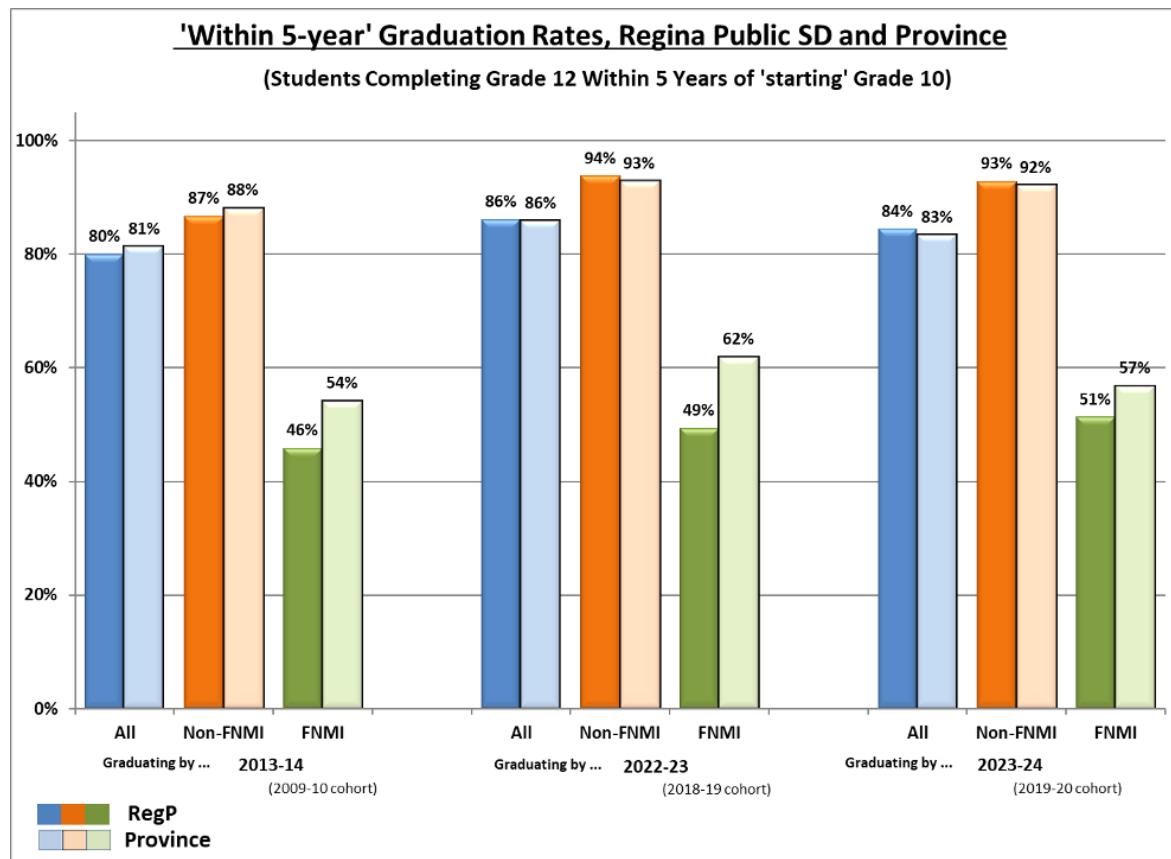
In summary, the three-year graduation rate data reveals that RPS' strategic direction, focusing on targeted interventions, community engagement, and culturally relevant practices, is effectively improving graduation rates annually. Continued efforts in these areas, especially for FNMI students, will be essential to sustain and further these positive trends.

Measure

- The percentage of students who graduate within 5 years of Grade 10.

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

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



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three or four years). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, 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, 2024

Analysis of Results – Graduation Rates Within Five Years

Similar to RPS' three-year graduation rates, the Division's five-year graduation rates indicate notable improvement over the past decade. Results for all students improved from 80% in 2013-14 to 84% in 2023-24 and increased from 46% to 51% for FNMI students. Year-over-year results show a slight decrease for all students (86% to 84%) but show an increase from 49% to 51% for FNMI students.

While RPS' five-year graduation rate results for non-FNMI students generally compare well with provincial results, rates are below the provincial average for FNMI students (57%). Although FNMI five-year graduation rates are below the provincial average, the gap is narrowing over the past few years. This is a positive sign and suggests that the Division's efforts to support FNMI students are beginning to yield results.

RPS' five-year graduation rate data indicates that, to increase rates annually, the Division must maintain and build on some of the positive outcomes achieved through strategic initiatives and targeted interventions, particularly for FNMI students.



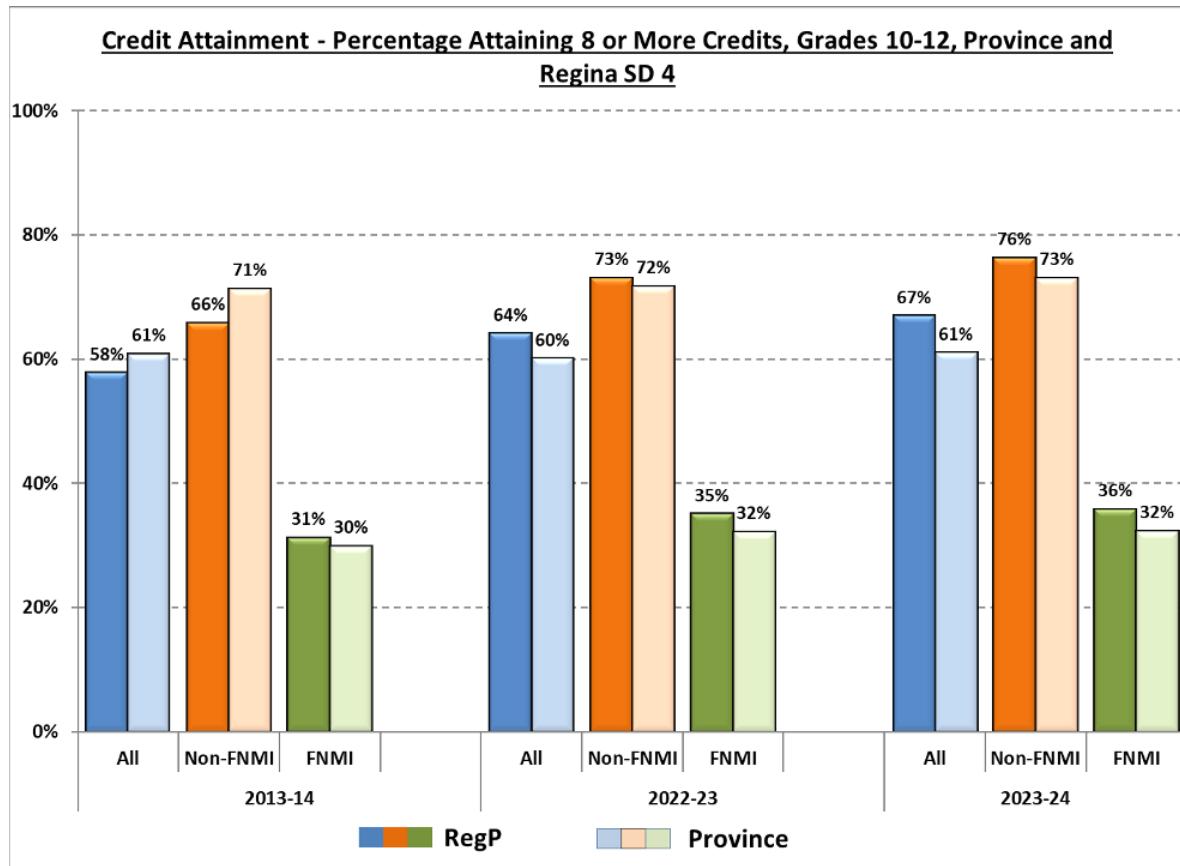
F.W. Johnson Collegiate Grad Walk

Measure

- The percentage of students attaining 8 or more credits, Grades 10-12.

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, 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, 2024

Analysis of Results – Credit Attainment

Over the past decade, RPS' overall credit attainment data show a consistent upward trend. In 2013-14, 58% of all Grades 10-12 RPS students attained 8 or more credits which increased to 67% in 2023-24. Results for RPS' FNMI students increased from 31% attaining 8 or more credits to 36% over the same period. Year-over-year results indicate improvements of three percentage points (73% to 76%) for non-FNMI students and one percentage point (35% to 36%) for FNMI students.

In recent years, RPS' credit attainment rates have been above the provincial average. This suggests that the strategies implemented by RPS are effectively supporting students to earn credits.

Credit attainment rates for RPS' FNMI students have shown improvement though at a slower pace compared to the overall student population. There is a need for continued focus on support for FNMI students to help a greater percentage attain eight or more credits per year.

To sustain and further RPS' positive credit attainment results, it is essential to continue focussing on student engagement, effective instruction, and targeted interventions and supports especially for FNMI students and others at risk of not attaining eight or more credits per year.



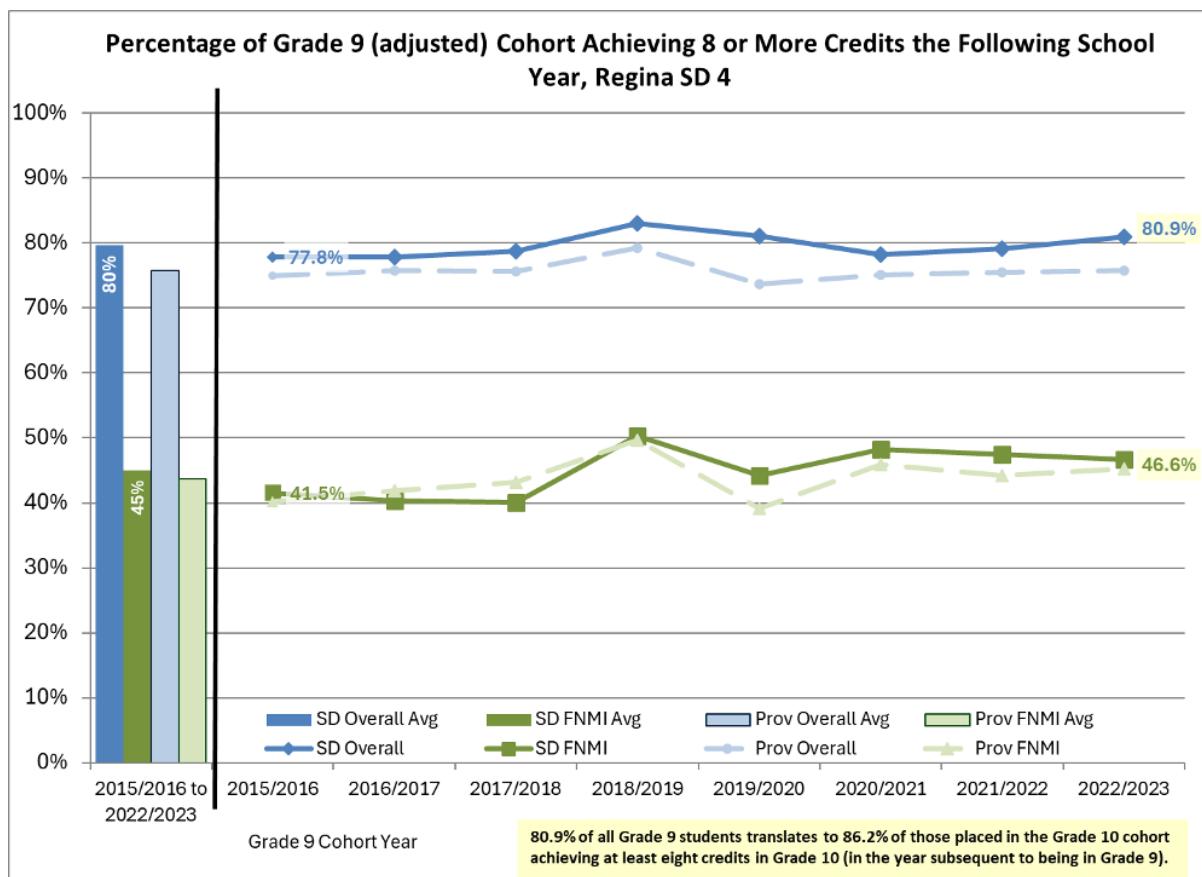
Scott Collegiate Students in the Cooking Pathway

Measure:

- The percentage of the Grade 9 cohort achieving 8 or more credits the following school year.

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 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, 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, 2024

Analysis of Results – Grade 9 to 10 Transition

Over the past eight years, the percentage of RPS Grade 9 students who achieved eight or more credits the following year has averaged 80% for all students and 45% for FNMI students. In 2023-24, year-over-year results for all RPS Grade 9 students improved by two percentage points to 80.9% and decreased by one percentage point to 46.6% for FNMI students.

RPS' Grade 9 to Grade 10 transition results have consistently been above the provincial average for all Grade 9 students and have been close to, or above, the provincial average for FNMI students.

RPS acknowledges the slower progress of FNMI students evident in the Grade 9 to 10 transition data and knows the Division must continue to find ways to support these students.

In summary, the Grade 9 to 10 transitions data indicate RPS' use of interventions and resources have resulted in stable and consistent results over the past years and the Division must persist with actions such as mentorship/advocacy, effective monitoring and assessment, and responsive instruction, especially for FNMI students. Comparisons with the provincial-level results suggests that efforts to support Grade 9 students with the transition to Grade 10 should be continued.



Campbell Collegiate Students

Target: Student literacy and numeracy outcomes will increase year over year.

Measure:

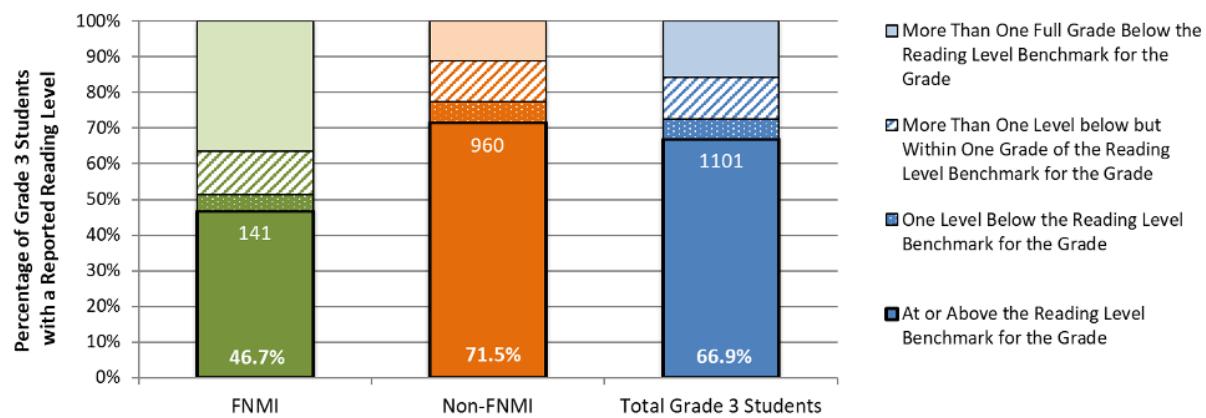
- The percentage of Grade 3 students reading at or above grade level.

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. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results.

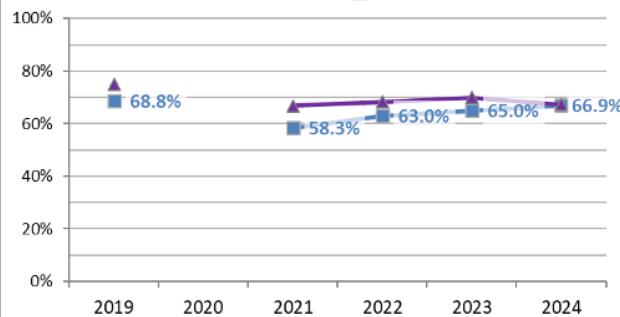
Saskatchewan students who read at or above the benchmark in Grade 3 had a 20-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

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, 2023-24



Percentage of Grade 3 Students Reading at or above Grade Level



Proportion of Grade 3 Students with Reported Reading Levels, 2023-24

	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)	302	91.2%	4.5%	4.2%	331
Division (Total)	1,645	80.6%	18.3%	1.0%	2,040
PrvSDs** (FNMI)	2,049	85.4%	11.5%	3.1%	2,399
PrvSDs** (Total)	12,515	83.0%	15.8%	1.1%	15,071

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, 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, 2024

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

For the overall Grade 3 student population in RPS, there have been noticeable improvements in reading achievement over the past few years. The percentage of all RPS Grade 3 students reading at or above grade level has increased from 58.3% in 2020-21 to 66.9% in 2023-24. Year-over-year results in 2023-24 show an improvement of two percentage points. While results for RPS students were below the provincial average from 2020-21 to 2022-23, the percentage of Grade 3 students reading at or above grade level is now on par with the provincial results.

While the percentage of FNMI Grade 3 students reading at or above grade level (46.7%) is lower than that of non-FNMI students (71.5%), the FNMI sub-population demonstrates a year-over-year improvement of 12.8 percentage points. The positive result reflects the Division's investment in K-3 literacy over the past several years, especially in schools for which the previous year's data showed large opportunities for growth around reading achievement.

Despite the positive trends in RPS' Grade 3 reading results, there are areas of concern that need to be addressed. The achievement gap between FNMI students and non-FNMI students is a significant challenge. While there have been improvements, the pace of progress in reading achievement for FNMI students needs to be accelerated to ensure equity in educational outcomes.

In summary, the data reveals that RPS' approaches to improving Grade 3 reading results have had a positive impact. The strategic direction set out for the 2023-24 school year, which included targeted interventions, responsive assessment and instructional practices, professional development for teachers, and enhanced support for students, has yielded encouraging results. There is still work to be done to ensure that all students, particularly FNMI students, have equal opportunities to succeed. RPS' commitment to continuous improvement and its strategic initiatives provide a strong foundation for future progress in reading achievement.



Students at MacNeill School and Ruth Pawson School

Target: All students will have an increased sense of connection and safety in schools.

Measure:

- **The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey.**

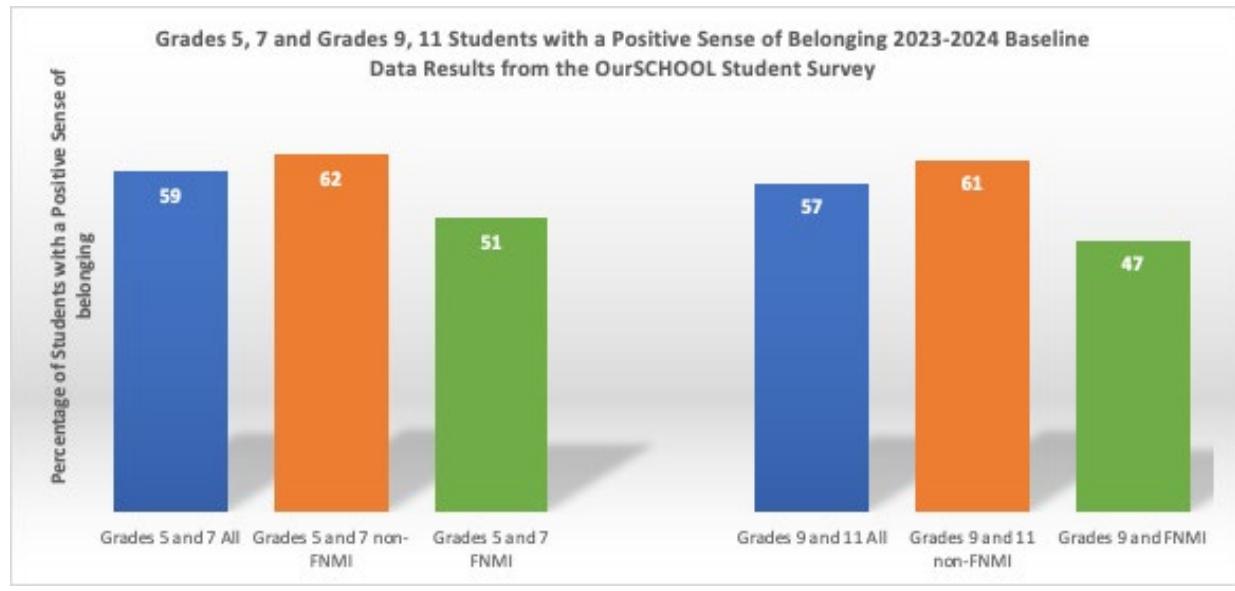
When students feel connected to and safe in school, they will be more engaged in learning. Monitoring and responding to student perception and experiences helps school divisions to improve school environments to support learning, engagement, and mental health and well-being.

School Division Selected Measure for Monitoring Sense of Connection and Safety in Schools

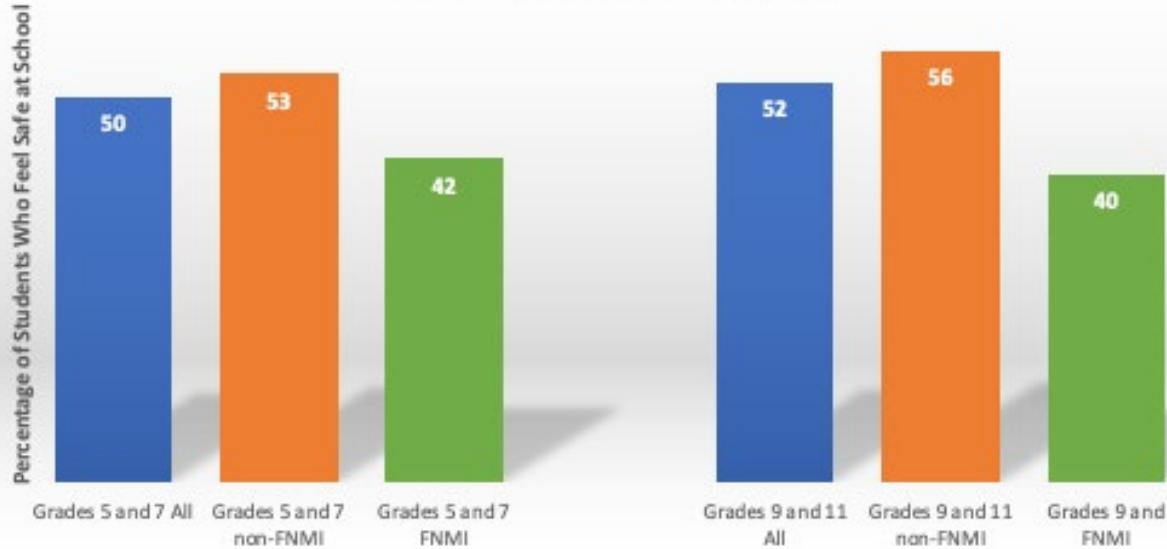
Each year, middle-years and high school students respond to the OurSCHOOL survey which seeks to capture perceptual data through the voices of students. One of the measures included in the OurSCHOOL survey captures students' sense of belonging. A student's sense of belonging refers to the extent to which 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.

Another OurSCHOOL survey measure captures the percentage of students who feel safe at school as well as going to and from school. A safe environment is essential for effective learning. When students feel secure, they can focus better on learning and participate actively in classroom activities with reduced stress and anxiety. Students who feel safe at school and going to and from school are more likely to attend school regularly and engage in extracurricular activities, leading to better academic outcomes and personal development.

The following bar charts displays the percentage of students in Grades 5 and 7, and in Grades 9 and 11 (all, non-FNMI and FNMI) with a positive sense of belonging and who feel safe at school. The results shown are for 2023-24 only because comparisons to previous years are not meaningful due to changes in survey implementation in RPS. The 2023-24 Sense of Belonging and Feel Safe at School results are now baseline for the purpose of annual reporting.



**Grades 5, 7 and Grades 9, 11 Students Who Feel Safe at School 2023-2024 Baseline Data
Results from the OurSCHOOL Student Survey**



Analysis of Results

The analysis of the OurSCHOOL survey results for the 2023-24 school year provides valuable insights into the students' sense of belonging. The data reveals that a significant percentage of RPS' overall student population in the survey (59% of students in Grades 5 and 7, and 57% of students in Grades 9 and 11) report a positive sense of belonging. The results for FNMI students (51% of students in Grades 5 and 7, and 47% of students in Grades 9 and 11) on the sense of belonging measure indicate a gap when compared to their non-FNMI peers (62% and 61%).

The 2023-24 OurSCHOOL survey data reveals that 50% of students in Grades 5 and 7, and 52% of students in Grades 9 and 11 feel safe attending school. Like other OurSCHOOL survey measures, the feeling safe attending school data shows a gap when comparing results for RPS' non-FNMI students (53% of students in Grades 5 and 7, and 56% of students in Grades 9 and 11) with those for FNMI students (42% of students in Grades 5 and 7, and 40% of students in Grades 9 and 11).

Results for the sense of belonging and feel safe attending school measures reinforce the need for RPS to continue focusing on equity and inclusion through culturally responsive pedagogy and enhanced support systems for all students and particularly for FNMI students. Addressing the disparity between results for non-FNMI and FNMI students is crucial for RPS to fully achieve its sense of belonging and feel safe attending school targets.



Argyle School students celebrating Diwali

Target: Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year

Measures: The percentage of students at Kindergarten exit ready for learning in the primary grades (Tier 1)

- **The percentage of fall-identified Tier 2 students leaving Kindergarten at Tier 1.**
- **The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 2.**
- **The percentage of fall-identified Tier 3 student leaving Kindergarten at Tier 1.**

Student readiness for learning by the end of Kindergarten sets the foundation for future learning and success in school.

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 1 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). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.

2022-23 EYE-TA results displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

Effectiveness metrics show the percentage of Fall-identified Tier 2 and 3 students who improved to Tier 1, as well as the percentage of fall-identified Tier 3 students who improved to Tier 2 during the Kindergarten year. Effectiveness metrics are shown for both the province (all divisions) and the school division for the previous school year (left side columns) and the current school year (right side columns).

Students (%) assessed as Tier 1 at Kindergarten entry / exit charts the share of students assessed as Tier 1 at both Kindergarten entry and exit for the school division (Δ) relative to the province (all divisions) (\square) for the baseline (2014-15), as well as the most recent five cycles. Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 (*) school year.

Percentage of students with valid EYE result at Kindergarten entry / exit compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a universal assessment for learning (every student, every classroom) in provincial Kindergarten programs

since 2014-15. These figures are the percentage of students validly assessed against September 30th Official & Reconciled Kindergarten Enrolments (*).

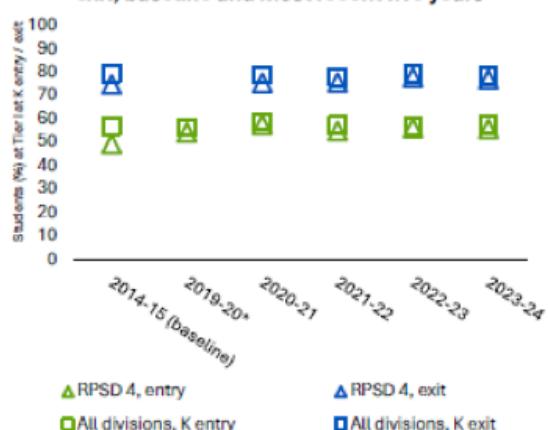
2023-24 EYE-TA results – Regina Public 4 (RPSD 4)

		Fall 2023 (Kindergarten entry)			Spring 2024 (Kindergarten exit)				
		All divisions	57.4	25.8	16.8	All divisions	78.2	13.3	8.4
All students	RPSD 4	55.7	28.1	16.2	RPSD 4	76.8	14.6	8.6	
	All divisions	34.8	30.1	35.1	All divisions	58.3	21.2	20.5	
Self-declared FNMI students	RPSD 4	30.9	34.0	35.1	RPSD 4	53.5	23.3	23.3	
	All divisions	61.1	25.1	13.8	All divisions	81.7	12.0	6.3	
Non-declared students	RPSD 4	58.8	27.4	13.8	RPSD 4	79.9	13.5	6.6	
	Tier I – Students (%) complete developmental tasks without difficulty	Tier II – Students (%) experience some difficulty completing developmental tasks	Tier III – Students (%) experience significant difficulty completing developmental tasks						

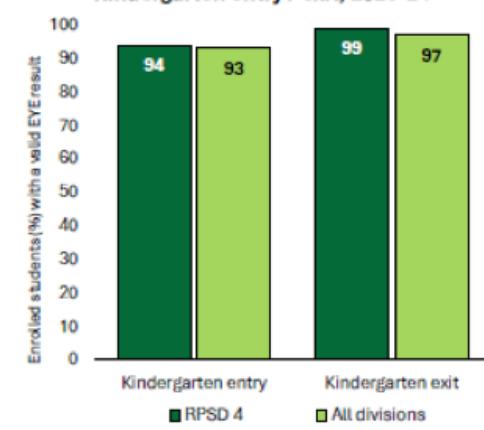
*results for self-declared FNMI & non-declared students are not shown due to too few (or no) students in at least one comparison group.

Effectiveness metrics	2022-23 (previous school year)		2023-24 (current school year)	
	RPSD 4	All divisions	RPSD 4	All divisions
Fall-identified Tier 2 students (%) who improved to Tier 1	73%	73%	70%	72%
Fall-identified Tier 3 students (%) who improved to Tier 2	39%	37%	35%	37%
Fall-identified Tier 3 students (%) who improved to Tier 1	21%	22%	19%	22%

Students (%) assessed as Tier I at Kindergarten entry / exit, baseline and most recent five years



Percentage of students* with a valid EYE result at Kindergarten entry / exit, 2023-24



*No K exit results for 2019-20 due to school closures / COVID 19

*against official, reconciled September 30th 2023 Kindergarten Enrollment

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.

2023-24 EYE-TA results figures show results for self-declared First Nations, 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, 2024

Analysis of Results – Early Years Evaluation

Since the 2015-16 baseline year, and over the most recent five years, the proportion of Kindergarten students assessed as Tier 1 at entry (55%-59%) and exit (75%-79%) has remained consistent and close to the provincial average. The percentages of all RPS students assessed at Tier 1 in the 2023-24 school year are 55.7% at entry and 78.2% at exit. As has been the case every year, 2023-24 results for RPS non-FNMI students (79.9% at Tier 1 at exit) are higher than results for self-declared FNMI students (53.5% at Tier 1 at exit).

RPS schools have had success historically using responsive assessment and instructional practices in addition to other supports to help large numbers of students improve from being assessed at Tiers 2 or 3 at Kindergarten entry. In 2023-24, 70% of Fall-identified Tier 2 students improved to Tier 3, 35% of Fall-identified Tier 3 students moved to Tier 2, and 19% of Fall-identified Tier 3 students moved to Tier 1. RPS' effectiveness metrics are close to being on par with the provincial averages.

Despite the positive EYE-TA results for the Division, there are some areas of concern that need to be addressed. RPS is highly focused on reducing the achievement gap between FNMI students and non-FNMI students and the EYE-TA results are concerning. The percentage of FNMI students exiting Kindergarten assessed at Tier 3 is roughly four times greater than the percentage of non-FNMI students for the same measure. Additionally, the Division's target is to increase the percentage of students assessed at Tier 1 upon Kindergarten exit, year-over-year; however, RPS results have remained the same over time.

In conclusion, while RPS is effective at helping many students exit Kindergarten assessed at Tier 1 and ready to learn in Grade 1 and beyond, there is still work to be done to ensure that all students, particularly those who experience difficulty, have the support they need to succeed. RPS' commitment to continuous improvement and the early learning actions in the Division's Strategic Plan provides a strong foundation for future success in this priority area.

Progress in 2023-24: School Division Strategic Activity in support of the Provincial Education Plan Priority Actions

Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

- **New PreK-Grade 8 Assessment Model and Guide:** A new PreK-Grade 8 assessment model and guide was developed based on the provincial document "Supporting Student Assessment in Saskatchewan." This model and guide were shared with school-based administrators and are scheduled for implementation during the 2024-25 school year.
- **New Literacy, Numeracy, and Early Learning Foundations Frameworks:** A new early learning foundations framework for ages 0-5, a literacy framework for Grades 1-3, and a numeracy framework for Grades 4-8 were created. The frameworks are founded on responsive assessment and instructional practices, include English and French Immersion programs, and are set to be implemented during the 2024-25 school year. The Indigenous Education Responsibility Framework was incorporated and informed the development of the early learning foundations, literacy and numeracy frameworks, and assessment guidelines and supports.
- **Responsive Instructional Coaches:** RPS implemented a Responsive Instructional Coach model providing in-school support in the communities demonstrating the most need based on several factors including Grade 1-3 literacy data. Coaches built capacity by working with Grade 1-3 teachers to implement frameworks, deepen assessment practices, and expand their knowledge of culturally responsive instructional and assessment practices.
- **New Phonological Awareness and Phonics Assessments:** Phonological awareness and phonics assessments were developed for use as common assessments in PreK to Grade 3. These new assessments will be implemented during the 2024-25 school year and will be used alongside existing common assessments, including EYE-TA in Kindergarten, the Fountas and Pinnell Benchmark Assessment System in Grades 1-3 English programs, and GB+ in Grades 1-3 French programs.
- **Achievement Data Software Enhancements:** New features were added to Dossier, RPS' achievement data software, to enable tracking, analysis, and action on the progress of students who attended an RPS PreK program. Additionally, new features were made available in Dossier to support the new phonological awareness and phonics assessments.
- **Use of Achievement Data:** RPS staff utilized achievement data with stakeholder groups (teachers, school administrators, and Division Office staff) to help determine opportunities for improvement and support, resource allocation, and programming decisions through collaborative data inquiry and processes related to RPS' division-wide and school-based strategic plans.

Priority Action: Enrich and enhance mental health and well-being capacity in students.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

- **Expanded Role:** The Student Mental Health Coordinator role was expanded to include workplace mental health, renamed as Mental Health Coordinator. This role collaborated with Human Resources and Student Achievement teams to support both student and staff mental health.
- **Framework Development:** A three-year mental health framework was developed, encompassing priority areas for student and workplace mental health. This framework included trauma-sensitive practices, mental health literacy, stigma reduction, social-emotional learning, and resources for addictions and neuro-affirming practices.
- **Resource Hub Expansion:** The Tier 1 Mental Health and Well-Being resource hub was expanded to incorporate workplace well-being resources for all staff, alongside student mental health resources. Quick links to community resources and Employee and Family Assistance Program (EFAP) resources were included.
- **Training and Professional Development:** Mental Health First Aid for Adults Who Interact with Youth was offered three times throughout the year to various employees. Professional development around trauma-sensitive practices was provided on an as-requested basis to educational assistants, teachers, administrators, and facilities staff.
- **Community Partnerships:** Partnerships with the Saskatchewan Health Authority and other schools were expanded. This included offering Applied Suicide Intervention Skills Training (ASIST) training to 24 members of the School Counsellor, Guidance Counsellor, Psychology, and Indigenous Advocate teams. The language around threat assessments was updated to be more trauma-sensitive, and the community protocol team was expanded to include additional schools.

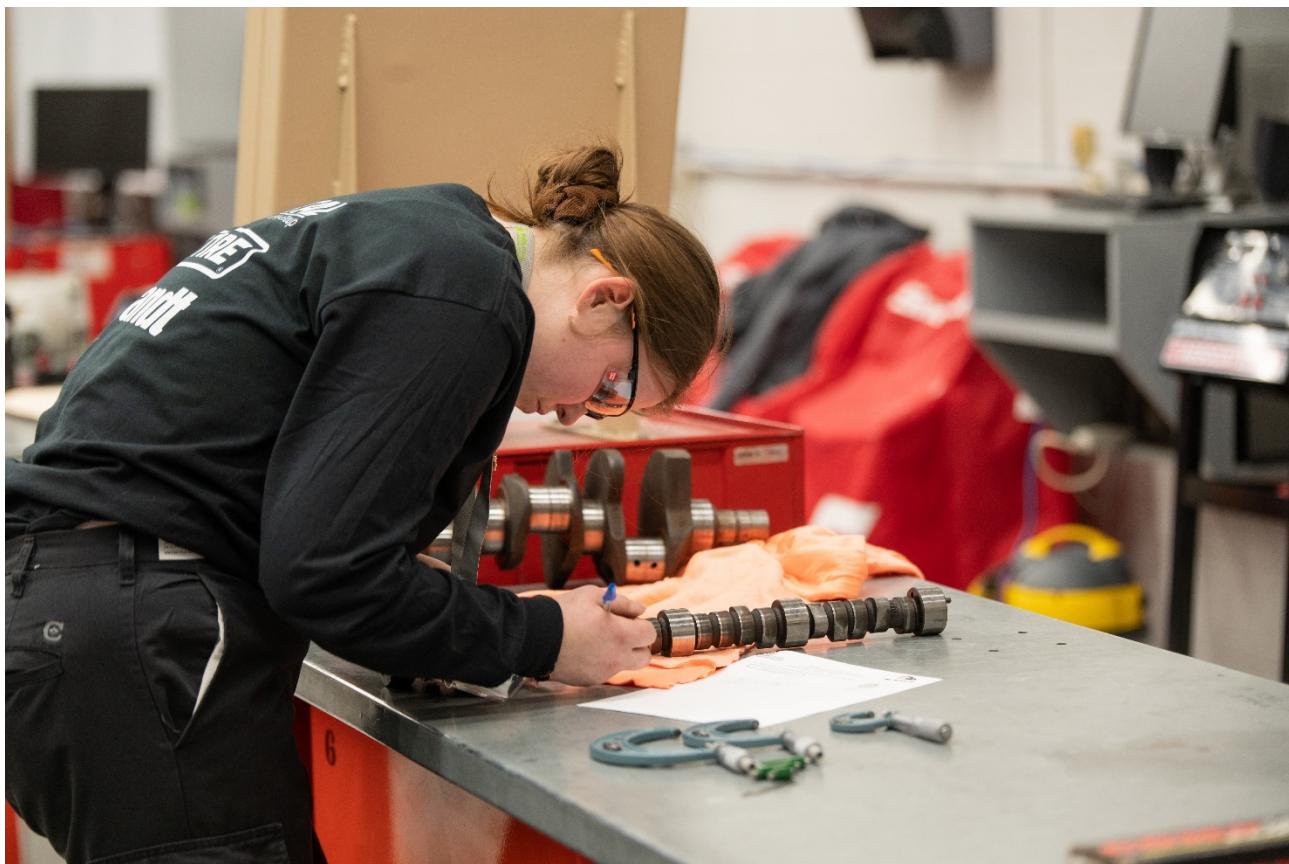


École Centennial School students

Priority Action: Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

- **Supporting Early Years Growth:** This new collaboration focussed on building awareness and understanding on the importance of the early years among partners and for families. This work involved collaboration with local agencies and the Saskatchewan Heath Authority.
- **Middle Years Engagement:** RPS created new Science, Technology, Engineering, Math, and Arts (STEAM) classrooms in elementary schools, bringing the total number of STEAM classrooms to six. The Division also launched 12 new STEAM kits at the middle years level including 3D Printing and Tinkercad kits, Hydraulic Makerspace kits, Video Production kits, and Podcasting kits.
- **Career-centred Innovative Programming at Campus Regina Public (CRP):** CRP continued a regular model of delivery providing curriculum and programming with an experiential approach.
- **Career Pathways at Scott Collegiate:** RPS offered the Pathways Program at Scott Collegiate providing 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. Many students were able to use these work experiences to help them acquire employment for summer and beyond.



Student participating in a Skills Canada competition

Priority Action: Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework*.

The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.

- **Indigenous Advocates:** RPS maintained Indigenous Advocate support by assigning staff to eight high schools and four elementary schools. Indigenous Advocates act as a liaison between home and school, addressing food security; promoting post-secondary opportunities; sharing outside school activities; and are contacts for Elders in Residence and Knowledge Keepers.
- **Elders Council:** RPS continued to work closely with the Elders Council consisting of seven Elders and Knowledge Keepers. The Elders Advisory Committee meets three times throughout the year with the Board and Division management to provide clarification and insight regarding a variety of issues.
- **Indigenous Language Offerings:** A half-day Kindergarten and a Prekindergarten Michif Early Learning programs were again offered at McDermid School in support of revitalizing Métis language, culture, and history through a grant from the Métis Nation-Saskatchewan. Language acquisition was gained through Michif activities, songs, and play. The Métis Nation-Saskatchewan provided funding for one full-time teacher, an educational assistant, and one part-time language speaker. The Division also offered Cree in four schools as part of culture/language classes.
- **Following Their Voices (FTV):** To raise the educational achievement and participation of Saskatchewan's First Nations, Métis, and Inuit students, RPS continued to offer FTV at Scott Collegiate and Balfour Collegiate supported by grant funding through the Ministry of Education.
- **Land-based Learning:** Land-based learning was offered at Campus Regina Public (miskasowin askihk) for Grade 11 and Grade 12 students. This program also offers an Indigenous Studies 100 credit, and a Cree 100 credit offered in partnership with the First Nations University of Canada. École Centennial School offered land-based learning for Grade 6 students, and Thomson School also offered land-based learning throughout the entire school with land-based activities.
- **Indigenous Education Responsibility Framework (IERF):** The Division established leadership training for all Principals to better understand the IERF and how to assess and deliver training to their staff to increase their level of awareness and understanding of the Indigenous content being taught in the schools they manage. The IERF also informed the development of the early learning foundations, literacy and numeracy frameworks, and assessment guidelines and supports.
- **Leadership Development Framework:** The Division, in collaboration with school-based leaders, designed a Leadership Development Framework and created initial professional development modules including a module focused on Indigenous Education and the Indigenous Experience.
- **Administrative Procedures Review:** The Division initiated a multi-year review of RPS' Administrative Procedures. As part of this review, the procedures were reviewed through the lens of diversity, equity, and inclusion, and through the lens of Indigenous Education.



Students from Scott Collegiate, École Centennial School, and Kitchener School

Community Partnerships

Regina Public Schools (RPS) has strong partnerships with a variety of organizations in Regina. The following priority partnerships support both student learning and the successful transition of students into and through the system.

- 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 included the hosting of immunization clinics, oral care, and distributing health promotion information. RPS also supported the School Programming Volunteer Services Collaboration. This partnership supports the Division's strategic priorities of "Engaged & Successful Students" and "Equitable & Safe Environments", and the Provincial Education Plan (PEP)'s priority of "Mental Health & Well-Being".
- The Socialization, Communication, and Education Program (SCEP) and the Early Childhood Intervention Program (ECIP) foster shared responsibility to support children and their caregivers from the pre-school environment in the transition to Kindergarten. These partnerships include transition planning meetings, the development of intensive support programming applications, and creating relationships between caregivers and school staff. This partnership supports the Division's strategic priority of "Engaged & Successful Students" and the PEP's priority of "Student Transitions".
- The Campaign for Grade-Level Reading (CGLR) partnership continued in 2023-24. 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, 44 classrooms have benefitted from classroom libraries complete with books, shelving, and soft furniture. Each CGLR school also received book vending machines to promote reading as well as access to numerous literacy events including Read Across Regina. In addition, this partnership provided eye assessments and follow up vision support, and attendance support, including an Attendance Matters Van to transport families in need to school. These efforts have helped to advance grade-level reading and reduce chronic absence. This partnership supports the Division's strategic priorities of "Engaged & Successful Students" and "Equitable & Safe Environments", and the PEP's priorities of "Learning & Assessment" and "Student Transitions".
- The United Way and Mosaic supported eleven Summer Success Literacy Camps in 2023-24. Eight camps for Grades 1- 3 students, and one camp for Grades 4-8 students were offered and the Canada - Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction supported two camps for Grades 1-3 French Immersion students. The camps targeted vulnerable students, allowing them additional literacy instruction, school supplies, nutrition, and home reading materials to prevent "summer slide" in their reading levels. This partnership supports the Division's strategic priority of "Engaged & Successful Students" and the PEP's priorities of "Learning & Assessment" and "Student Transitions".

- The Regina intersectoral Partnership (TRiP) is a multi-sector partnership involving RPS, Regina Catholic Schools, the Regina Police Service, the Ministries of Social Services and Corrections, Policing and Public Safety, and the Saskatchewan Health Authority. TRiP provides programs that engage children and youth in supports and activities to reduce police involvement, violence, school absenteeism, disruptive behaviour and substance abuse. This partnership supports the Division's strategic priorities of "Engaged & Successful Students" and "Equitable & Safe Environments", and the PEP's priorities of "Mental Health & Well-Being" and "Student Transitions".



Summer Success Literacy Camp at Arcola School

Infrastructure and Transportation

Regina Public Schools (RPS) has 44 elementary schools, 8 high schools, an Adult Campus and Campus Regina Public. RPS is also affiliated with three religious-based associate schools.

School	Grades	Location
Albert	PreK-8	1340 Robinson Street
Allan Blakeney Adult Campus		4210 4th Avenue
Arcola	PreK-8	2315 Abbott Road
Argyle	K-8	2941 Lakeview Avenue
Balfour	9-12	1245 College Avenue
Campbell	9-12	102 Massey Road
Campus Regina Public	9-12	1069 14th Avenue E.
Coronation Park	PreK-8	3105 4th Avenue N.
Douglas Park	PreK-8	635 Douglas Avenue E.
Dr. George Ferguson	PreK-8	117 Brotherton Avenue
Dr. L.M. Hanna	PreK-8	55 Davin Crescent
École Centennial	K-8	6903 Dalgliesh Drive
École Connaught	PreK-8	3515 13th Avenue
École Dr. A.E. Perry	K-8	93 Lincoln Drive
École Elsie Mironuck	PreK-8	18 Wakefield Crescent
École Massey	K-8	131 Massey Road
École W.S. Hawrylak	K-8	2530 Assiniboine Avenue E.
École Wascana Plains	K-8	5125 East Green Brooks Way
École Wilfrid Walker	K-8	2102 Wagman Drive E.
Ethel Milliken	K-8	4510 Queen Street
F.W. Johnson	9-12	400 Fines Drive
George Lee	K-8	180 Wells Street
Gladys McDonald	K-8	335 Garnet Street N.
Glen Elm	PreK-8	1225 9th Avenue E.
Grant Road	PreK-8	2501 Grant Road
Harbour Landing	K-8	4419 James Hill Road
Harvest City Christian Academy	K-12	2202 8th Avenue N.
Henry Braun	K-8	710 Graham Road
Henry Janzen	PreK-8	222 Rink Avenue
Imperial	PreK-8	200 Broad Street
Jack MacKenzie	K-8	3838 Buckingham Drive E.
Judge Bryant	PreK-8	2828 Dewdney Avenue E.
Kitchener	PreK-8	840 Athol Street
Lakeview	K-8	3100 20th Avenue
M.J. Coldwell	PreK-8	103 Fairview Road

School	Grades	Location
MacNeill	K-8	6215 Whelan Drive
Marion McVeety	PreK-8	38 Turgeon Crescent
Martin	9-12	1100 McIntosh Street
McDermid	PreK-8	139 Toronto Street
McLurg	PreK-8	125 Paynter Crescent
Plainsview	PreK-8	7741 Mapleford Boulevard
Regina Christian School	K-12	2505 23rd Avenue
Regina Huda School	K-12	40 Sheppard Street
Rosemont	PreK-8	841 Horace Street
Ruth M. Buck	K-8	6330 7th Avenue N.
Ruth Pawson	K-8	40 Weekes Crescent
Scott	9-12	3355 6th Avenue
Seven Stones	PreK-8	1101 Princess Street
Sheldon-Williams	9-12	2601 Coronation Street
The Crescents	K-8	2401 Retallack Street
Thom	9-12	265 Argyle Street N.
Thomson	PreK-8	2033 Toronto Street
W.F. Ready	K-8	2710 Helmsing Street
W.H. Ford	PreK-8	480 Rink Avenue
Walker	PreK-8	5637 7th Avenue
Wilfred Hunt	K-8	101 Mayfield Road
Winston Knoll	9-12	5255 Rochdale Boulevard

Infrastructure Projects

The school environment can have an impact on student achievement and on the provision of equitable opportunities for learning and the delivery of effective programs.

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.

RPS made progress on the following capital projects during the 2023-24 school year based on Ministry of Education approval.

Major Capital Project	2023-24 Activity
Harbour Landing West Joint-Use School	Initiated site infrastructure construction and completed joint-use school detailed design.
tawâw School (Joint-Use with St. Raphael School)	Continued construction.
Campbell Collegiate Vocational Wing Foundation	Completed project scoping and project management procurement.
Southeast Joint-Use Elementary School	Began site planning and initiated the project management team.
Southeast Joint-Use High School	Began site planning and pre-planning school requirements.



North Regina Joint-Use School

Preventative maintenance and renewal (PMR) funding is provided for repairs and enhancements to existing facilities. Larger projects that were supported by PMR funding were asbestos removal on the main floor with other upgrades at Martin Collegiate and a relocatable renovation at Ethel Milliken School.

The following infrastructure projects (exceeding \$200,000) were undertaken in 2023-24.

Infrastructure Projects			
School	Project	Details	2023-24 Cost
Albert School	Crawlspac	New permalon vapour barrier in crawlspac	\$ 218,464
Grant Road School	Boiler	Replace boiler and asbestos removal	\$ 222,542
Ethel Milliken School	Site	Site grading and new asphalt tarmac	\$ 243,024
Ethel Milliken School	Renovation	Portable refresh	\$ 327,055
George Lee School	Site	Site grading, catch basins, new asphalt tarmac, parging and waterproof barrier	\$ 267,282
Dr. George Ferguson School	Upgrade	Replaced windows	\$ 382,546
Dr. George Ferguson School	Upgrade	Replaced entry concrete stairs at main entrances and sidewalks	\$ 385,239
Henry Braun School	Crawlspac	New permalon vapour barrier in crawlspac	\$ 472,524
Martin Collegiate	Asbestos	Asbestos removal on the main floor, upgraded flooring, added drop ceiling, painted and added lighting	\$ 665,167
Total			\$ 3,183,843

Infrastructure initiatives in 2023-24 that supported the RPS Strategic Plan include the following.

GOALS	ACTIONS	2023-24 RESULTS
Create accepting, safe, inclusive, and accountable learning and working spaces.	Develop and implement playground standards that include universal and local accessibility considerations.	<ul style="list-style-type: none"> Approved and implemented a new Administrative Procedure.
	Develop accessible, inclusive, and functional congregated program spaces.	<ul style="list-style-type: none"> Reviewed current and potential intensive support spaces across the Division; completion is scheduled for 2024-25.
	Develop a Division-wide standard and multi-year roll-out plan for gender-neutral bathrooms and change rooms across the Division.	<ul style="list-style-type: none"> All schools have at least one all-gender bathroom.
	Develop culturally affirming spaces across the Division.	<ul style="list-style-type: none"> Renewed F.W. Johnson Collegiate outdoor space.
Provide targeted and high-quality staff professional development and skills training.	Build capacity and competency in staff on Division-standard technology tools and applications.	<ul style="list-style-type: none"> Implemented a training platform for Information Technology staff. Implemented cybersecurity training for all staff.
Leverage technology to inform, engage, connect, and protect.	Develop and implement information technology service standards and processes to support reliable service delivery and strengthen accountability.	<ul style="list-style-type: none"> Developed AP 701 Information Security along with guideline documents covering a wide range of information security topics.

GOALS	ACTIONS	2023-24 RESULTS
Create safe, healthy, functional, and modern learning and working spaces.		<ul style="list-style-type: none"> Completed guidelines for passwords, multi-factor authentication, and backup and third-party access. Updated the automated account management system to a new system.
	Develop and implement information technology hardware and application standards to ensure reliable and sustainable technology for students and staff.	<ul style="list-style-type: none"> Completed a hardware list and developed refresh lifecycles to fit within budget allocation over a 15-year period. Completed documentation of a comprehensive list of all applications and software assigned to the IT budget.
	Develop and implement enhanced information technology security standards.	<ul style="list-style-type: none"> Implemented cybersecurity training. Deployed monthly phishing simulations to determine effectiveness of the training. Developed AP 701 Information Security along with guideline documents. Engaged a consultant to perform penetration testing. Completed security enhancements for backup systems. Researched and committed to 24/7 security monitoring and response.
	Improve client service by developing and implementing service standards and updating Service Desk tools and processes.	<ul style="list-style-type: none"> Created service level standards for response and resolution time for all services. Began reporting on performance metrics using a new service desk tool. Configured and deployed new service desk software and phone system.
	Effectively manage approved major and minor capital projects.	<ul style="list-style-type: none"> Approved capital projects are underway including planning for new schools in the southeast part of the City.
	Evaluate the effectiveness of new school design features by seeking feedback from staff to guide future new school design.	<ul style="list-style-type: none"> Drafted a feedback survey on new school design features to obtain front-line staff feedback, for release in 2024-25.
	Develop and implement standardized, equitable processes for school facility project requests and prioritization.	<ul style="list-style-type: none"> Implemented a Minor Project Request form to streamline and prioritize school projects.
	Evaluate safety measures to update and improve building safety and security protocols and practices.	<ul style="list-style-type: none"> Began work on new administrative procedures.

Transportation

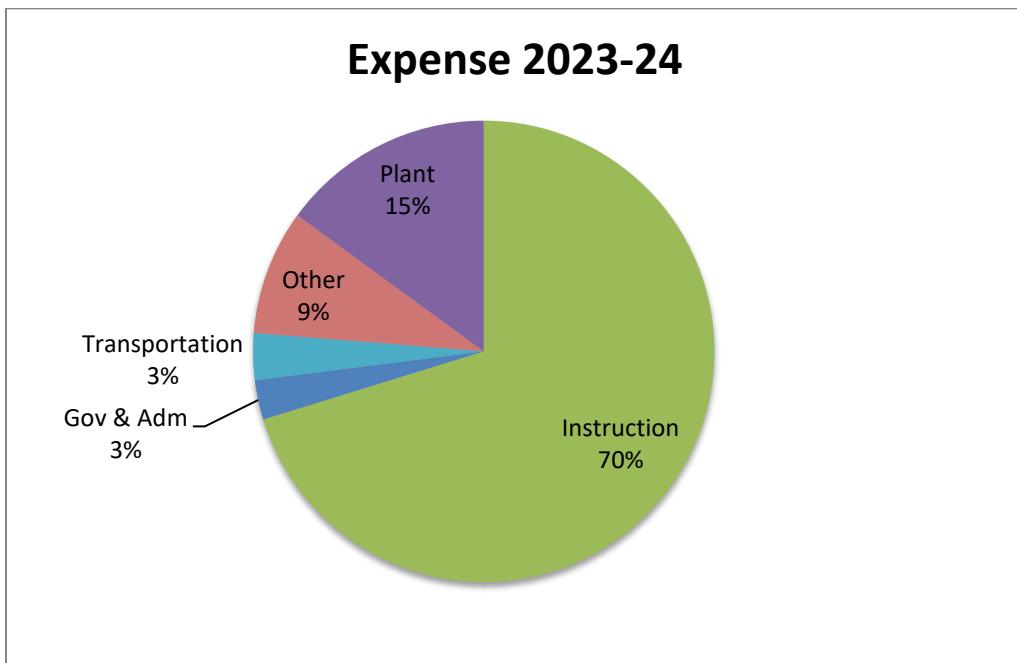
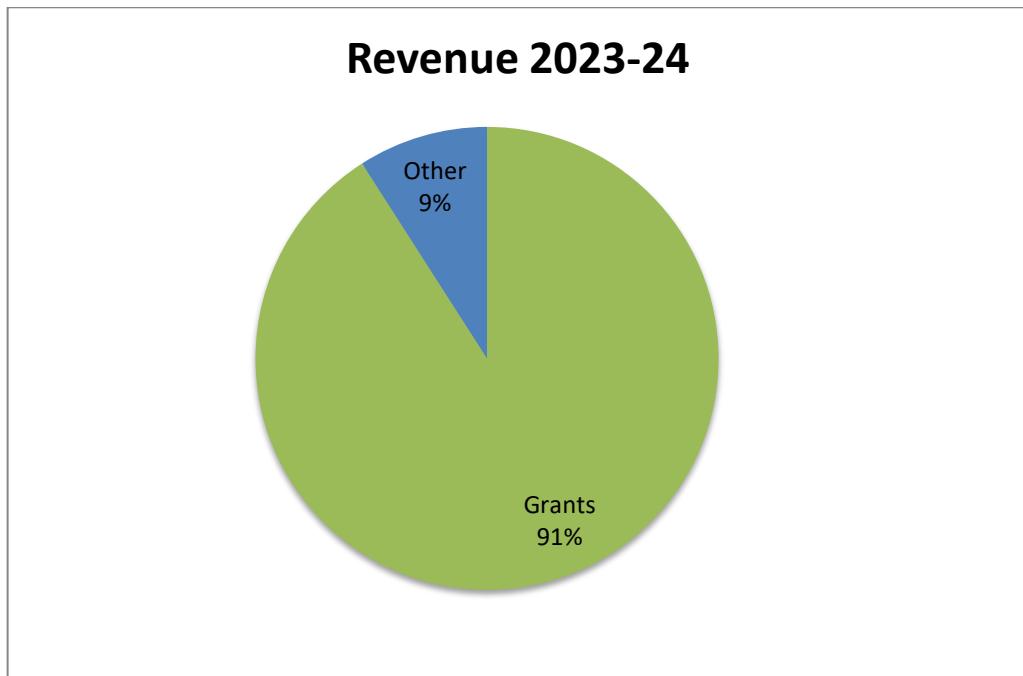
The Division strives to provide safe, efficient, and cost-effective transportation to eligible RPS students. RPS contracts student bussing transportation with Warner Transportation Services Ltd. RPS also contracts light vehicle services to four providers for its intensive support students.

Transportation initiatives in 2023-24 that supported the RPS Strategic Plan include the following.

GOAL	ACTION	2023-24 RESULTS
Provide safe and efficient transportation services	Analyze transportation logistics and processes and develop new approaches to promote light vehicle and bussing efficiency.	<ul style="list-style-type: none">• Awarded a light vehicle tender in June 2024 and updated the preferred vendor agreement.• Confirmed net positive impacts from the 2023-24 efficiency strategies.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2024 Budget	2024 Actual	2023 Actual	Budget to Actual Variance	Budget to Actual %	Note
	Over / (Under)	Variance				
REVENUES						
Grants	264,782,183	268,928,144	247,316,153	4,145,961	2%	
Tuition and Related Fees	969,000	518,751	441,770	(450,249)	-46%	1
School Generated Funds	4,786,000	5,068,476	4,722,348	282,476	6%	2
Complementary Services	4,544,124	4,769,738	4,559,244	225,614	5%	
External Services	12,440,675	13,456,304	12,259,269	1,015,629	8%	3
Other	2,546,400	3,012,879	5,001,095	466,479	18%	4
Total Revenues	290,068,382	295,754,292	274,299,879	5,685,910	2%	
EXPENSES						
Governance	617,032	695,677	673,109	78,645	13%	5
Administration	7,401,014	7,342,213	7,204,059	(58,801)	-1%	
Instruction	200,301,017	203,244,325	200,398,171	2,943,308	1%	
Plant	42,885,942	43,285,723	47,772,832	399,781	1%	
Transportation	9,749,624	9,467,547	9,526,021	(282,077)	-3%	
Tuition and Related Fees	300,000	251,727	313,442	(48,273)	-16%	6
School Generated Funds	3,701,000	4,197,915	4,770,066	496,915	13%	7
Complementary Services	5,961,434	6,475,470	5,899,196	514,036	9%	8
External Services	12,440,675	13,440,032	12,254,068	999,357	8%	9
Other Expenses	981,341	1,004,657	1,180,805	23,316	2%	
Total Expenses	284,339,079	289,405,286	289,991,769	5,066,207	2%	
Surplus (Deficit) for the Year	5,729,303	6,349,006	(15,691,890)			

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

Note	Explanation
1	Under budget due to fewer international students than budgeted.
2	Over budget as a result of higher collection of funds from schools for curricular and non-curricular activities.
3	Over budget due to an increase in the Ministry of Education's operating grant to Associate Schools and higher revenue received from SGI for the driver education program.
4	Higher interest income than budgeted.
5	Over budget as a result of costs for the 2024 Fall School Trustee election and Director of Education executive search.
6	Under budget due to fewer Ranch Ehrlo students.
7	Over budget as a result of higher collection of curricular and non-curricular activities resulting in higher expenses and spend down of the school fund reserve.
8	Over budget as a result of higher than budgeted salaries.
9	Higher than budget as a result of increased payments to Associate schools for increase in their operating budget and an increase in SGI driver education program payments.

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	\$35,359	-	-	\$1,215	-	-	\$36,574
HICKS, ADAM	35,359	-	-	559	-	-	35,918
JALETA, TED	33,570	-	-	1,367	-	-	34,937
MCMURCHY, TRACEY	35,360	-	-	1,367	-	-	36,727
MOLSON, TARA	35,626	-	-	2,000	-	-	37,626
TRUSZKOWSKI, SARAH	40,432	-	-	3,261	-	-	43,693
WEEKES, LACEY	35,359	-	-	1,244	-	-	36,603

Personal Services

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

Name	Amount
ABBOTT-SAULTEAUX, SEQUOIA	\$60,512
ABDULHADI, AMIRA	71,859
ACERON, GLEN	59,082
ACHTEMICHUK, DANITA	95,750
ACKERMAN, JASON	97,617
ADAM, BRENT	96,297
ADAMS, CINDY	101,326
ADAMS, KELLY	94,546
ADAMS, KYLA	122,160
ADAMS, SARAH	90,768
ADEDE, OCHIENG	72,164
ADELMAN, SCOTT	94,546
ADEMA, ELINOR	86,952
ADEMA, RUTH	80,584
AGARAND, ANGELA	95,920

Name	Amount
AGECOUTAY-SWEET, NATALIE	94,829
AGOPSOWICZ, SANDRA	90,602
AGOPSOWICZ, TIFFANY	92,170
AHMED, SADRAH	61,879
AIGINITIS, MARIA	90,932
AINSLEY, RENEE	90,171
AITKEN, JUSTIN	101,181
ALEXANDER, BROOKE	98,914
ALEXANDER, HOLLY	94,204
ALEXANDER, JENNIFER	90,815
ALLAN, JUNE	54,286
ALLEN, MICHAEL	74,263
ALLISON-KAY, HOLLY	50,332
AMBLE, CHETAN	82,057
AMBROSIA, JEFFREY	102,049

Name	Amount
AMON, PATRICK	82,834
AMYOTTE, BREANNE	70,246
ANDAL, MILISSA	63,737
ANDERS, SHERI-LYNN	89,475
ANDERSEN, KIMBERLY	96,263
ANDERSON COBB, KIMBERLY	94,863
ANDERSON, DELAINE	100,680
ANDERSON, KAREN	104,593
ANDERSON, KATHERINE	94,546
ANDERSON, MARIA	96,087
ANDERSON, MEG	62,258
ANDERSON, NICOLE	80,798
ANDERSON, QUINN	70,559
ANDERSON, TRISTEN	91,103
ANDRUSIAK, JESSICA	67,473
ANILKUMAR, NIRMALA	51,640
ANTAL, SHARLA	90,456
ANTONINI, CORY	114,923
ANTONOWITSCH, JUSTIN	76,391
ANTROBUS, LEANNE	79,285
APPEL, TAMELA	91,497
APPERLEY, DEANNA	95,821
APPLEBY, JAMES	96,552
ARACKAL ANTONY, JOSE	50,304
ARANEDA, ANDRES	94,432
ARCARI, MELISSA	69,460
ARCHAMBAULT, MARIE- PIER	96,208
ARCHAMBAULT, MONICA	92,901
ARCHIBALD, RYAN	60,948
ARDELAN, DARA	90,716
ARGUE, LANA	95,343
ARGUIN, BREE	109,155
ARMBRUSTER, BONNIE	54,211
ARMBRUSTER, LEIGHTON	84,933
ARMSTRONG, JAMIE	98,017
ARMSTRONG, JENNIFER	57,040
ARSENAULT, MARCY	50,263
ASH, CARLA	67,026
ASH, DANIELLE	96,214

Name	Amount
ATCHISON, JES	94,546
ATEM, MARTINO	83,094
ATKINS, ANITA	70,875
AUBICHON, DEANNA	63,128
AUDET, KRISTINE	91,520
AUDET, MORGAN	69,190
AVRAM, LISA	96,816
AYI-BISAH, LISA	61,756
BABER, RACHEL	69,967
BABIARZ, LINDSAY	56,724
BACHIU, BRENT	134,743
BACHYNSKI, CAROL	53,371
BACK, COLIN	94,119
BACK, JILL	94,204
BACON, SHANNON	92,576
BAETE, MONIQUE	55,811
BAHT, JEREMY	59,911
BAKFALOUNI, RAMI	69,159
BALAS, DON	124,226
BALDO, ERIKA	107,893
BALDWIN, CORY	87,945
BALDWIN, MEGAN	100,634
BALI, JORDAN	75,710
BALKWILL, ANGELA	155,314
BAMFORD, STEPHANIE	93,297
BANSLEY, SCOTT	103,159
BARBER, JANEEN	92,891
BARBER, MARLEE	65,137
BARBER, NEIL	97,113
BARIUAN, JOSE	60,337
BARNES, NICHOLAS	93,587
BARRETT, SARAH	92,996
BARROW, MARY	114,923
BARTH, JAMIE	94,442
BASI, HARBINDER	99,933
BASNICKI, ERINN	71,294
BATIUK, RHONDA	77,290
BAUCHE, DANIELLE	76,889
BAUER, CHELSEA	53,481
BAUMGARTNER, AARON	175,838

Name	Amount
BAUMGARTNER, SARAH	99,591
BAUTISTA CHERNICK, ALLENE	74,619
BAXTER, LEE	56,312
BAY, BREHANNA	64,044
BEATTIE, JENNIFER	99,148
BEAUREGARD, JEANNE	102,414
BECKMANN, LEE	97,017
BEDARD, FRANCE	96,515
BEDORE, HAYLIE	79,522
BEESLEY, BRUCE	59,539
BEKKER, JOSHUA	94,546
BELICK, LAURIE	84,532
BELIVEAU, KENDRA	108,548
BELL, COURTNEY	59,323
BELLAMY, TARALEE	51,958
BELLE, JAMES	94,546
BELLE, SHELBY	92,206
BELLEGARDE, MACKENZIE	51,748
BELLISLE, WILLOW	76,271
BELVEDERE, CHELSEA	87,341
BELYK, BRITTON	60,711
BENESH, AMANDA	79,976
BENGERT SIMAN, WINTER	99,099
BENJAMIN, ERIC	107,175
BENJAMIN, ERIN	96,844
BENKO, SAVANNAH	69,424
BENOIT, LORI	94,583
BENSON, BRETT	100,683
BENSON, ELIZABETH	96,368
BENTZ, ANGELA	90,289
BERGEY KAIP, KIMBERLY	91,677
BERNHAUER, KELSEY	71,143
BERRIAULT, HEATHER	97,128
BERRIAULT, MARI-ANNE	77,603
BERUBE, DANIEL	82,181
BETSON, ERIN	121,482
BIDULKA, ZVEZDANA	56,857
BIEBER, LAURA	71,233
BILOKURY, KAYLA	93,808
BIRD, LEATHA	95,408

Name	Amount
BIRGAN DEACON, YASEMIN	97,663
BIRNIE, LANA	109,926
BISHOFF, ERIN	91,054
BISSET, CHANELLE	51,157
BISSONETTE, YVETTE	51,236
BLACK, JEREMY	124,481
BLAIR DUECK, LAURIE	97,499
BLAIR, DOUG	99,099
BLAKE, TINA	93,142
BLAMPIED, LEANDRA	54,742
BLENKIN, PAMELA	90,159
BLENKIN, ROBERT	73,927
BLOCH, SWEYN-ERIC	56,185
BLONDEAU, LUCAS	91,902
BLONDEAU, RICHARD	51,011
BLYTH, JANINE	132,033
BODNAR, COURTNEY	97,944
BODNARCHUK, RYAN	63,723
BOEHME, LORI	90,600
BOLAY, MICHELLE	57,485
BOLDT, DARREN	261,480
BOLDU CORREA, DEJANIRE	65,500
BOLEN, CHRISTINE	99,099
BOLEN, SHEILA	54,682
BOLIANATZ, ROBERTA	100,684
BONNEAU, VICTORIA	101,049
BONNOR, CHAS	91,994
BONUS, KEVIN	82,340
BOOTH, TABITHA	106,020
BORLAND, SIENNA	81,962
BORYS, JANELLE	88,378
BOSCHE, AMY	73,862
BOSLEY, BLAYNE	93,986
BOULANGER, ALLISON	102,344
BOURQUE, NADINE	87,503
BOUTILIER, STEPHEN	98,985
BOWES, MONIQUE	126,958
BOYCHUK, ORISHA	81,816
BOYD, NEEJA	96,072
BOYD, SYDNEY	69,446

Name	Amount
BOYDE, CHRISTINE	70,697
BOYNTON, KARLA	70,860
BRACE, AMANDA	104,156
BRACE, GRAHAM	85,210
BRADLEY, JESSE	117,002
BRADLEY, STACEY	113,589
BRAITHWAITE, STACEY	102,216
BRANDT, ANDREW	80,919
BRANDT, SYDNEY	81,166
BRAUN, LUKE	106,115
BRAY, CRYSTAL	91,447
BREITKREUZ, TROY	94,418
BRENTNELL, CARLIE	90,679
BREWER, JOLIE	92,904
BREZINSKI, DORI-LYN	78,994
BREZINSKI, GWENDOLYN	131,279
BREZINSKI, KELLY	114,923
BRIDGEMAN, JANNAE	95,940
BRIDGEMAN, SCOTT	92,342
BRIERE, JENNIFER	90,044
BRITTON, SHAWNA	90,208
BROCK, ADAM	76,354
BRODZIAK, SHELLEY	114,621
BROWN, GINA	50,872
BROWN, JODEY	51,888
BROWN, JOSHUA	53,423
BROWN, KIM	72,383
BROWN, KYLE	86,813
BROWN, NADINE	69,039
BROWN, SHANNON	95,576
BROWNE, DAKOTA	74,964
BUBB, SENTILLA	64,461
BUCHAN, SARAH	76,954
BUCHANAN, DEVAN	79,083
BUCHKO, DALE	50,255
BUHLER, TYSON	94,546
BUISSON, NANCY	144,441
BURGESS, GARY	77,697
BURKHOLDER, SHYLOA	85,644
BURKHOLDER, THERESSA	57,410

Name	Amount
BURNETT, MELISSA	103,435
BURNS, BEVERLY	95,844
BURNS, SARAH	70,787
BURZMINSKI, DALTON	78,795
BUSSIERE, DARRYL	107,490
BYLSMA, RENAE	92,698
BZDEL, MARK	94,546
CALAMAAN, ELMER	52,439
CAMPBELL, KASSANDRA	108,797
CANALES, TAYLOR	50,129
CANLAS, JOEL	57,244
CAPPO, JEFFERY	91,201
CARIGNAN, DARLA	90,397
CARLSON, GISELE	115,531
CARON, DONNA	54,487
CARON, KYLE	88,677
CARR, BROOKLYN	63,849
CARR, JOCELYN	103,409
CARR, MATTHEW	59,386
CARSWELL, BRITTANY	83,263
CARTER, JOHN	82,780
CARTERI BALASKI, JOELLE	63,281
CARTERI, LINDA	77,384
CASPER, JACQUELINE	90,594
CASSWELL, CAROL	74,950
CASTILLO, RODERICK	55,515
CASTLE, CLAIRE	99,601
CASWELL, RYAN	94,204
CAUL, CAROLYN	99,420
CAWKWELL, JASON	61,006
CAZAKOFF, MELODY	54,637
CENDANA, JOHNNIE	54,966
CHAMBERS, KELLY	81,966
CHAN, ROANNA	89,738
CHANG, MICHAEL	62,397
CHAPMAN, LESLIE	106,107
CHASE, JACQUELINE	102,550
CHASE, MELISSA	98,263
CHATANI, KRISTEN	75,119
CHEAH DELNEA, VICKI	53,394

Name	Amount
CHEREPUSCHAK, NATASHA	89,646
CHEREPUSCHAK, ROBERT	95,315
CHERKAS, LAKEN	90,701
CHERKEWICH, ALLISON	129,275
CHERNICK, ELIZABETH	70,389
CHERNOFF, LINDSAY	84,606
CHILD, NEIL	99,933
CHIPP, HEATHER	52,282
CHISHOLM, ANGELA	95,196
CHITTICK, CHELSEA	91,508
CHOW, COURTNEY	64,776
CHRISTIANSEN, JODI	96,200
CHRISTIANSEN, KYLA	94,640
CHRISTIE BEACH, CAROL	91,615
CHRISTOFFEL, KATHLEEN	115,707
CHRISTOPHERSON, JOEL	94,204
CHRISTOPHERSON, KELLEY	89,817
CHURCH, JASON	94,204
CHURKO, KIMBERLY	53,054
CLAKE, MEGAN	89,615
CLAMPITT, DAVID	95,759
CLARK, AMY	65,813
CLARK, ERICA	63,016
CLARK, JANEEN	102,950
CLARO, MARIA	95,555
CLAUSON, KELSEY	88,320
CLAYARDS, HEIDI	109,926
CLAYTON, ASHLEY	98,186
CLEMENT, ALEXANDRE	72,114
CLEMENTS, CRYSTAL	96,390
CLEVELAND, TRACI	106,115
CLIFFORD, CHELSEY	68,948
CLIFFORD, KEVIN	57,677
CLIFTON, EVAN	93,701
CLYDE, BRITTNEY	70,249
CLYNE, DELAINE	156,512
COBB, CHELSEY	67,449
COCHRANE, TERA	63,085
COFFIN, TIA	99,840
COLEMAN, GLENNA	80,818

Name	Amount
COLEMAN, JASON	186,518
COLEMAN, JENNIFER	101,887
COLERIDGE, NICOLE	90,723
COLLADO, AMY	94,521
COLLER, HOLLY	83,300
COLLIER, NAOMI	96,665
COMANIUK, SANDRA	58,028
COMPAIN, MARGARET	83,504
CONNICK, MORGANNE	67,037
CONWAY, VICKI	92,073
COOK, DEANNA	94,819
COOK, LACEY	90,797
COOKE, NICOLE	59,039
CORBETT, LEAH	90,159
CORBIN, MONICA	104,929
CORNELIUS, KRISTAL	75,449
CORNWALL, JULIE	95,426
COSTANZA, CHRISTINA	87,973
COUNIOS, EVANGELIA	94,546
COWPER, ZACHARY	62,015
CRAIG, LINDSEY	87,613
CRAIGEN, TRACEY	59,389
CRAMER, JOCELYN	63,372
CRAWFORD, KYLA	70,294
CRAWFORD, THEODORE	76,667
CRAWFORD, TRINA	89,884
CRICHLow, SHIANNE	106,555
CROSS, JAMIE	94,546
CROSSMAN, MANDY	90,636
CRUSE, BRITTNEE	94,423
CRUSE, KELLY	76,231
CRUSE, RYAN	94,375
CULBENGAN, ERNESTO	56,373
CULLETON, JENNIFER	63,375
CULLINS, TRACY	89,732
CUNNINGHAM, NICOLE	93,932
CURTIS, ANDRA	93,900
CURTIS, JOCELYN	92,413
CUSHWAY, ALISON	88,998
CUSHWAY, RUSSELL	90,627

Name	Amount
CUTTING, CAMBRI	97,824
CUTTING, PAUL	83,150
CYR, JACOB	56,837
CYR, KEN	57,002
CYR, VANEA	156,299
DACEY, MICHAEL	97,376
DACOSTA, MEAGHEN	80,671
DADIE, KOUABRAN	86,262
DAELICK, LORI	172,403
DAHL, DOUGLAS	107,830
DAHLGREN, WAYNE	118,718
DAKA, ALLISON	94,888
DANIELS, BRANDEN	69,885
DANIELS, DUANE	147,643
DANYLUK, CARMEN	100,728
DAVENPORT, CARTER	69,767
DAVID, RHONEIL	58,134
DAVIDSON, LISA	91,157
DAVIDSON, TROY	101,479
DAVIES, JENNIE	100,070
DAVIS, SHANNON	69,748
DAVIS-YAU, STEPHANIE	93,922
DAWSON, ALEXANDRA	56,503
DAWUDA, ALHASSAN	89,941
DAY, NICHOLAS	71,527
DAYMAN, KELSEY	83,216
DE LA CRUZ, DENNIS	57,512
DE LA CRUZ, GEORGE	59,459
DE PAZ, RAFAEL	51,888
DEADLOCK, LENAE	69,569
DECK, KELLY	54,253
DEIS, JAMIE	53,806
DEIS, KELLY	92,471
DELA SANTA, WELL	60,685
DELORME, ALANA	96,101
DELORME, RUTH	90,636
DEMYEN, GALE	58,029
DENNINGER, KIRSTEN	92,306
DENNIS, AMY	97,050
DENNIS, CONNIE	90,123

Name	Amount
DEREN, AMERY	97,127
DERENISKY, KATHRYN	53,419
DERENISKY, SANDRA	107,370
DERINGER, DONARAE	90,715
DERKATCH, MINDY	99,359
DERMODY, KAREN	90,159
DEROSIER, WILLIAM	134,774
DERZAPH, PATRICIA	64,274
DESJARLAIS, BROADRICK	90,636
DESJARLAIS, DANIELLE	91,385
DESJARLAIS, JENNIFER	95,987
DESNOYERS, MADISON	85,242
DIALLO, MAMADOU	82,447
DICKIE, BRENDAN	85,271
DIEBEL, KELLY	60,397
DIEWOLD, NICOLE	94,724
DINSMORE, DEANNE	97,238
DIXIT, SWATI	79,698
DOELL, HOLLY	99,933
DOERING, CASSANDRA	105,065
DOLMAGE, HEATHER	75,766
DONOVAN, ANNA-MARIE	78,148
DONOVEL, CHRISTINA	91,605
DORE, CLAIRE	97,261
DRACKETT, SHAUNA	94,204
DREHER, ANNE-MARIE	98,113
DREHER, KAYCEE	93,687
DRENNAN, JOSHUA	86,299
DREVER, TRISTA	64,108
DRIVER, DANIELLE	94,681
DRYBURGH, TARA	91,631
DUCK, MICHAEL	100,310
DUECK, MICHELLE	95,056
DUFFIELD, BLAINE	89,881
DUKE, TAMMY	120,799
DUMELIE, DANIELLE	94,546
DUMONT, KYLE	94,204
DUMONT, TENILLE	94,811
DUNCAN, SHARLA	50,280
DURAN, ALEXANDRA	84,435

Name	Amount
DUREAULT, ALANA	69,923
DUSARAN, FERNANDO	61,545
DUSARAN, FRANCIS	63,873
DUSYK, CEANE	94,546
DYCK, DAVID	75,832
DYCK, KENTON	62,882
DYCK, MICHAEL	90,159
DYNNA, MICHAEL	74,641
DZUBINSKI, STEPHANIE	84,154
EBERLE, CANDICE	87,037
ECKERT, ANESSA	70,281
EDEY, GWENDOLYN	62,942
EDGAR, JANELLE	76,038
EDMONDS, MARK	92,400
EGETO, MEGAN	101,527
EISWIRTH, JUSTIN	94,204
ELBERG, TANYA	99,347
ELDER, LANCE	118,894
ELLES, JAIHRA	59,836
ELLES, MANDI	89,049
ELLIOTT, JAIME	62,118
ELLIS, LAURIE	117,354
ELLIS, TRACEY	117,231
EMPRINGHAM, AMY	102,354
ENDICOTT, JEFFERY	90,582
ENGBERS, CHRISTINA	84,826
ENGEL, KIM	59,475
ENGEN, CHRISTOPHER	103,836
ENION, ASHLEY	93,362
ENION, CONNOR	61,037
EPP, RILYNN	62,993
ERMEL, JULIA	72,012
ESKDALE, GLORIA	82,422
EVANS, KELLI	100,130
EWEN, ANNA	57,272
EWERT-MOLESKY, LARA	94,546
EXNER, DANETTE	171,308
EXNER, KELTIE	112,002
EXNER, KRISTIN	89,475
EYRE, STEPHANIE	89,552

Name	Amount
FARLEY, STEPHANIE	99,591
FAVEL, SANDRA	96,552
FAY, MEGAN	82,622
FAYANT, SHANNON	127,053
FAZAKAS, MARILYN	61,873
FEDORUS, SHANNON	101,675
FEDYCK, RYAN	61,915
FEHR, MATTHEW	95,596
FEHR-ROSE, RAELEEN	99,933
FELLNER, JADE	91,022
FELLNER, SKYLER	85,464
FELSTROM, NANCY	99,249
FERWERDA, MICHELLE	95,633
FICK, MIRANDA	83,169
FICKO, SARAH	100,483
FICOR, JOCELYN	96,071
FIEGE, BECKY	99,099
FIEGE, KIRK	95,520
FILSON, JOSEPH	107,124
FILYK, REGAN	85,001
FINDLAY POCKETT, HEATHER	99,396
FINSTAD, PAUL	55,593
FIORANTE, LISA	88,962
FIORANTE, PAULA	91,005
FISCHER, MICHAELA	54,435
FISCHL, JESSICA	90,208
FISHER, CASSANDRA	81,527
FISHER, RICHANDA	88,402
FLAMAN, TAMMY	94,393
FLENGERIS, MARIA	89,629
FLETCHER, AMBER	78,148
FLOOD, RYAN	94,546
FLOREK, CARLIE	99,250
FLOREK, DONOVAN	81,413
FLOYD, DEVON	83,193
FLUTER, DAVID	54,391
FOELL, JENNIFER	96,368
FOKOU AKIFACK, VERONIQUE	71,571
FORAIE, MICHAEL	61,765

Name	Amount
FORBES, DARREN	94,546
FORBES, MATTHEW	54,696
FORD, HENRY	90,159
FOREMAN, ANDREW	96,361
FOREMAN, DALLAS	99,933
FORNWALD, DENNIE	77,338
FORREST, SALEMA	94,847
FORREST, SHELLEY	91,337
FORSYTH, KYLEE	89,817
FOSTER, KENT	90,159
FOSTER, SHERRON	98,995
FOX-SCHAFFER, SAGE	63,592
FRAESE, SHARON	81,669
FRANK, BRADY	72,281
FRANK, BRAYDEN	76,986
FRANKLIN, TERRALEE	92,952
FRANSOO, ALYSSA	92,963
FRASER, MIRANDA	84,523
FRASER, PAYDEN	73,573
FRAZER, LISA	98,772
FREDERICKSON, TERRI	94,546
FREDERIKSEN, BRENDA	104,501
FREDLUND, VICTORIA	75,870
FRIESEN, KAYLA	74,364
FRIESEN, TIMOTHY	74,739
FRIGON, JAMES	101,762
FRIGON, LORI	94,546
FROH, LINDA	96,557
FROH, TARA	92,765
FROM, HILLARY	78,730
FRY, RENATTA	94,613
FUCHS, ERIN	72,347
FULLER, DESTINY	60,435
FULMEK, RAEGYN	80,312
FURMAN, DANIEL	83,021
GABEL, AMANDA	90,600
GABOURY, JEREMY	93,372
GAERTNER, LILA	50,429
GALBRAITH, KRISTY	94,368
GALE, ERIN	90,496

Name	Amount
GAMBLE, RICHELLE	66,098
GAMRACY, TAYLOR	70,968
GANES, MARK	84,863
GANS, BOBBI-LYNN	55,186
GANSHIRT, DAWN	79,194
GARDINER, JENNIFER	98,845
GARDINER, SCOTT	100,775
GARDNER, BRENDA	54,179
GARNER, LARISSA	93,253
GAROZA, GILBERT	50,618
GARRATE, AMY	53,135
GARROW, KIMBERLY	64,337
GASPARIC-BLOCK, KRISTINA	54,968
GATES, NICOLE	97,361
GATIN, BRIAN	98,192
GATTINGER, MEAGAN	79,127
GAUTHIER, REBECCA	71,490
GAUTHIER, SHAWN	70,874
GEBERT, JESSE	57,022
GEBHART, BRENT	87,305
GEDDES, ERIN	119,073
GEISS, LINDSAY	102,964
GELINAS, KAYLA	85,044
GELLNER, LYNDA	96,270
GELSINGER, BRENT	90,570
GEMMELL, MEGAN	80,916
GEORGACACOS, LINDSAY	95,681
GEORGE, BRITTANY	83,732
GEORGE, JONATHAN	86,762
GEORGESON, KATIA	50,002
GEREIN, TODD	96,570
GERLACH, MELISSA	101,274
GERRAND, ANDREW	90,661
GERRIOR, MICHAEL	98,293
GERRIOR, STEPHANIE	93,145
GERSPACHER, JOCELYN	90,159
GETZ, ALLISON	84,359
GIAMBATTISTA, JORDAN	60,458
GIBSON, CHRISTOPHER	53,110
GIBSON, LACY	90,159

Name	Amount
GIESBRECHT, MATTHEW	91,280
GILL, ARASHDEEP	63,500
GILLETT, KURT	100,037
GILLIES, KAILEY	93,362
GILLINGHAM, DAVID	140,354
GILROY, RULENE	125,605
GILROY, WARREN	91,382
GINETZ, KARRIE	106,071
GIRODAT, DALE	128,972
GIROUX, STEFANIE	94,546
GLASS, NANCY	61,917
GLASSER, JENELLE	94,489
GLASSER, SHERYL	92,517
GLASSPELL, GEOFFREY	98,833
GLASSPELL, MELISSA	88,162
GLOVER, JUSTINE	102,933
GOBY, BENJAMIN	103,701
GOBY, SONJA	102,583
GOEBEL, SCOTT	67,488
GOERTZEN, ASHLEY	89,419
GOODMAN, TRAVIS	86,762
GORDON, CHELSEY	66,972
GORDON, SHERI	90,049
GOSKI, BRENNAN	54,470
GOSKI, NANETTE	91,594
GOUDIE, ANASTASIA	85,820
GOUDY, NATHAN	62,348
GOULET, KARLA	86,747
GRAD, LESLIE	59,015
GRAF, DAYNA	96,724
GRAJCZYK, KATRINA	90,159
GRANAT, MADELINE	63,467
GRAND, AMANDA	95,055
GRAY-OWEN, KRISTAL	51,758
GRAYSTON, JASON	88,998
GREEN, DAELYNN	95,361
GREENBERG, STACEY	78,848
GREENE, CHRISTINE	90,483
GREENSLADE, JEFFREY	99,249
GREFF, STEPHANIE	66,039

Name	Amount
GREGOIRE, TARYN	106,115
GRINYER-KUCHNIO, JOANNA	74,719
GRODECKI, KATHRYN	102,030
GRODECKI, MICHELLE	100,044
GUEST, KATHLEEN	93,837
GUEST, TARA	99,249
GULLACHER, PAUL	94,546
GULLICKSON, KELSEY	88,917
HACK, BREANNE	90,701
HACK, KARIN	90,636
HACKEL, DANIELLE	112,390
HACKEL, JORDAN	90,689
HADICAN, STEVEN	94,546
HAGGARD, MELISSA	93,437
HAGMAN, AMANDA	94,546
HAIG, DEANNA	97,678
HAINSTOCK, LORENA	117,797
HALBERT, ALISON	57,035
HALL, ELDON	90,159
HALL, JENNIFER	90,165
HALL, JODY	94,187
HALLADAY, TRACEY	95,952
HALTER, REBECCA	87,829
HALVERSON, ARIANA	80,576
HALVORSEN, MORGAN	67,045
HALVORSEN, REBEKAH	67,044
HALVORSON, JANNA	76,038
HAMANN, PAIGE	58,379
HAMEL-SROCHENSKI, CAREY	99,099
HAMILL, KRISTY	99,669
HAMILTON, CHRIS	59,822
HAMILTON, CHRISTOPHER	86,438
HAMILTON, JASON	56,222
HAMILTON, MARLENE	55,624
HAMILTON, MEAGHAN	64,883
HAMMETT, REBECCA	90,350
HAMON, ANDREA	90,159
HAMON, CALLAN	86,669
HANIAK, SAMANTHA	91,951

Name	Amount
HANNILA, LIISA	89,982
HANOVER, CAMERON	59,159
HANSEN, KASSANDRA	59,484
HANSLIP, HERMAN	55,314
HARDCastle, KAITLIN	72,787
HARDEN, CHRISTINA	97,062
HARLOS, ERIN	89,817
HARRIS, KAREY	119,753
HARRISON, JUSTIN	90,968
HARRISON, KATHRYN	113,807
HARRISON, TANIA	91,591
HART, DYLAN	84,915
HARTMAN, CHRISTOPHER	74,522
HAU, STACIE	94,797
HAUS, RHONDA	122,965
HAVELANGE, LANTZ	55,056
HAYDEN, ANGELIC	61,873
HAYKO, KRISTI	63,740
HAYNES, ROSA	78,788
HEDIN, HEATHER	101,638
HEINEN, LAUNEL	98,997
HENDERSON, CHRISTOPHER	89,817
HENDERSON, DAWNA	94,110
HENDERSON, JANELLE	94,546
HENDREN, KATHERINE	89,713
HENDRY, ADRIANNE	94,365
HENRY, JILL	95,899
HENRY, TYLER	79,679
HENSON, MARGOT	92,577
HERBISON, MORGAN	94,957
HERON, DUSTIN	90,159
HESJE, JADE	76,992
HETTERLEY, GREGORY	65,377
HEUCHERT, TANIYA	78,535
HEWARD, WILLIAM	69,989
HEYMEN, JEREMY	50,768
HEYMEN, PETER	57,298
HIBBERT, TERI-LIN	92,851
HICKEY, JORDAN	76,845
HICKS, CHELSEY	91,870

Name	Amount
HIGHMOOR, LORI	53,692
HINCKS, JO-ANN	70,208
HINDMARCH, CURTIS	57,376
HINKS, CHARLENE	96,768
HISCHEBETT, KELLY	90,220
HLUSHKO, TREVOR	88,833
HODGINS, LORI	91,864
HODGINS, RYAN	89,475
HODGSON, DAPHNÉ-ANNE	56,902
HODGSON, KIMBERLY	93,642
HODSMAN, JESSICA	96,338
HODSON, HAYLEY	62,903
HOEFT, NESHICA	84,826
HOFFMAN, ANDREA	78,548
HOFFMAN, BRIDGET	63,636
HOFFMAN, CHANTELLE	73,962
HOFFMAN, MITCHELL	68,217
HOFFMAN, ROBIN	50,082
HOLBROOK, JENNIFER	88,420
HOLBROW, DARRYN	94,546
HOLCOMB, CHRISTOPHER	82,987
HOLLINGER, ASHLEY	69,666
HOLLINGER, SHARMAYN	93,462
HOLLINGER, TAYLOR	96,736
HOLLYOAK, TARYN	51,565
HOLNESS, KIAH	61,924
HOLOTA, CARMEN	123,481
HOLSTEIN, LEANNE	92,244
HOLTBY, DALLAS	72,104
HOLYWELL, SHELLEY	94,546
HOMINUKE, JAMES	92,336
HONE BEST, JENNIFER	102,008
HORTON, GLENN	78,691
HOUK, TRACY	121,604
HOULDEN, BARRY	94,546
HOUSTON, ROBERT	90,159
HOVE, CARMEN	79,285
HOWARD, APRIL	108,059
HOWARD, KYLEE	73,989
HOWAT, KARLA	170,984

Name	Amount
HOWATT, TYLER	83,048
HOWIE, KEILYN	74,619
HOWIE, LORI	84,570
HOWLETT, VALERIE	80,362
HOWSE, JASON	95,092
HOWSE, LYNN	94,546
HOWSE-MEISTER, DALE	91,557
HUBBARD, MARNIE	97,296
HUBBARD, TRACY	94,546
HUBENIG, JEFF	127,245
HUBER, CHRISTINE	103,442
HUBER, JENNIFER	98,720
HUBER, JENNIFER	99,958
HUBER, SHARI	98,360
HUFNAGEL, KARLI	69,155
HUGHES, CHLOE	89,792
HUGHES, WILLIAM	77,893
HUNT, CHANTALLE	91,278
HUNT, ROBIN	93,679
HUNTER, CATRINA	89,817
HUNTER, MORGAN	93,307
HUNTER, RENAE	98,252
HUNTER-REAVIE, LEAH	109,584
HUNTINGTON, JENNIFER	69,088
HURFORD, KENT	63,798
HURLBERT, NINA	95,044
HUSBAND, MARK	91,091
HUTT, TAYLOR	59,259
HUTTON, ANGELA	119,563
IBBOTT NEISZNER, HILLARY	122,106
IRFAN, ALINA	76,209
IRVINE, JESSICA	94,704
ISMOND, RACHELLE	71,506
ISTACE, DANIELLE	119,803
IVENS, CLAIRE	60,397
JACKSON JENSEN, KRISTOPHER	61,881
JACKSON, ALEXANDRIA	77,793
JACKSON, KAREN	95,455
JACKSON, KIRSTEN	88,998

Name	Amount
JACKSON, LINDSAY	103,811
JACOBS, MARK	54,290
JAN, KRISTOPHER	98,292
JANSSEN, JASON	118,809
JANZEN, JODIE	74,886
JANZEN, LARA	94,675
JAY, MICHELLE	81,878
JEANNOT, ARMAND	91,631
JENSEN, COLIN	113,671
JENSEN, DIANA	67,591
JESSOP, MARISSA	55,677
JEWORSKI, VANESSA	98,534
JING, XIAOQING	62,479
JO, JAMES	99,933
JOHNS, BRITTANY	80,509
JOHNS, DYLAN	119,493
JOHNSON BECHARD, MYVANWY	94,564
JOHNSON, DONALD	66,800
JOHNSON, SARA	80,420
JOHNSON, SCOTT	94,546
JOHNSON, TRACY	97,303
JOHNSTON, MARIE- FRANCE	50,879
JOHNSTON, TERESA	80,966
JOHNSTONE, SHANNON	76,955
JONES, AMY	96,674
JONES, ESTHER	54,812
JONES, LISA	90,202
JONES, MARK	62,307
JONES, TAMMY	85,224
JONES, TYLER	92,613
JONES-LEIBEL, KIMBERLY	95,669
JORDENS, SHARON	97,867
JOSEPHSON, RYAN	115,204
KABAY, BRANDY	61,283
KAINZ, JACQUELYN	56,967
KALUZA-HUGHES, CHRISTINA	102,425
KAMBOZ, INDERJIT	100,304
KAMINSKY, JENNIFER	97,299

Name	Amount
KAMPMAN, JENNA	64,999
KANELLOPOULOS-PERENTES, FOTINI	94,571
KANKINDI, ALICE	80,317
KANNENBERG, BRETT	96,530
KARDYNAL, RYAN	90,159
KASPRICK, JASON	94,546
KATCHUK, RYAN	61,367
KAUR, JASPREET	57,170
KAUR, MANPREET	71,249
KAZMYRA, MELISSA	69,849
KEEFE, SARAH	99,933
KEELEY, KRISTA	71,909
KEIL, TRUDY	97,134
KEIR, KELLY	90,159
KELLN, DANIELLE	72,108
KELLN, MATTHEW	66,098
KELLN, TAMMY	76,856
KELLYMAN, JENNIFER	90,159
KEMP, BROOKE	80,020
KERR, EMMA	91,499
KERR, HEIDI	73,198
KERR, INGRID	92,484
KERSTER, DARIAN	88,096
KERTAI, LAUREN	84,204
KILBACK, SHEA	93,097
KIM, MINSEO	55,869
KIMBLEY, ALISON	76,237
KING, NANCY	110,253
KINNEY, SUSAN	96,073
KINVIG, HEIDI	54,609
KIRSCH, KAELA-LEE	87,816
KISSICK, DARRYL	93,862
KIVELA, DEBORAH	68,384
KJELSEN, DAVIN	89,475
KLAPTCUK, MELISSA	78,505
KLASSEN, TRACEY	96,463
KLASSEN, TRUDY	94,546
KLATT, ALICIA	55,620
KLEIN, JOELLA	112,195
KLEPPE, STEFANI	93,798

Name	Amount
KLOVANSKY, DAYTON	64,055
KLUS, ERIN	69,691
KNECHT, KRISTA	51,265
KNELSEN, CORINNE	120,439
KNOLL, AIMEE	88,954
KNOLL, MICHAEL	96,718
KNUTSON, LISA	74,140
KODAS, MARY	100,821
KOHUCH, FREDRICK	78,974
KOLISH, ERIN	103,683
KOLLYBABA, STEWART	52,941
KOLODZIEZAK-JAMIESON, DELORES	51,091
KONDRAKIUK, JILLIAN	88,714
KOPEC, SYNDEE	93,862
KORCZAK, PAMELA	119,729
KORINETZ, MARY-LOU	53,595
KOROLUK, KRISTIN	51,035
KOROLUK, ROBYN	90,159
KORONKIEWICZ, TRISTIAN	60,566
KORPAN, GREGORY	106,632
KORPAN, JASMINE	77,054
KOSHMAN, ARNOLD	51,850
KOSSATZ, TEIGHAN	69,140
KOT, JANIS	101,551
KOTYLAK, MARLEY	90,736
KOUADIO, CHRISTELLE	91,495
KOWALSKY, STEPHANIE	99,993
KOWALYSHYN, LISA	114,185
KOZA, JOSHUA	68,430
KOZACK, BARBARA	58,841
KOZACK, TODD	89,817
KOZEY, AMANDA	65,283
KRAMER, JENNIFER	101,648
KRASSMAN, TRISTA	92,761
KRENBRINK, TRACY	110,179
KRETSCHMER, MARDI-JANE	95,627
KROGSGAARD, TORI	98,583
KRUG, MICHAEL	68,825
KUKURA, LORI	127,207

Name	Amount
KULAK, DANA	58,969
KULLMAN, ELAINE	93,219
KUNTZ, ASHLEY	179,074
KUNTZ, JOEL	74,587
KUNTZ, KELSEY	90,087
KUNTZ-ZECH, SHAELA	101,100
KUPPENBENDER, LINDSAY	94,727
KUSHNIRUK, VANESSA	78,871
KUZ, KELSEY	79,075
KUZ, LAURA-LEE	90,159
KUZ, NOLAN	63,838
KWAN, DEREK	100,849
KYDD, AMANDA	79,548
KYDD, SARAH	112,084
LABAR-AHMED, LAUREL	99,933
LABAS, JILL	94,963
LABATT, AMANDA	109,584
LABUIK, TARA	101,941
LAFONTAINE, LANA	101,144
LAGUE, ELLEN	100,920
LAM, DALTON	66,863
LAMB, MICHAEL	94,486
LAMPORT, ERIN	97,128
LANDGRAF, LISA	100,414
LANE, JENNIFER	55,027
LANG, BRITTANY	80,332
LANG, RHONDEAN	98,212
LANGILL, JARA	94,546
LANGMAIER, ANDY	63,338
LANGMAIER, WOODROW	60,612
LANIGAN, MIRIAM	93,862
LAPCHUK, SASHA	96,444
LAPCHUK, WANDA	104,005
LAPLANTE, TERESA	90,901
LAROCQUE, MEREDITH	87,321
LARSON, ERICA	94,337
LAUAGAN, JIZELLE	65,955
LAWRENCE, DARCY	98,006
LAYCOCK, KATHLEEN	69,031
LAZAROU, THEODOROS	120,572

Name	Amount
LAZORKO, JAYME-LEE	99,276
LAZURKO, TARA	91,557
LEACH, JENNIFER	91,361
LEARNED GARRITTY, AMBER	82,805
LEBLANC, CHANTAL	90,159
LEE, GEORGINA	98,209
LEE, NIGEN	78,454
LEE, RORI	104,001
LEGAULT, ASHLEY	63,324
LEIB, SHANNON	90,407
LEIER, ANDREA	91,609
LEIER, MICHAEL	105,602
LEIPPI, STACY	88,809
LEITNER, JOANNE	104,001
LEITNER, PERRY	97,122
LEKIVETZ, JENNIFER	102,766
LEMMONS, JASON	78,355
LENIHAN, KELSIE	106,677
LENZEN, ASHLEY	94,796
LESLIE, DENISE	94,204
LEUGNER, TAYLOR	60,908
LEUNG, LYDIA	96,306
LEUNG, ROXANNE	101,500
LEUPOLD, MATTHEW	77,946
LEURER, KIMBERLY	91,029
LEVERS, TRENT	94,546
LEVESQUE, BRIANNA	76,674
LEVESQUE, MARIO	114,620
LEVY, LEAH	91,778
LEWIS, BRIAN	50,231
LEWIS, HEATHER	94,546
LEWKO, KELLI	100,939
LEWRY, CALANDRA	111,671
LILLEJORD, AUTUMN	97,027
LIMJOCO, JAN	56,057
LIMOSNERO, CARLO	76,619
LINDBLAD, JESSICA	58,168
LINDEMANN, JENNIFER	94,546
LINKE, LORELL	95,797
LINNER, PATRICIA	90,620

Name	Amount
LISOWAY, MIRANDA	55,086
LITTLE, JAMES	94,546
LITTLE, MELANIE	125,597
LITZENBERGER, BLAIR	126,642
LLOYD, DARREN	99,933
LOBB, BRIAN	99,933
LOCK, MELISSA	93,362
LOCKERT, JASON	74,961
LOEPPKY, CHERYL	96,632
LONGMOORE, DYLAN	87,776
LONGMUIR, CASSANDRA	63,138
LOOYSEN, JEFFREY	74,497
LOSZCHUK, MARC	92,073
LOTHIAN, CURTIS	96,297
LOUGHEED, CHRISTINA	74,422
LOUTTIT, KIRSTEN	78,735
LOVE, CHANELLE	64,818
LOWE, REAGAN	178,750
LOWE, STEPHANIE	56,060
LOWEY-CHIMILAR, TANNIS	124,700
LOZINSKI, DELEE	93,102
LOZINSKY, JANELLE	75,033
LUDTKE, NICOLE	94,967
LUECK, CALEB	54,116
LUEKE, TOVE	68,399
LUTERBACH, DONNA	96,478
LUU, ALEXANDER	70,001
LYNCH, COLLEEN	88,625
LYNCH, JESSICA	93,830
LYNNES, JORDAN	84,595
LYON, AMY	72,786
LYONS-MOUYIOS, JENNIFER	90,241
MABUNDU, ANNE-MARIE	83,238
MACAULAY, HANNA	71,718
MACAULAY, SUSAN	99,933
MACAULAY, WILLIAM	99,933
MACDONALD, KAREN	94,989
MACDONALD, MITCHELL	88,230
MACDONALD, TRACY	94,546
MACERA, FRANK	58,222

Name	Amount
MACHIN, KEVIN	94,546
MACHMER, LAURIE	91,202
MACHNAIK, LISA	94,607
MACMILLAN, BONNIE	77,387
MACPHAIL, THERESA	61,873
MACPHERSON, BETSY	89,475
MACPHERSON, KATHERINE	94,546
MADHUR, DAYA	97,146
MADILL, CASSANDRA	80,468
MADIRATTA, JESSICA	99,985
MAERTENS, DARREN	53,538
MAERTENS, LAURIE	55,301
MAERTENS, MATTHEW	100,777
MAGOTIAUX, TANYA	90,288
MAIER, MARIAN	103,057
MAIER, STEPHANIE	77,906
MAILHOT, JONI	92,821
MAKNOJIA, ASMA	62,641
MAKRIS-NAGEL, MARIA	94,546
MALAGRIDE, THEODORE	72,041
MALLORY, ANGELA	115,392
MANASTYRSKI, KAYLEIGH	95,880
MANESIYA, JASMINE	60,245
MANESIYA, SEEMA	62,106
MANN, LISA	92,862
MANNING, TUSAUNA	97,128
MANTYAK, KELLY	78,092
MANZ, JIM	95,563
MARANAN, JOSELITO	55,682
MARCHTALER, JASON	94,546
MARCHTALER, SHAUNE	94,546
MAREDIA, SANAM	73,965
MARK, CAITLIN	88,233
MARKWART, KIMBERLEY	126,167
MARSDEN, CHRISTOPHER	59,544
MARSHALL, CHAD	91,704
MARTINEZ, ELMER	50,953
MARTINSON, SHERMAN	89,236
MARWICK, LISA	52,708
MASON, CHRISTIE	64,447

Name	Amount
MASTEL, TRACY	99,933
MASTERS, SAMANTHA	68,821
MASUR, MELONY	99,099
MATECHUK, CARLEY	75,086
MATHESON, KRISTY	92,836
MATHIES, JENNIFER	96,614
MATIC, RACHELLE	98,985
MATICHUK, HEATHER	100,080
MAURER, ASHLEY	94,546
MAXIE-POITRAS, TANJA	101,399
MAXWELL, JEFFREY	96,341
MAYER, JULIE	93,362
MAYER, SARA	82,570
MAYER-LOUTIT, SARA	68,848
MAZHAR, RASHIDA	100,678
MCALEESE, RYAN	70,430
MCARTHUR, AMANDA	90,636
MCCASHIN, KYLA	97,160
MCCAWE, KRISTA	121,606
MCCAWE, MATTHEW	109,926
MCCHESENEY, ELANN	100,320
MCCORMICK, JOLENE	92,889
MCCORMICK, PARKER	64,936
MCCRREDIE, KATHERINE	75,884
MCDONALD, ALLYSON	100,628
MCDONALD, AMY	97,128
MCDONALD, LEANNE	73,439
MCEWEN, CONNOR	71,537
MCFADDEN, TIMOTHY	94,546
MCFADYEN, CINDY	104,001
MCFETRIDGE, BRIANNE	95,797
MCGILLIS, STACEY	95,591
MCGILLIVRAY, CATHY	113,875
MCGILLIVRAY, COLLEEN	90,220
MCGILLIVRAY, MELODY	100,462
MCGOURTY, KATHLEEN	71,380
MCGURRAN, JOSEPH	111,528
MCIVER, KAREN	86,854
MCIVOR, NICHOLAS	59,766
MCKAY, KERRI	95,280

Name	Amount
MCKELLAR, CARMEN	71,020
MCKENZIE, JANINE	92,170
MCKENZIE, KOLA	110,262
MCKENZIE-COX, MAXINE	114,923
MCKEOWN, DARCY	133,257
MCKILLOP, IAN	151,754
MCKILLOP, MICHELLE	90,159
MCKILLOP, SCOTT	94,546
MCKIM, LAUREN	64,209
MCKINNA, ALISSA	94,107
MCKINNON, MICHAELA	67,877
MCLAIN, BRADLEY	57,267
MCLAREN, IAN	96,582
MCLAREN, LAINE	75,692
MCLAUCHLAN, ERIN	88,251
MCLEOD, DARLA	57,589
MCMANN, BRETT	97,605
MCMARTIN, JODI	95,272
MCMILLAN, TEAGAN	77,254
MCMILLEN, KRISTA	94,620
MCMILLEN, SHAYNE	108,728
MCMULLEN, ALYSSA	94,421
MCMURDO, KIMBERLEE	93,710
MCNAB, IRA	70,025
MCNABB-SINCLAIR, ALEXANDRA	71,285
MCNAIR, TRICIA	94,546
MCNALLY, STEPHANIE	70,866
MCNEVIN, MEIRA	103,950
MCNUTT, KRISTEN	78,652
MCPHERSON, DALLAS	90,570
MCPHERSON, KRISTAL	127,325
MCQUEEN, ALLISON	75,031
MCRORIE, CATHARINE	94,275
MCTAGGART, SCOTT	75,105
MCWILLIAMS, ALLEN	58,675
MEAGHER, JAMES	105,471
MEASNER, CASSIA	91,248
MEDL, DEREK	101,405
MEENAN, DARLA	93,401
MEGAW, KRISTI	95,006

Name	Amount
MEIER, SHERYL	99,933
MELLOR, NAOMI	216,796
MELNECHENKO, BRANDAN	93,048
MELNYK, HEATHER	56,757
MEREDITH, SHARON	66,082
MERK, CHRISTOPHER	63,777
MERK, JENNIFER	88,821
MERRYWEATHER, BRIAN	97,301
MESSER, KAITLYN	102,151
MEYER, KELLEY	98,348
MEYERS, LANA	94,712
MIDDAGH, KELSEY	69,714
MIEZIANKO, DEAN	135,749
MILLAR, JEFFREY	66,006
MILLAR, LEE	97,620
MILLAR, TYRONE	92,057
MILLER, BLAINE	79,060
MILLER, CHARLEN	95,740
MILLER, CHERA	95,460
MILLER, HALEY	64,896
MILLER, MARILYN	121,812
MILLER, MIRANDA	98,113
MILLIGAN, LORI	82,324
MINTER, JENNIFER	99,933
MINTZ, MELANIE	93,048
MISKOLCZI, KARA	58,227
MISSAL, ELLEN	66,428
MITCHELL, IAN	118,685
MITCHELL, RENEE	85,684
MITCHELL, TANA	119,288
MOHAMED, MONAH	64,321
MOLANO, ROCKY	50,717
MOMIN, SANAA	76,453
MONTAGUE, NICOLLE	94,546
MONTAGUE, RENEE	90,397
MONTGRAND, WINSTON	94,033
MONZ, KRISTIN	95,257
MOONEY, PATRICK	77,412
MOORE, PATRICK	94,546
MORAN, ROBERT	78,187

Name	Amount
MORGAN, MARSHALL	91,309
MOROZ, AMY	92,067
MORPHY, ANDREA	113,674
MORRIS, COLLEEN	89,475
MORROW, DORA	73,408
MORROW, ELISE	93,868
MORROW, NICOLE	90,404
MORTLEY, PHILIP	74,153
MOSER, JESSICA	106,115
MOSEWICH, COURTNEY	80,083
MOSIONDZ, LANDON	91,382
MOSKAL, LYNDSAY	90,159
MOSKAL, TREVOR	67,143
MOSSMAN, MEGAN	68,378
MOTLIK, SCOTT	102,533
MOURRE, JENNIFER	112,483
MUCHA, SANDRA	101,895
MULHOLLAND, IAN	94,546
MULLER, JASON	95,594
MULLIE, MACKENZIE	61,116
MULVOGUE, MYRIAH	106,207
MUNRO, JASON	111,965
MUNROE, CRAIG	75,895
MUNSON, KRISTA	116,350
MURDOCH-BRACE, KAYLEY	64,469
MURRAY, ASHLEY	97,243
MUSHYNSKY, TAYLOR	67,604
MUSLEH, JUDY	90,159
MVOULA, DIVIN	69,354
MYERS, KIMBERLEY	52,170
MYRAH, ASHLEY	93,521
NADARAJAH, NOLAN	65,017
NADOROZNICK, KATIE	68,391
NADOROZNICK, SAMIRA	90,177
NAGEL, KARI	102,564
NAGEL, WILLIAM	90,930
NAMETH, TRICIA	93,369
NEETZ, CLAUDINE	105,175
NEGI, BABITA	70,589
NEITHERCUT, LORNE	94,546

Name	Amount
NELSON, ALANA	96,785
NELSON, ANDREW	67,047
NELSON, CHANELLE	106,829
NELSON-GOETZ, DIXIE	134,071
NENSON, BRIAN	94,546
NENSON-CATLEY, LISA	80,523
NESBITT, BRITTANY	89,532
NESLAND, JESSICA	89,110
NEUFELD, BARRY	94,546
NEUFELD, COLIN	84,455
NEUFELD, TAMMY	97,562
NEULS, SETH	132,336
NEUSTAETER, DANNY	98,277
NEWMAN, ALISON	98,939
NEWMAN, ROBERT	92,146
NICHOLSON, CARA	98,011
NIELS, JADEN	56,047
NISKALA, AIDAN	83,896
NIXDORF, ANGELIKA	96,634
NIXON, DWILA	100,462
NORDIN, PHIL	102,483
NORICK, ALISSA	64,846
NORMAN, CURTIS	103,456
NORMAN, JASON	116,146
NORTON, SHERALYN	72,764
NOYES, ELLEN	92,158
NYE, BEVAN	87,353
NYSTUEN, ANNELIESE	75,828
OCHITWA, NYSA	92,828
ODELEIN, SABRINA	54,117
O'HALLORAN, JODI	90,465
OLESON, JENNIFER	106,679
OLSON, BRENDA	54,632
OLSON, KAYLA	52,161
OLSON, WENDY	89,606
OLYNICK, STARLA	97,387
OLYNYK, DARCY	101,601
OLYNYK, ORIE	78,428
ONIEU, CARLEEN	97,269
ORANGE, LACY	71,571

Name	Amount
ORBAN, KELLY	89,927
ORBAN, LUANA	56,232
ORTMAN, KYLA	57,424
OSBORNE, LEXY	81,338
OSTAPOVITCH, BRENDA	95,489
OTTE, KRISTY-LEE	58,641
OTTENBREIT-BORN, WYBIUS	105,387
OVERBY, SHANE	105,202
OVERHOLT, MELISSA	91,704
PALUCK, SARINA	96,294
PANCHUK, CHARLA	89,248
PANKEWICH, CORINNE	93,380
PANKO, KELSEY	123,866
PANKO, MICHAEL	120,095
PANKO, SAFFRON	92,905
PAPP, MICHELLE	97,623
PARISIAN, JORDAN	58,416
PARISIEN, STEVEN	90,159
PARISONE, KASIANI	72,444
PARK, DANIELLE	89,817
PARK, DENNY	95,340
PARKER, CANDACE	99,593
PARKER, CHAD	100,488
PARLEY, JUDY	108,661
PARR, ALLISON	92,405
PARR, JESSICA	99,933
PASKIW, DANNY	95,531
PATTERSON, CHRISTINA	99,189
PATTERSON, DEANNA	52,809
PATTERSON, JANINE	91,908
PATTERSON, JANNE	95,273
PATTERSON, TAMMY	94,546
PAYNE, CAROLYN	90,159
PAYOT, CHANELLE	101,540
PEARCE, LOIS	74,261
PECHEY, CHRISTINA	62,111
PECHEY, KAMA	89,113
PEDSCALNY, KAREN	96,552
PELLETIER, DANIELLE	77,030
PELLETIER, DEANNA	99,511

Name	Amount
PELLETIER, FRANCOISE	130,040
PELLETIER, JUSTIN	90,159
PELLING, ANDREW	115,464
PENNER, CYNTHIA	94,258
PENNETT, DANE	92,073
PENNINGTON, THERESA	111,926
PENNY, MARK	92,073
PEREPELUK, KIM	99,623
PERKINS, RAYLEE	100,197
PERREAUX VOLKE, CARMEN	90,859
PERRY, JEFFREY	90,598
PETERMAN, ASHLEY	61,668
PETERS, DARREN	101,503
PETERS, DEVON	79,643
PETERS, MICHELLE	90,159
PETERS, TAYLOR	95,772
PETERSON, KRISTINA	93,526
PETERSON, MEGAN	94,546
PETFORD, REBECCA	75,054
PETRULIAS, SPELIOS	59,642
PFNEISL, SHARI	54,819
PHAM, VANESSA	62,419
PICARD, KARALYN	66,082
PICARD, REBEKAH	95,205
PICKERING, CALLIE	75,023
PICTON, MEGAN	79,073
PLANT, BROOKE	80,645
POELZER, RYAN	68,541
POETKER, ALEXANDRA	85,869
POISSANT, DANIELLE	62,619
POISSANT, MARC	56,320
POISSON-FAST, CHANTEL	72,596
POITRAS, MARISSA	61,553
POKOYOWAY, TYLER	95,627
POLL, STEPHEN	116,675
POLLOCK, KELLY	98,115
POLSFUT, NATHAN	83,363
PON, TERRANCE	100,991
PORRAS, VALESKA	90,160
POSEHN, SARAH	95,497

Name	Amount
POTTER, KRISTINA	97,375
POTVIN, ALEXANDRA	82,692
POTVIN, JOSEPH	87,716
POWELL, ERIN	90,296
POWERS, NICOLE	85,556
PREECE, CAROL	91,349
PRICE, KRISTA	91,017
PRIETO, MARCO	59,355
PRITCHARD, GARY	90,159
PROULX, CRYSTAL	98,450
PROULX, GILBERT	102,548
PURYK, NICOLE	90,177
PUSZKAR, SEANNA	81,685
PUTZ, NICOLE	104,168
PYLE, BRADFORD	94,546
QUEST, REID	81,283
QUINE, TARA	99,933
QUINNEY, SHAUN	91,539
RABY, TAYLOR	70,869
RACETTE, SCOTT	56,216
RACETTE, TRICIA	92,962
RADFORD, LAURA	79,914
RADIGK, SARAH	91,670
RAHMAN, MOFIZUR	66,900
RAMADAN, NARMEEN	100,559
RAMAGE, SOPHIE	95,637
RAMOS-MCKENZIE, ELSA	70,884
RANDALL, MELISSA	75,409
RANDHAWA, KAVITA	52,128
RANFORD, AMY	95,640
RASMUSSEN, ALEXANDER	94,204
RAYNER, DALE	96,313
READY, CATHERINE	92,262
READY, JULIE	77,568
REAVLEY, SHARON	107,673
RECINOS-LANE, IXCHEL	59,613
REDEKOPP-MCKEOWN, JUANITA	155,314
REED, CHRISTOPHER	98,936
REED, EVE	80,998
REEVE, NICOLE	96,878

Name	Amount
REGONAS, RENATO	55,573
REID, JENNIFER	87,540
REIMER, ALYSSA	70,078
REIN, RHONDA	68,532
REMPEL FURRY, TRACY	94,558
REMPEL, MARCIE	62,343
RENWICK, GILLIANE	93,447
REOCH, KELLEY	92,741
REPSKI, DENEE	90,636
REVET, JEANNETTE	124,779
REYES, MARIA	68,372
RICHARDS, JOHSLYNE	91,999
RICHARDSON, GRAHAM	88,002
RICHARDSON, LINDSAY	90,636
RICHE, DALE	75,789
RICHTER, TAMMY	94,257
RIDDELL, JANA	54,224
RIDDELL, RILEY	93,085
RIFFEL, CHRISTOPHER	94,204
RILLING, KAREN	97,642
RILLING, MICHAEL	100,542
RILLING, RODNEY	132,768
RILLING, SHARON	90,159
RINCKER, STEPHANIE	99,933
RIOU, JAIME	96,341
RIPPLINGER, AMY	97,128
RISDALE, LINDA	98,891
RISSLING, MICHAEL	95,944
RISSLING, SAMUEL	75,259
ROBBINS, ALEXANDREA	71,210
ROBERTSON, JANE	102,847
ROBINSON, FRASER	94,546
ROBINSON, JENNIFER	93,862
RODGERS, BRIAN	72,898
RODUTA, THEODORE	66,222
ROEHER, NICOLE	91,493
ROEMER, TRACEY	78,148
ROGAL, JUNE	55,721
ROGERS, CYNTHIA	97,671
ROGERS, KRISTI	97,435

Name	Amount
ROGERS, RYLAN	90,395
ROGNE, NICOLE	90,159
ROHER, AMY	91,944
ROMANSKI, HANNAH	76,885
ROPE, MARIAH	83,935
ROSBROOK, KYLE	96,176
ROSENGREN-HULTGREN, KERRILYN	96,604
ROSNAU, SCOTT	109,926
ROSS, JANA	55,427
ROSS, JODIE	92,405
ROSS, JOHN	98,999
ROSS, SHAWN	57,135
ROY, JACQUELINE	99,591
RUDICHUK, ABBY	67,896
RUECKER, ELIZABETH	54,467
RUGG, ROCHELLE	108,498
RUITER, MEGAN	90,381
RULLER, DESTINY	90,996
RUNGE, JASMINE	68,161
RUSCONI, CLIFFORD	81,950
RYAN, ASHLEY	88,446
RYAN, REBECCA	91,178
RYBA, TAMARA	107,293
SAEED, SIBGHA	98,209
SAGEER, SAMINA	92,238
SALAZAR, SARA	65,228
SALI, KENDRA	59,495
SALMINEN, RAVEN	60,717
SANCHUCK, SHANNON	95,608
SANDIFORD, ASHLEE	67,092
SANDOMIRSKY, JESSICA	90,797
SARETSKY, LANNY	98,381
SARTISON, JODI	94,740
SAUL, WANDA	111,807
SAUNDERS, MEGHAN	94,111
SAWATZKY, GLENN	75,304
SAWCHYN, MACKENZIE	106,478
SAXBY, SCOTT	164,735
SCARFE, JEANNE	105,722
SCARROTT, JOSHUA	64,985

Name	Amount
SCHACK, WILLIAM	94,546
SCHAFER, CHRISTIE	98,480
SCHAFFER, KRISTEN	97,519
SCHAPANSKY, NATALIE	98,578
SCHENHER, SANDRA	94,748
SCHERLE, ANNABEL	65,974
SCHERLE, BLAKE	68,072
SCHERR, PATRICK	70,074
SCHIENBEIN, MICHAEL	83,405
SCHIKOWSKY, JENNIFER	95,840
SCHILDROTH, RONI	52,714
SCHINDELKA, DARA	94,244
SCHINDELKA, JOEL	94,546
SCHLENKER, ADAM	79,840
SCHMALENBERG, MICHAEL	80,062
SCHMIDT, ALEXANDRA	75,364
SCHMIRLER, KIMBERLY	80,974
SCHNEIDER, JENNIFER	53,678
SCHNEIDER, JONATHAN	92,244
SCHNELL, CELESTE	66,838
SCHUCHARDT, SARAH	89,681
SCHULTZ, AMY	99,933
SCHUSTER TURNER, EMORY	90,194
SCHUTTE, ASHLYN	89,873
SCHWARTZ, CARLENE	92,822
SCHWARTZ, GARRETT	61,304
SCHWARTZ, JAMIE	88,610
SCHWINDT, SHANE	97,940
SCOBIE, THOMAS	50,356
SCOTT, ANGELA	92,520
SCOTT, JODI	90,159
SCOTT, TRICIA	95,010
SEBASTIAN, CHANTEL	97,441
SEBASTIAN, DANIELLE	89,475
SEIFERLING, AMY	81,772
SEIFERLING, KAREN	56,048
SEIFERT, CANDICE	97,128
SEITZ, JAN	100,031
SELINGER, NATALIE	65,561

Name	Amount
SEMBALUK, DEREK	69,989
SENTES, DOMINIQUE	67,295
SENTES, JOLENE	91,767
SEWELL, JENNIFER	101,103
SEXON, ROCHELLE-ANN	72,356
SEYMOUR, DAINA	97,249
SHABATOSKI, CHRISTOPHER	96,337
SHABATOSKI, KARA	102,296
SHAKESPEARE, SANDRA	92,164
SHAMBEL, JESSICA	90,159
SHANNON, JOSIE	54,896
SHARMA, SABINA	100,169
SHARPE, ANDREW	101,665
SHATKOWSKI, BROOKE	59,729
SHAVER, SARAH	89,923
SHAW, ERIN	94,425
SHELLENBERG, KEVIN	85,612
SHELSTAD, MARCIA	99,933
SHEPHERD, LAURA	82,138
SHERMAN, KRISTA	92,550
SHIMSHAW, TEILA	85,923
SHING, PADDRA	78,017
SHIRE, MATTHEW	93,082
SHIRLEY, JESSICA	52,097
SHORDEE, MELISSA	81,431
SHRESTHA, SABINA	64,109
SHUBA, SUZANNE	86,700
SHUKIN, BRENDA	59,320
SIEMENS, JOLENE	74,717
SILVERTHORN, SHANNON	88,686
SILVIUS, MICHAEL	104,752
SIMON, ATLEE	66,972
SIMON, CASSANDRA	65,961
SIMONS, RENELLE	89,475
SIMPSON, ANDREW	89,105
SIMPSON, RYAN	78,120
SIMS, JULIE	87,776
SINCLAIR, BRADLEY	91,655
SINGH, AMY	122,399
SINHMAR, DALJEET	94,863

Name	Amount
SIPOS-BOZZAI, CRISTINA	60,796
SIROIS, ANDREA	94,546
SIRUP, MARISSA	71,008
SITTER, AMIE	90,389
SIVERTSON, KRISTI	95,810
SKLAR, ADRIENNE	94,546
SKOCZYLAS, DEBORAH	89,402
SKRYPNYK, KEELEY	117,527
SLACK, LAURA	92,199
SLATER, SILKEN	77,391
SLOBODIAN, MICHAEL	87,459
SLYWKA, JONATHAN	64,684
SMITH, CHALYN	100,432
SMITH, DAVID	62,300
SMITH, FIONA	99,696
SMITH, JODIE	82,924
SMITH, LAURIE	90,220
SMITH, MARIE	99,933
SMITH, MELODIE	98,054
SMITH, MICHELLE	90,159
SMITH, RYAN	95,331
SMITH, SHAUNA	99,939
SMITH, STEPHANIE	90,159
SMITH, TARA	95,282
SMITH, TROY	93,210
SNIDER, CORY	56,673
SOJONKY, ARLENE	98,606
SOMER, TRACY	91,485
SOMERS, LAWRENCE	134,664
SOMERS, TRACEY	88,759
SOMMERFELD, JODIE	107,331
SONNTAG, JODIE	97,564
SOROKA, JONATHON	77,727
SORRELL, TONI	65,961
SOTROPA, KARAE	80,316
SOUTAR, SANDRA	90,636
SPASOFF, TAMARA	110,293
SPOCK, PAMELA	123,048
SPRUNGALA, ALISA	93,765
STALLARD, PAUL	80,344

Name	Amount
STANICKY, REBECCA	90,968
STAWARZ, DEANNE	95,564
STECIUK, RICKY	204,462
STEPHEN, LEONA	92,161
STEPHENSON, NICOLE	76,298
STERLING, RONALD	90,159
STETNER, LINDSAY	99,498
STEVELY, RENNAE	89,481
STEVENSON, BRENDA	96,950
STEVENSON, RHONDA	106,677
STEVENSON, VICTOR	99,933
STEWART, DARRYL	95,846
STEWART, JORDAN	77,693
STILBORN, JORDAN	87,298
STINSON, CRAIG	94,046
STINSON, DANIELLE	101,491
STINSON, LAURA	88,588
STINSON, SHANDRA	82,502
STOCK, SHAWN	84,541
STOFFEL, ANTHONY	82,249
STONE, MEGAN	82,884
STONECHILD, DANIEL	73,843
STOUSE, CHARMAINE	90,269
STOYKO, MCKAYLA	75,288
STREIFEL, LYNELL	93,862
STROEDER, ELIZABETH	89,493
STROEDER, SARAH	53,451
STROMICH, REGAN	68,543
STRUEBY, ERIN	69,446
STRYKIWSKY, VANESSA	67,977
STUMPH, MICHAEL	94,590
STUSEK, SHERYL	90,799
SUN, YINGJIE	63,302
SUNDEEN, JONI	89,475
SURESH, LISA	73,791
SURKAN, SANDRA	97,980
SUTHERLAND, CARRIE	89,123
SUTHERLAND, JILLIAN	123,759
SVEINSON KUNTZ, SHERRAN	101,062
SVEINSON, DARYL	95,014

Name	Amount
SWEDBURG, KALEN	90,177
SWEENEY, STEFANIE	101,462
SWEENEY, TIMOTHY	100,031
SWEET, TIMOTHY	61,263
SWIFT, AUBREY	99,242
SWITZER, RANDI-LEE	79,858
SYKES JONASSON, LISA	91,974
SYLLA, OUMAR	79,023
TALLMAN, KAMALDEEP	93,862
TALLMAN, WILLIAM	54,456
TAMAYO, EDWIN	63,634
TAMELING, KRISTA	55,472
TAMEZ, LOYDA	51,980
TANNER, JENNA	96,533
TARR, PAMELA	75,532
TAYLER, REBECCA	91,247
TAYLOR, ALEXANDRA	70,017
TAYLOR, ANDREA	88,222
TAYLOR, CONSTANCE	97,040
TAYLOR, JANINE	100,728
TAYLOR, JENAYA	94,616
TAYLOR, KARA	95,418
TAYLOR, MICHAEL	94,546
TAYLOR, SAMANTHA	100,125
TAYLOR, SHELLEY	56,232
TAYLOR-NEALE, DIANE	105,414
TAYPOTAT, JACQUELINE	97,385
TEMPLE, IAN	107,391
TENDLER, ASHLYN	75,847
TERHORST, JODI	57,093
TERRY, DENISE	94,546
TESSIER, KIMBERLY	92,522
THACKER, ELIZABETH	99,405
THERRIEN, ELIZABETH	99,512
THICK, KURTIS	139,405
THIESSEN, MICHELLE	53,438
THOLL, ALMA	88,925
THOLL, KARLA	93,380
THOMAS, ERIN	83,150
THOMAS, JONATHAN	90,159

Name	Amount
THOMPSON, CATHERINE	136,846
THOMSON, COURTNEY	94,546
THOMSON, EMILY	77,598
THRUN, RONDA	90,884
THULL, KAREN	99,933
THUNBERG, KRISTINA	82,651
TKACH, TANIA	95,949
TKACHUK, BLAYZE	78,247
TODOROVICH, CATLYN	80,574
TOEWS-URBAN, ALEXANDRIA	97,789
TOLEDO, TAYLER	76,950
TOLVER, PAULA	54,861
TOMCHUK, MICHAEL	182,632
TONIELLO, CYNTHIA	100,700
TONIELLO, FRANCO	57,354
TOPOROWSKI, ALANA	80,222
TOPP, ROSEANNE	93,270
TOSHACK PAYNE, MICHELLE	85,380
TOTH, KRISTEN	58,445
TOUROND-BOUVIER, TRESLEY	67,933
TRAIL, CANDACE	99,906
TRAIL, IAN	107,935
TRAN, STEPHANIE	80,634
TRANBERG, WAYNE	55,389
TREMBLAY, BRIAN	56,645
TREMBLAY, ERIC	50,547
TRESSEL, JOSEPH	57,613
TRESSEL, LEAH	88,759
TRUONG, CATHY	116,598
TSAKAS, MARIA	93,020
TSICLAS, SHERYL	95,502
TSOUGRIANIS, JENNIFER	55,674
TSYMBAL, VLADYSLAV	79,797
TSYMBAL, WENDY	54,805
TUAZON, ARTURO	53,479
TUCKER, INGRID	70,947
TUNISON, JILLIAN	90,159
TURBUCK, ANDREW	90,183

Name	Amount
TURBUCK, JESSICA	101,744
TURNER, ARIANN	84,892
TURNER, PAMELA	94,467
TYMIAK, PHILLIS	102,877
ULRIKSEN, ANDREA	95,021
UR REHMAN, UZMA	96,228
URBAN, GRANT	118,531
URSZULAN, ALEXIS	69,125
UTSCHICK, RUEDIGER	95,940
VALLEY, JANET	88,964
VAN BUEKENHOUT, DANIEL	147,643
VAN DUSEN, ERIK	155,314
VAN DUSEN, HEIDI	90,159
VAN IDERSTINE, DARCI	99,958
VAN LUVEN, SHEA	90,896
VANCISE, CAITLYN	94,546
VANCISE, ROBERT	91,827
VANSTONE, ROSS	67,918
VARGO, TRACEY	96,444
VASS, GWEN	53,989
VIBE, TESSA	82,104
VICKARYOUS, JAMES	96,091
VIERLING, JACQUELINE	95,228
VIHER, PAULA	85,301
VILLENEUVE, JADON	72,905
VINDEVOGHEL CUNDALL, AMANDA	67,692
VINDEVOGHEL, LINDSAY	90,159
VOLK, TAYLOR	93,233
VOLLMAN, LEE	59,854
VOLLMAN, RAEGAN	90,159
WADDELL, BRODY	90,159
WAGMAN, HAYLEY	71,176
WAGNER, ALYSSA	85,820
WAGNER, JANELLE	125,431
WAGNER, NATHAN	88,917
WALDRON, MELANIE	94,204
WALL, CATHERINE	76,392
WALL, MICHELLE	83,725

Name	Amount
WALLACE MARKESTEYN, LISA	95,773
WALTON, ERIN	95,551
WANDY, ALYCIA	65,377
WANG-RESCHKE, APRIL	114,183
WARD, AMY	88,029
WARNECKE, CHRISTOPHER	90,159
WARNER, AARON	89,817
WARNYCA STRECKER, KAREN	96,493
WARREN, BRIAN	100,991
WARREN, PATRICIA	109,544
WASYLIW, NOAH	69,228
WASYLIW, TIMOTHY	79,277
WATERS, TARA	91,305
WATKIS, JUAN-MARIE	94,546
WATSON, DAYTON	64,210
WEBB, ROBERT	80,879
WEBER, CHRISTOPHER	111,628
WEBER, JACQUELINE	87,326
WEESE, SARA	69,671
WEICHEL, GARRY	63,739
WEICHEL, JONATHAN	54,236
WEICHEL, LISA	100,159
WEINRAUCH, JENNIFER	101,786
WEIR, GABRIELLE	96,036
WEIR, JANESSA	94,062
WEISGARBER, MICHAEL	94,546
WELDER, TYLER	65,537
WELLS, ANNE	97,150
WENGER, JORDAN	63,976
WENGER, PAMELA	94,737
WENZEL, JILL	100,596
WERSTA, BONNIE-JEAN	56,592
WERSTIUK, JANESSA	68,276
WESAQUATE, KYRA	63,786
WESDYK, CORINA	83,300
WESLEY, ROBERTA	90,159
WESTBROOK, CHRISTIE	78,502
WHALEY, LISA	89,817
WHARRAN, TRACY	100,571

Name	Amount
WHITE, CRAIG	72,456
WHITFIELD, THOMAS	119,919
WHITTEN, WILLIAM	68,304
WHITTLE, MEHLEY	95,266
WIEBE, BRITTANY	91,361
WIEBE, COURTNEY	62,562
WIENS, JACQUELINE	95,282
WIEST, CAMERON	76,271
WILHELMSEN, ERICA	96,328
WILKE, CHANTELLE	96,567
WILKES, ROBERT	86,341
WILKINSON, CRYSTAL	90,159
WILKINSON, ROBERT	90,649
WILKINSON, TRAVIS	94,546
WILLEMS, KAITLYN	69,328
WILLFORD, TAYLOR	57,270
WILLIAMS, ADAM	99,933
WILLIAMS, JILLIAN	96,975
WILLIAMS, MACKENZIE	71,008
WILLIAMS, REGAN	114,923
WILLIAMS, SELEENA	76,099
WILMOT, JON	78,908
WILSON, BARBARA	99,099
WILSON, CARLA	98,676
WILSON, JILLIAN	67,686
WILSON, KIMBERLEY	90,159
WILSON, LYNDSIE	80,150
WILSON, MARK	90,727
WINCHESTER, KEVIN	55,034
WING, ROBERT	75,348
WIRLL, HOPE	90,962
WISNIEWSKI, JEFFREY	95,252
WISZNAIK, LINNEA	103,941
WITTAL, ERIN	108,880
WOIT, JESSICA	77,628
WOLF, KELSEY	77,055
WONG, ELISA	51,867
WOOD, LYNDSAY	87,376
WOOD, RYAN	99,980
WOOD, TERESA	107,540

Name	Amount
WOODARD, MARLIS	94,065
WOOLAM, MICHELLE	94,546
WORKMAN, RACHELLE	99,380
WOTHERSPOON, STEPHANIE	94,254
WOYKIN, KYLA	68,026
WRIGHT, CHRISTOPHER	77,203
WRIGHT, DALLAS	63,548
WRIGHT, MADISON	63,417
WRIGHT, MICHAEL	55,089
WRIGHT, WILLIAM	92,244
WURM, TASHA	90,159
WYATT, JENNIFER	92,960
XHAFERI, JOCELYN	89,768
YANOSHEWSKI, THERESA	90,226
YANTZ-BARTON, ELEISHA	89,880
YANUSH, KALEIGH	85,239
YANYK, TARA	109,494
YARNTON, LUCAS	92,939
YASINOWSKI, CARRIE	93,862
YASKOWICH, LISA	70,663
YEA, STACEY	100,533
YEE, GARRETT	91,049
YEE, KAITLEN	89,817
YEMBA, TARA	100,571
YEMBA, YOHAN	61,808
YESKE, TRUDY	64,570
YOUCK, ANDREA	96,219
YOUCK, SABRINA	98,183
YOUNG, DAVID	97,174
YOUNGHANS, JESSICA	51,607
YUHASZ, DANIELLE	94,810
YUNGMANN, MOLLY	68,814
YUZIK, EMERSON	54,562
ZACHARIAS, MARK	91,876
ZANNI, SHANNON	97,270
ZAROWNY, BARON	83,541
ZARYSKI, ALYSCIA	65,491
ZIEGLER, KELLY	97,168
ZIEGLER, KIRSTIE	86,717
ZIMBALUK, DARLA	92,351

Name	Amount
ZIMMER, KIM	96,079
ZINGER, ERIN	73,852

Name	Amount
ZINI, JULIA	94,273

Transfers

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

Name	Amount
HARVEST CITY CHRISTIAN ACADEMY	\$529,619
RANCH EHRLO SOCIETY	251,727
REGINA CHRISTIAN SCHOOL ASSOCIATION	739,806

Name	Amount
REGINA HUDA SCHOOL	1,163,565
REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISON NO. 81	259,154

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	\$182,671
102024265 SASKATCHEWAN LTD.	67,688
ACME WELDING SHOP	56,575
ACTION ROOFING LTD.	82,520
ACTION SEWER & DRAIN	232,643
AINSWORTH INC.	59,267
ALPINE DRYWALL AND PLASTERING (2007) LTD.	154,138
ALTON TANGEDAL ARCHITECT LTD.	156,963
AON REED STENHOUSE INC.	1,302,692
APEX PLUMBING & HEATING	549,606
ASSOCIATED ASBESTOS ABATEMENT	345,831
ATLAS-APEX ROOFING (SASKATCHEWAN) INC.	528,996
B A ROBINSON CO LTD.	156,986

Name	Amount
C P DISTRIBUTORS LTD.	88,770
CALTEC FLOORING LTD.	131,076
CAMEO ENVIRONMENTAL INC.	82,901
CANADIAN TIRE	55,183
CAPITAL CABS 2000	714,972
CHARTER TELECOM INC.	765,280
CITY OF REGINA	891,287
CLEANBRITE CANADA LTD.	293,729
COSTCO	105,780
COMPUGEN INC.	173,916
CURTIS CONSTRUCTION LTD.	64,379
CYPRESS SALES PARTNERSHIP	101,492
DARKTRACE HOLDINGS LIMITED	58,843
DELCO AUTOMATION INC.	152,645
DOLLARAMA	69,701
EDCO PLUMBING & HEATING LTD.	135,933

Name	Amount
EDSBY/CORE FOUR INC.	129,874
EECOL ELECTRIC (SASK) LTD.	79,908
FEDERATED CO-OPERATIVES LTD.	547,207
FINISHES PLUS ENT 1992	141,589
FIRST CLASS PLANNERS	60,563
FLYING EAGLE CONVEYANCE	211,529
GENX SOLUTIONS	86,769
GLACIER GLASS SERVICE LTD.	120,615
GORDON FOOD SERVICE	340,278
GROUP2 ARCHITECTURE INTERIOR DESIGNS LTD.	457,834
HARBUILT CONSTRUCTION MANAGEMENT LTD.	660,274
HBI OFFICE PLUS INC.	189,877
HOME DEPOT	84,409
HVAC SALES & SERVICE LTD.	61,330
IMPERIAL DADE CANADA INC.	565,892
INDEPENDENT CONSTRUCTION MANAGEMENT INC.	960,544
INDY CONSTRUCTION MANAGEMENT LTD.	800,182
INTELLIMEDIA LP	85,778
J C K ENGINEERING INC.	117,257
JOHN NIGHTINGALE	627,904
JPH CONSULTING LTD.	91,451
KEV GROUP	104,987
KGS GROUP CONSULTING ENGINEERS	60,718
KINCAID INTERIORS LTD.	140,836
KONICA MINOLTA BUSINESS	1,133,639
KONICA MINOLTA BUSINESS	84,852
LANCASHIRE DISTRIBUTION	113,465
LAYMAN'S DRIVING SERVICES LTD.	185,685

Name	Amount
LORAAS DISPOSAL SERVICES	138,820
LYDALE CONSTRUCTION	173,709
MACPHERSON ENGINEERING INC.	206,370
MAJESTIC AIR INC.	50,863
MANULIFE FINANCIAL	2,156,828
MARATHON MECHANICAL (2010) INC.	203,457
MBC GROUP	50,622
MEYERS NORRIS PENNY	85,707
MLT AIKINS LLP	63,106
MOMENTUM HVAC SERVICES	126,520
NOBLE OFFSITE LTD.	260,212
ORACLE CORPORATION CANADA INC.	208,712
P3 ARCHITECTURE	142,358
PACE SOLUTIONS CORP.	111,617
PCL CONSTRUCTION MANAGEMENT INC.	106,209
PEAK PERFORMANCE HOCKEY	63,709
PEARSON EDUCATION CANADA	157,385
PEARSON EDUCATION CANADA	119,251
POWERSCHOOL CANADA ULC	459,506
PRATTS WHOLESALE FOOD SERVICE LTD.	231,809
QUOREX CONSTRUCTION	919,319
RAPID LAWN LANDSCAPE SOLUTIONS LTD.	201,190
REACH REGINA FOOD SECURITY PROJECT	58,024
REAL CANADIAN WHOLESALE	207,489
REAL CANADIAN SUPERSTORE	207,762
REGINA DISTRICT INDUSTRY EDUCATION COUNCIL	62,950

Name	Amount
REGINA PLUMBING & HEATING	142,865
REGINA HIGH SCHOOLS ATHLETIC ASSOCIATION	170,361
RIGHT WAY DRIVING SERVICES	136,720
RUBICON PUBLISHING INC.	57,813
SASKATCHEWAN HEALTH AUTHORITY-REGINA	60,429
SASKATCHEWAN WORKERS' COMPENSATION	865,792
SASKPOWER	3,398,582
SASKTEL CMR	584,607
SCHOLASTIC BOOK FAIRS CANADA INC.	134,662
SECURITY RESOURCE GROUP INC.	135,296
SEPW ARCHITECTURE INC.	90,782
SHORTBUSS TRANSPORTATION INC.	1,000,092
SKYLINE ATHLETICS INC.	66,792
SPORTFACTOR	106,021
STRATEGIC PRAIRIE REGIONAL ALLIANCE	391,571
SUPREME OFFICE SUPPLIES	816,197
SWISH-KEMSOL	177,514

Name	Amount
TEXHELP INC.	58,610
TOGETHER WE CAN PROFESSIONAL CONSULTING INC.	64,956
TRADE WEST EQUIPMENT LTD.	368,276
VIKING FIRE PROTECTION INC.	66,496
WALMART	92,797
WALTERS INDUSTRIAL MECHANICAL LTD.	81,366
WARNER INDUSTRIES	6,173,124
WESTERN CAMPUS RESOURCES	50,651
WESTERN ELECTRICAL MANAGEMENT LTD.	395,041
WESTEXCEL AUTOMATION LTD.	62,326
WESTRIDGE CONSTRUCTION LTD.	11,907,863
WHEATON AUTOMOTIVE LTD.	138,227
WHERE 2 TRANSPORTATION	1,084,933
WHERE THE RUBBER MEETS THE ROAD	83,552
WYATT ENGINEERING LTD	117,740

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	\$344,579
CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 650	189,477
CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3766	412,435
CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 4643	51,159
RECEIVER GENERAL OF CANADA	57,781,011
REGINA CIVIC EMPLOYEES	7,601,226
REGINA CIVIC EMPLOYEES LONG TERM DISABILITY PLAN	321,229

Name	Amount
REGINA PUBLIC SCHOOL TEACHERS' ASSOCIATION	276,408
SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD	199,154
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	231,399
SASKATCHEWAN TEACHERS FEDERATION	3,222,611
SASKATCHEWAN TEACHERS RETIREMENT PLAN	15,311,181
TEACHERS' SUPERANNUATION PLAN	275,626

Appendix B – Management Report and Audited Financial Statements

Consolidated Audited Financial Statements

Of the The Board of Education of the Regina School Division No. 4
School Division No. 2150000

For the Period Ending: August 31, 2024

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 27, 2024

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, 2024, and the consolidated statements of operations and accumulated operating surplus from operations, changes in net debt and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of Regina School Division No. 4 as at August 31, 2024, and the results of its operations and accumulated operating surplus from operations, changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Consolidated Financial Statements section of our report. We are independent of Regina School Division No. 4 in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the information included in the annual report, but does not include the 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 27, 2024

MNP LLP
Chartered Professional Accountants

The Board of Education of the Regina School Division No. 4
Consolidated Statement of Financial Position
as at August 31, 2024

	2024	2023
	\$	\$
Financial Assets		
Cash and Cash Equivalents	54,604,691	50,862,763
Accounts Receivable (Note 7)	12,540,521	4,604,573
Portfolio Investments (Note 3)	674,716	724,716
Total Financial Assets	67,819,928	56,192,052
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	43,910,279	32,962,999
Long-Term Debt (Note 9)	14,279,745	15,678,437
Liability for Employee Future Benefits (Note 5)	9,689,800	10,301,000
Deferred Revenue (Note 10)	656,332	620,863
Total Liabilities	68,536,156	59,563,299
Net Debt	(716,228)	(3,371,247)
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	256,262,794	260,949,893
Inventory of Supplies Held for Consumption	178,786	114,133
Prepaid Expenses	2,194,700	1,648,894
Total Non-Financial Assets	258,636,280	262,712,920
Accumulated Surplus (Note 13)	257,920,052	259,341,673

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

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

Approved by the Board:



Chairperson



Chief Financial Officer

The Board of Education of the Regina School Division No. 4
Consolidated Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
REVENUES		(Note 14)	
Grants	264,782,183	268,928,144	247,316,153
Tuition and Related Fees	969,000	518,751	441,770
School Generated Funds	4,786,000	5,068,476	4,722,348
Complementary Services (Note 11)	4,544,124	4,769,738	4,559,244
External Services (Note 12)	12,440,675	13,456,304	12,259,269
Other	2,546,400	3,012,879	5,001,095
Total Revenues (Schedule A)	290,068,382	295,754,292	274,299,879
EXPENSES			
Governance	617,032	695,677	673,109
Administration	7,401,014	7,342,213	7,204,059
Instruction	200,301,017	203,244,325	200,398,171
Plant Operation & Maintenance	42,885,942	43,285,723	47,772,832
Student Transportation	9,749,624	9,467,547	9,526,021
Tuition and Related Fees	300,000	251,727	313,442
School Generated Funds	3,701,000	4,197,915	4,770,066
Complementary Services (Note 11)	5,961,434	6,475,470	5,899,196
External Services (Note 12)	12,440,675	13,440,032	12,254,068
Other	981,341	1,004,657	1,180,805
Total Expenses (Schedule B)	284,339,079	289,405,286	289,991,769
Operating Surplus (Deficit) for the Year	5,729,303	6,349,006	(15,691,890)
Accumulated Surplus from Operations, Beginning of Year	259,341,673	259,341,673	275,033,563
Accounting Changes (Note 2j)	(7,770,627)	(7,770,627)	-
Accumulated Surplus from Operations, Beginning of Year Restated	251,571,046	251,571,046	275,033,563
Accumulated Surplus from Operations, End of Year	257,300,349	257,920,052	259,341,673

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

The Board of Education of the Regina School Division No. 4
Consolidated Statement of Changes in Net Debt
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
(Note 14)			
(Net Debt) Net Financial Assets, Beginning of Year			
	(3,371,247)	(3,371,247)	9,046,879
Changes During the Year			
Operating Surplus (Deficit), for the Year	5,729,303	6,349,006	(15,691,890)
Acquisition of Tangible Capital Assets (Schedule C)	(18,138,300)	(16,265,362)	(10,604,805)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	20,000	-
Net Gain on Disposal of Capital Assets (Schedule C)	-	(20,000)	-
Write-Down of Tangible Capital Assets (Schedule C)	-	-	138,435
Amortization of Tangible Capital Assets (Schedule C)	13,232,280	13,181,834	13,551,013
Net Acquisition of Inventory of Supplies Held for Consumption	-	(64,653)	14,029
Net Change in Other Non-Financial Assets	-	(545,806)	175,092
Change in Net Financial Assets / Net Debt	823,283	2,655,019	(12,418,126)
Net Debt, End of Year	(2,547,964)	(716,228)	(3,371,247)

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

The Board of Education of the Regina School Division No. 4
Consolidated Statement of Cash Flows
for the year ended August 31, 2024

... page 4

	2024	2023
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus (Deficit) for the Year	6,349,006	(15,691,890)
Add Non-Cash Items Included in Surplus / Deficit (Schedule D)	11,678,456	12,348,703
Net Change in Non-Cash Operating Activities (Schedule E)	1,825,142	(1,031,646)
Cash Provided by (Used in) Operating Activities	19,852,604	(4,374,833)
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(14,781,984)	(9,264,060)
Proceeds on Disposal of Tangible Capital Assets	20,000	-
Cash Used in Capital Activities	(14,761,984)	(9,264,060)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(97,000)	(333,000)
Proceeds on Disposal of Portfolio Investments	147,000	-
Cash Provided by (Used in) Investing Activities	50,000	(333,000)
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(1,398,692)	(1,342,953)
Cash Used in Financing Activities	(1,398,692)	(1,342,953)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	3,741,928	(15,314,846)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	50,862,763	66,177,609
CASH AND CASH EQUIVALENTS, END OF YEAR	54,604,691	50,862,763

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

The Board of Education of the Regina School Division No. 4

**Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2024**

	2024 Budget	2024 Actual	2023 Actual
Grants	\$	\$	\$
(Note 14)			
Operating Grants			
Ministry of Education Grants			
Operating Grant	240,084,111	240,966,061	231,811,661
Operating Grant PMR	5,459,826	5,507,437	5,456,127
Other Ministry Grants	3,317,246	2,994,979	2,741,594
Total Ministry Grants	248,861,183	249,468,477	240,009,382
Other Provincial Grants	-	39,150	43,500
Total Operating Grants	248,861,183	249,507,627	240,052,882
Capital Grants			
Ministry of Education Capital Grants	15,921,000	19,420,517	7,263,271
Total Capital Grants	15,921,000	19,420,517	7,263,271
Total Grants	264,782,183	268,928,144	247,316,153
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	450,000	226,610	236,220
Individuals and Other	519,000	292,141	205,550
Total Tuition Fees	969,000	518,751	441,770
Total Operating Tuition and Related Fees	969,000	518,751	441,770
Total Tuition and Related Fees Revenue	969,000	518,751	441,770
School Generated Funds Revenue			
Curricular			
Student Fees	1,366,000	833,657	849,632
Total Curricular Fees	1,366,000	833,657	849,632
Non-Curricular Fees			
Commercial Sales - GST	200,000	294,638	300,120
Commercial Sales - Non-GST	400,000	495,106	463,550
Fundraising	950,000	704,393	741,890
Grants and Partnerships	370,000	586,591	576,771
Students Fees	800,000	2,096,913	1,747,015
Other	700,000	57,178	43,370
Total Non-Curricular Fees	3,420,000	4,234,819	3,872,716
Total School Generated Funds Revenue	4,786,000	5,068,476	4,722,348
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	2,799,054	2,799,054	2,789,872
Other Ministry Grants	1,485,070	1,647,903	1,518,240
Federal Grants	-	33,227	4,575
Other Grants	260,000	276,904	242,557
Total Operating Grants	4,544,124	4,757,088	4,555,244
Fees and Other Revenue			
Other Revenue	-	12,650	4,000
Total Fees and Other Revenue	-	12,650	4,000
Total Complementary Services Revenue	4,544,124	4,769,738	4,559,244

The Board of Education of the Regina School Division No. 4

**Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2024**

	2024 Budget	2024 Actual	2023 Actual
External Services	\$	\$	\$
	(Note 14)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	11,669,775	12,127,057	11,352,442
Other Ministry Grants	-	74,269	51,918
Other Grants	770,900	1,254,978	854,909
Total Operating Grants	12,440,675	13,456,304	12,259,269
Fees and Other Revenue			
Total External Services Revenue	12,440,675	13,456,304	12,259,269
Other Revenue			
Miscellaneous Revenue*			
Sales & Rentals	353,000	509,560	2,428,432
Investments	493,400	373,531	427,356
Gain on Disposal of Capital Assets	1,700,000	2,109,788	2,145,307
Total Other Revenue	2,546,400	3,012,879	5,001,095
TOTAL REVENUE FOR THE YEAR	290,068,382	295,754,292	274,299,879
Miscellaneous Revenue*	2024 Budget	2024 Actual	2023 Actual
Sale of School Building	-	-	476,913
Administration (reimbursements and fees)	230,000	368,833	1,727,406
Instruction	123,000	140,727	224,113
353,000	509,560	2,428,432	

The Board of Education of the Regina School Division No. 4
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
Governance Expense	\$ (Note 14)	\$	\$
Board Members Expense	253,153	251,066	244,912
Professional Development - Board Members	14,000	11,013	6,784
Grants to School Community Councils	108,379	84,786	82,897
Elections	25,000	107,876	78,982
Other Governance Expenses	215,300	239,762	256,968
Amortization of Tangible Capital Assets	1,200	1,174	2,566
Total Governance Expense	617,032	695,677	673,109
Administration Expense			
Salaries	5,502,240	5,365,746	5,134,420
Benefits	790,274	795,632	752,357
Supplies & Services	751,200	820,374	995,584
Non-Capital Furniture & Equipment	10,000	4,255	31,837
Building Operating Expenses	118,100	139,955	126,559
Communications	48,000	44,079	36,383
Travel	57,000	55,978	37,852
Professional Development	69,200	70,457	38,579
Amortization of Tangible Capital Assets	55,000	45,737	50,488
Total Administration Expense	7,401,014	7,342,213	7,204,059
Instruction Expense			
Instructional (Teacher Contract) Salaries	141,394,414	142,169,852	139,569,567
Instructional (Teacher Contract) Benefits	9,723,312	8,796,928	9,042,331
Program Support (Non-Teacher Contract) Salaries	29,741,582	31,577,339	31,541,392
Program Support (Non-Teacher Contract) Benefits	5,380,717	6,292,777	5,937,563
Instructional Aids	3,750,457	3,849,518	3,286,456
Supplies & Services	2,897,588	3,326,737	3,112,393
Non-Capital Furniture & Equipment	1,822,272	1,523,293	1,874,246
Communications	380,095	481,988	519,743
Travel	247,861	154,126	147,247
Professional Development	998,143	920,785	854,613
Student Related Expense	175,309	155,940	152,806
Amortization of Tangible Capital Assets	3,789,267	3,995,042	4,359,814
Total Instruction Expense	200,301,017	203,244,325	200,398,171

The Board of Education of the Regina School Division No. 4
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
Plant Operation & Maintenance Expense	\$ (Note 14)	\$	\$
Salaries	11,170,981	10,795,373	11,026,528
Benefits	2,701,330	3,214,874	3,101,952
Supplies & Services	2,300	4,486	28,399
Non-Capital Furniture & Equipment	41,000	40,038	40,307
Building Operating Expenses	19,719,297	20,245,771	24,582,948
Communications	60,000	69,422	48,981
Travel	119,500	112,050	137,959
Professional Development	48,750	21,518	29,079
Amortization of Tangible Capital Assets	8,967,784	8,729,481	8,723,970
Amortization of Tangible Capital Assets ARO	55,000	52,710	52,709
Total Plant Operation & Maintenance Expense	42,885,942	43,285,723	47,772,832
Student Transportation Expense			
Salaries	149,029	150,712	145,255
Benefits	33,099	33,329	31,564
Supplies & Services	694,700	578,109	662,041
Non-Capital Furniture & Equipment	30,500	31,279	26,281
Building Operating Expenses	393,000	443,883	433,261
Communications	4,600	5,785	9,307
Professional Development	1,000	583	909
Contracted Transportation	8,274,896	8,029,065	8,027,813
Amortization of Tangible Capital Assets	168,800	194,802	189,590
Total Student Transportation Expense	9,749,624	9,467,547	9,526,021
Tuition and Related Fees Expense			
Tuition Fees	260,000	217,757	274,159
Transportation Fees	40,000	33,970	39,283
Total Tuition and Related Fees Expense	300,000	251,727	313,442
School Generated Funds Expense			
Academic Supplies & Services	200,000	795,331	952,924
Cost of Sales	500,000	777,661	722,130
Non-Capital Furniture & Equipment	50,000	46,779	28,319
School Fund Expenses	2,800,000	2,445,698	2,927,737
Amortization of Tangible Capital Assets	151,000	132,446	138,956
Total School Generated Funds Expense	3,701,000	4,197,915	4,770,066

The Board of Education of the Regina School Division No. 4
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
Complementary Services Expense	\$ (Note 14)	\$	\$
Instructional (Teacher Contract) Salaries & Benefits	2,094,742	2,401,575	2,489,633
Program Support (Non-Teacher Contract) Salaries & Benefits	3,102,171	3,569,055	2,963,452
Instructional Aids	612,872	379,192	329,961
Non-Capital Furniture & Equipment	12,000	6,060	215
Building Operating Expenses	33,800	36,638	27,940
Communications	1,000	-	-
Travel	5,620	753	4,896
Professional Development (Non-Salary Costs)	5,000	2,996	836
Student Related Expenses	50,000	48,759	49,343
Amortization of Tangible Capital Assets	44,229	30,442	32,920
Total Complementary Services Expense	5,961,434	6,475,470	5,899,196
External Service Expense			
Grant Transfers	1,977,606	2,555,625	1,740,694
Instructional (Teacher Contract) Salaries & Benefits	8,620,905	8,469,423	8,564,677
Program Support (Non-Teacher Contract) Salaries & Benefits	205,000	175,098	191,400
Instructional Aids	38,400	125,516	84,809
Supplies & Services	1,587,784	2,087,640	1,644,380
Travel	-	87	285
Professional Development (Non-Salary Costs)	10,980	6,484	6,323
Student Related Expenses	-	20,159	21,500
Total External Services Expense	12,440,675	13,440,032	12,254,068
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	5,000	6,678	90,772
Interest on Capital Loans	616,341	616,167	671,906
Total Interest and Bank Charges	621,341	622,845	762,678
Accretion	360,000	381,812	418,127
Total Other Expense	981,341	1,004,657	1,180,805
TOTAL EXPENSES FOR THE YEAR	284,339,079	289,405,286	289,991,769

The Board of Education of the Regina School Division No. 4
Schedule C - Consolidated Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2024

	Tangible Capital Assets - at Cost											2024	2023
	Land	Improvements	Buildings	Buildings	Buildings	Other	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction			
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Tangible Capital Assets - at Cost													
Opening Balance as of September 1	10,402,646	471,448	348,681,226	27,698,845	3,140,035	1,799,682	22,796,790	15,362,398	636,993	1,941,743	432,931,806	429,785,833	
Additions/Purchases	-	-	-	-	-	154,785	360,585	706,959	-	15,043,033	16,265,362	10,604,805	
Disposals	-	-	(532,999)	-	-	(28,245)	(1,178,947)	(1,783,472)	(392,654)	-	(3,916,317)	(7,320,397)	
Write-Downs (Note 2j)	-	-	(8,952,627)	-	-	-	-	-	-	-	(8,952,627)	(138,435)	
Transfers to (from)	-	-	785,830	545,366	-	-	60,491	14,847	-	(1,406,534)	-	-	
Closing Balance as of August 31	10,402,646	471,448	339,981,430	28,244,211	3,140,035	1,926,222	22,038,919	14,300,732	244,339	15,578,242	436,328,224	432,931,806	
Tangible Capital Assets - Amortization													
Opening Balance as of September 1	-	377,153	135,184,250	11,285,242	2,541,544	791,098	12,133,161	9,062,964	606,501	-	171,981,913	165,751,297	
Amortization of the Period	-	23,572	6,404,947	1,397,116	52,710	346,200	2,162,975	2,777,246	17,068	-	13,181,834	13,551,013	
Disposals	-	-	(532,999)	-	-	(28,245)	(1,178,947)	(1,783,472)	(392,654)	-	(3,916,317)	(7,320,397)	
Write-Downs (Note 2j)	-	-	(1,182,000)	-	-	-	-	-	-	-	(1,182,000)	-	
Closing Balance as of August 31	N/A	400,725	139,874,198	12,682,358	2,594,254	1,109,053	13,117,189	10,056,738	230,915	N/A	180,065,430	171,981,913	
Net Book Value													
Opening Balance as of September 1	10,402,646	94,295	213,496,976	16,413,603	598,491	1,008,584	10,663,629	6,299,434	30,492	1,941,743	260,949,893	264,034,536	
Closing Balance as of August 31	10,402,646	70,723	200,107,232	15,561,853	545,781	817,169	8,921,730	4,243,994	13,424	15,578,242	256,262,794	260,949,893	
Change in Net Book Value	-	(23,572)	(13,389,744)	(851,750)	(52,710)	(191,415)	(1,741,899)	(2,055,440)	(17,068)	13,636,499	(4,687,099)	(3,084,643)	
Disposals													
Historical Cost	-	-	532,999	-	-	28,245	1,178,947	1,783,472	392,654	-	3,916,317	7,320,397	
Accumulated Amortization	-	-	532,999	-	-	28,245	1,178,947	1,783,472	392,654	-	3,916,317	7,320,397	
Net Cost	-	-	-	-	-	-	-	-	-	-	-	-	
Price of Sale	-	-	-	-	-	20,000	-	-	-	-	20,000	-	
Gain on Disposal	-	-	-	-	-	20,000	-	-	-	-	20,000	-	

An asset retirement obligation for the removal and disposal of asbestos (Note 8) is related to buildings with a netbook of value of \$6,058,034 (2023-\$6,925,901).

The Board of Education of the Regina School Division No. 4
Schedule D: Consolidated Non-Cash Items Included in Surplus / Deficit
for the year ended August 31, 2024

	2024	2023
	\$	\$
Non-Cash Items Included in Surplus / Deficit		
Amortization of Tangible Capital Assets (Schedule C)	13,181,834	13,551,013
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus / Deficit	(1,483,378)	(1,340,745)
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(20,000)	-
Write-Down of Tangible Capital Assets (Schedule C)	-	138,435
Total Non-Cash Items Included in Surplus / Deficit	11,678,456	12,348,703

The Board of Education of the Regina School Division No. 4
Schedule E: Consolidated Net Change in Non-Cash Operating Activities
for the year ended August 31, 2024

	2024	2023
	\$	\$
Net Change in Non-Cash Operating Activities		
(Increase) Decrease in Accounts Receivable	(7,935,948)	1,592,455
Increase (Decrease) in Accounts Payable and Accrued Liabilities	10,947,280	(2,182,623)
Decrease in Liability for Employee Future Benefits	(611,200)	(382,900)
Increase (Decrease) in Deferred Revenue	35,469	(247,699)
(Increase) Decrease in Inventory of Supplies Held for Consumption	(64,653)	14,029
(Increase) Decrease in Prepaid Expenses	(545,806)	175,092
Total Net Change in Non-Cash Operating Activities	1,825,142	(1,031,646)

The Board of Education of the Regina School Division No. 4

Schedule F: Consolidated Detail of Designated Assets

for the year ended August 31, 2024

	August 31 2023	Additions during the year	Reductions during the year	August 31 2024
	\$	\$	\$	\$ (Note 13)
External Sources				
Jointly Administered Funds				
School generated funds	2,694,950	2,555,334	2,694,950	2,555,334
Total Jointly Administered Funds	2,694,950	2,555,334	2,694,950	2,555,334
Ministry of Education				
Designated for tangible capital asset expenditures	2,498,132	19,420,517	15,818,553	6,100,096
PMR maintenance project allocations	5,676,323	5,507,437	4,642,721	6,541,039
Federal Capital Tuition	8,025	-	-	8,025
Sale of School Building	476,913	-	-	476,913
Total Ministry of Education	8,659,393	24,927,954	20,461,274	13,126,073
Total	11,354,343	27,483,288	23,156,224	15,681,407
Internal Sources				
Curriculum and student learning				
School operating budget	78,156	93,011	78,156	93,011
Programming	66,000	545,059	36,000	575,059
Total curriculum and student learning	144,156	638,070	114,156	668,070
Facilities				
Facilities	5,970,715	-	-	5,970,715
Board's share of sale of school buildings	1,142,080	-	-	1,142,080
Total facilities	7,112,795	-	-	7,112,795
Furniture and equipment				
Furniture and equipment	2,499,648	-	1,357,259	1,142,389
Total furniture and equipment	2,499,648	-	1,357,259	1,142,389
Information technology				
Information technology renewal	5,764,739	-	470,352	5,294,387
Total information technology	5,764,739	-	470,352	5,294,387
Other				
Operating	6,101,951	-	2,371,753	3,730,198
Total Other	6,101,951	-	2,371,753	3,730,198
Total Designated Assets	32,977,632	28,121,358	27,469,744	33,629,246

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2024

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:

- māmawēyatitān Centre co-ownership of building consolidated 72.85% (2023-consolidated 72.85%).
- māmawēyatitān Centre common operating costs consolidated 69.70% (2023-consolidated 69.70%), adjusted for security costs which are allocated based on daily use.

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2024

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 \$9,689,800 (2023 - \$ 10,301,000) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$180,065,430 (2023 - \$ 171,981,913) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated discounted asset retirement obligation of \$19,212,243 (2023 - \$ 18,907,415) because actual expense may differ significantly from valuation estimates.
- estimated accrued salaries of \$4,270,139 (2023 - \$nil) related to anticipated future settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023, because actual expenses may differ significantly from estimated expenses.

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.

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
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Gains and losses on financial instruments, measured at cost or amortized cost, are recognized in the consolidated statement of operations and accumulated surplus from operations in the period the gain or loss occurs.

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

Remeasurement gains and losses have not been recognized by the school division in a statement of remeasurement gains and losses because it does not have any 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 and there are no stipulations strong enough to create a liability.

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.

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
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Tangible capital assets are recorded at cost and include all costs directly attributable to the acquisition, design, construction, development, installation, and betterment of the tangible capital asset. The school division does not capitalize interest incurred while a tangible capital asset is under construction.

The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight line basis over their estimated useful lives as follows:

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings*	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
Other vehicles – passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio-visual equipment	5 years
Computer software	5 years

*Buildings that include asbestos and are fully amortized have had their useful life reassessed and increased by 1-22 years.

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

Building assets held by the school division that were constructed and continue to be managed/maintained under a Joint Use agreement are recognized at cost which represent fair value using the weighted average cost of capital in the agreement and are amortized over the estimated useful life.

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. Inventory consists of educational materials and caretaking supplies.

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.

**THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
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As at August 31, 2024**

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 amortized 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.

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 BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2024

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

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations that meet the definition of a liability are recorded as deferred revenue and recognized as revenue in the consolidated statement of operations and accumulated surplus from operations as the stipulation liabilities are settled. Payments made by the Government of Saskatchewan on behalf of the school division for Joint-Use capital projects are recorded as government transfers with ownership of schools vesting with the school division.

ii) Fees and Services

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Revenues from transactions with performance obligations, which are enforceable promises to provide specific goods or services to the specific payor in return for promised consideration, are recognized when (or as) the school division satisfies a performance obligation and control of the benefits associated with the goods and services have been passed to the payor. For each performance obligation, the school division determines whether the performance obligation is satisfied over a period of time or at a point in time. The school division considers the effects of multiple performance obligations, variable consideration, the existence of significant concessionary terms and non-cash considerations when determining the consideration to be received.

Revenues from transactions with no performance obligations are recognized when the school division has the authority to claim or retain an inflow of economic resources and has identified a past transaction or event that gives rise to an asset. For each transaction with no performance obligation, the school division recognizes revenue at its realizable value.

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.

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2024

j) Accounting Changes

As at September 1, 2023 the School Division implemented a new accounting policy to conform to the new Public Sector Accounting standard for Public Private Partnerships (PS 3160) for tangible capital assets previously granted to the school division by the Ministry of Education. The standard has been accounted for using the retroactive application without restatement of prior period comparative amounts. The impact on the school division's consolidated financial statements is summarized as follows:

	Adjustment Applied
Tangible Capital Assets - Cost	\$ (8,952,627)
Tangible Capital Assets - Accumulated Amortization	(1,182,000)
Accumulated Surplus from Operations	(7,770,627)

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2024	2023
Portfolio investments in the cost or amortized cost category:	Cost	Cost
GICs, 4.35% to 4.72% mature Oct/24 to Dec/28	\$ 674,716	\$ 724,716
Total portfolio investments reported at cost or amortized cost	\$ 674,716	\$ 724,716

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2024 Actual	2023 Actual
Governance	\$ 251,066	\$ 443,437	\$ -	\$ 1,174	\$ 695,677	\$ 673,109
Administration	6,161,378	1,135,098	-	45,737	7,342,213	7,204,059
Instruction	188,836,896	10,412,387	-	3,995,042	203,244,325	200,398,171
Plant Operation & Maintenance	14,010,247	20,493,285	-	8,782,191	43,285,723	47,772,832
Student Transportation	184,041	9,088,704	-	194,802	9,467,547	9,526,021
Tuition and Related Fees	-	251,727	-	-	251,727	313,442
School Generated Funds	-	4,065,469	-	132,446	4,197,915	4,770,066
Complementary Services	5,970,630	474,398	-	30,442	6,475,470	5,899,196
External Services	8,644,521	4,795,511	-	-	13,440,032	12,254,068
Other	-	381,812	622,845	-	1,004,657	1,180,805
TOTAL	\$ 224,058,779	\$ 51,541,828	\$ 622,845	\$ 13,181,834	\$ 289,405,286	\$ 289,991,769

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2024

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 April 30, 2024 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2024.

Details of the employee future benefits are as follows:

	2024	2023
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.00%	4.40%
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)	2.70%	3.00%
Expected average remaining service life (years)	13	15

Liability for Employee Future Benefits	2024	2023
Accrued Benefit Obligation - beginning of year	\$ 6,760,000	\$ 7,081,600
Current period service cost	232,300	238,000
Interest cost	294,400	280,600
Benefit payments	(602,900)	(643,300)
Actuarial (gains) losses	1,148,200	(196,900)
Plan amendments	(254,100)	-
Accrued Benefit Obligation - end of year	7,577,900	6,760,000
Unamortized net actuarial gains	2,111,900	3,541,000
Liability for Employee Future Benefits	\$ 9,689,800	\$ 10,301,000

Employee Future Benefits Expense	2024	2023
Current period service cost	\$ 232,300	\$ 238,000
Amortization of net actuarial (gain)	(280,900)	(258,200)
Plan amendments	(254,100)	-
Benefit cost	(302,700)	(20,200)
Interest cost	294,400	280,600
Total Employee Future Benefits Expense	\$ (8,300)	\$ 260,400

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

As at August 31, 2024

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 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:

	2024			2023	
	STRP	STSP	TOTAL	TOTAL	
Number of active School Division members	2,022	1	2,023		2,040
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	\$ 15,065,177	\$ 2,437	\$ 15,067,614		\$ 15,324,542

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.

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As a result of adopting the Margin Policy, the Board of the Plan has filed actuarial valuations as of December 31, 2022 that permit the current contribution levels to be maintained through 2025.

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.

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

	2024	2023
Number of active School Division members	832	808
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	\$ 3,289,836	\$ 3,178,524
School Division contributions for the year	\$ 3,663,583	\$ 3,539,888
Actuarial extrapolation date	12/31/2023	12/31/2022
Plan Assets (in thousands)	\$ 1,793,012	\$ 1,734,648
Plan Liabilities (in thousands)	\$ 1,810,040	\$ 1,766,115
Plan (Deficit) (in thousands)	\$ (17,028)	\$ (31,467)

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:

	2024			2023		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Provincial Grants Receivable	\$ 9,178,361	\$ -	\$ 9,178,361	\$ 1,929,741	\$ -	\$ 1,929,741
Other Receivables	3,362,160	-	3,362,160	2,674,832	-	2,674,832
Total Accounts Receivable	\$ 12,540,521	\$ -	\$ 12,540,521	\$ 4,604,573	\$ -	\$ 4,604,573

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2024

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2024	2023
Accrued Salaries and Benefits	\$ 10,155,908	\$ 4,950,526
Supplier Payments	7,451,600	3,211,912
Liability for Asset Retirement Obligation	19,212,243	18,907,415
Other Accrued Liabilities	7,090,528	5,893,146
Total Accounts Payable and Accrued Liabilities	\$ 43,910,279	\$ 32,962,999

The school division recognized an estimated liability for asset retirement obligation of \$19,212,243 (2023 - \$18,907,415) 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:

	2024	2023
Long-term assumptions used:		
Discount rate at end of period	3.92%	3.92%
Inflation rate	2.0%	2.0%
Estimated timing of settlement (years)	1-22 years	2-23 years

Liability of Asset Retirement Obligations	2024	2023
Asset Retirement Obligations, beginning of year	\$ 18,907,415	\$ 18,627,814
Liabilities Settled	(76,984)	(138,526)
Accretion Expense	381,812	418,127
Asset Retirement Obligations, end of year	\$ 19,212,243	\$ 18,907,415

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9. LONG-TERM DEBT

Details of long-term debt are as follows:

	2024	2023
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	\$ 7,682,964	\$ 8,536,379
RBC Financial Group, capital school building construction, 4.47%, principal and interest payments of \$47,567 payable monthly, due date of loan November 2033	4,318,020	4,686,823
RBC Financial Group, capital school building construction, 3.99%, principal and interest payments of \$22,602 payable monthly, due date of loan November 2034	2,278,761	2,455,235
Total Long-Term Debt	\$ 14,279,745	\$ 15,678,437

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

	Total
2025	\$ 2,014,859
2026	2,014,859
2027	2,014,859
2028	2,014,859
2029	2,014,859
Thereafter	6,879,688
Total	16,953,983
Less: Interest and executory cost	2,674,238
Total future principal repayments	\$ 14,279,745

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

	2024	2023
Principal	\$ 1,398,692	\$ 1,342,953
Interest	616,167	671,906
Total	\$ 2,014,859	\$ 2,014,859

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10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2023	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2024
Non-Capital deferred revenue:				
Special Programs	\$ 108,398	\$ 150,000	\$ 50,363	\$ 208,035
Tuition Fees	512,465	448,297	512,465	448,297
Total non-capital deferred revenue	620,863	598,297	562,828	656,332
Total Deferred Revenue	\$ 620,863	\$ 598,297	\$ 562,828	\$ 656,332

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	2024	2023
Revenues:								
Operating Grants	\$ 2,949,054	\$ 142,765	\$ 307,238	\$ 60,000	\$ 650,000	\$ 648,031	\$ 4,757,088	\$ 4,555,244
Fees and Other Revenues	-	12,650	-	-	-	-	12,650	4,000
Total Revenues	2,949,054	155,415	307,238	60,000	650,000	648,031	4,769,738	4,559,244
Expenses:								
Salaries & Benefits	2,851,278	-	277,027	223,358	647,804	1,971,163	5,970,630	5,453,085
Instructional Aids	105,585	258,035	-	1,818	8,377	5,377	379,192	329,961
Non-Capital Equipment	2,830	1,229	157	-	-	1,844	6,060	215
Building Operating Expenses	-	-	36,638	-	-	-	36,638	27,940
Travel	-	-	753	-	-	-	753	4,896
Professional Development (Non-Salary Costs)	-	-	-	-	-	2,996	2,996	836
Student Related Expenses	-	-	-	-	-	48,759	48,759	49,343
Amortization of Tangible Capital Assets	-	-	-	-	-	30,442	30,442	32,920
Total Expenses	2,959,693	259,264	314,575	225,176	656,181	2,060,581	6,475,470	5,899,196
(Deficiency) of Revenues over Expenses	\$ (10,639)	\$(103,849)	\$ (7,337)	\$ (165,176)	\$ (6,181)	\$(1,412,550)	\$(1,705,732)	\$(1,339,952)

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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*	Drivers Education	2024	2023
Revenues:				
Operating Grants	\$ 12,201,326	\$ 1,254,978	\$ 13,456,304	\$ 12,259,269
Total Revenues	12,201,326	1,254,978	13,456,304	12,259,269
Expenses:				
Grant Transfers	2,555,625	-	2,555,625	1,740,694
Salaries & Benefits	8,644,521	-	8,644,521	8,756,077
Instructional Aids	125,516	-	125,516	84,809
Supplies and Services	848,934	1,238,706	2,087,640	1,644,380
Travel	87	-	87	285
Professional Development	6,484	-	6,484	6,323
Student Related Expenses	20,159	-	20,159	21,500
Total Expenses	12,201,326	1,238,706	13,440,032	12,254,068
Excess of Revenues over Expenses	\$ -	\$ 16,272	\$ 16,272	\$ 5,201

*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	2024	2023
Revenues:					
Operating Grants	\$ 4,898,246	\$ 2,679,123	\$ 4,623,957	\$ 12,201,326	\$ 11,404,360
Total Revenues	4,898,246	2,679,123	4,623,957	12,201,326	11,404,360
Expenses:					
Grant Transfers	834,011	583,002	1,138,612	2,555,625	1,740,694
Salaries & Benefits	3,707,798	1,891,915	3,044,808	8,644,521	8,756,077
Instructional Aids	3,258	13,872	108,386	125,516	84,809
Supplies and Services	337,678	187,559	323,697	848,934	794,672
Travel	-	-	87	87	285
Professional Development	3,850	-	2,634	6,484	6,323
Student Related Expenses	11,651	2,775	5,733	20,159	21,500
Total Expenses	4,898,246	2,679,123	4,623,957	12,201,326	11,404,360
Excess (Deficiency) of Revenues over Expenses	\$ -	\$ -	\$ -	\$ -	\$ -

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13. ACCUMULATED SURPLUS

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

Certain amounts of the accumulated surplus, as approved by the board of education, have been designated for specific future purposes 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, 2023	Additions during the year	Reductions during the year	August 31, 2024
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 260,949,893	\$ 16,265,362	\$ 20,952,461	\$ 256,262,794
Less: Liability for Asset Retirement Obligation	(18,907,415)	(381,812)	(76,984)	(19,212,243)
Less: Debt owing on Tangible Capital Assets	(15,678,437)	-	(1,398,692)	(14,279,745)
	226,364,041	15,883,550	19,476,785	222,770,806
 Designated Assets (Schedule F)				
	32,977,632	28,121,358	27,469,744	33,629,246
Unrestricted Surplus	-	1,520,000	-	1,520,000
Total Accumulated Surplus	\$ 259,341,673	\$ 45,524,908	\$ 46,946,529	\$ 257,920,052

14. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the board of education on June 27, 2023 and the Minister of Education on August 31, 2023.

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.

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, 2024. These amounts represent 100% of the partnership's financial position and activities.

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	2024	2023
Capital Assets	\$ 38,435,984	\$ 38,435,984
Expenses	\$ 885,147	\$ 883,983

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% (2023 - 72.85%) for capital assets presented at cost and 69.7% (2023 - 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:

	2024	2023
Capital Assets	\$ 29,559,025	\$ 29,559,025
Expenses	\$ 575,865	\$ 586,376

The accumulated amortization related to the above capital assets owned by the school division totals \$4,099,384 (2023 - \$3,517,828) with an ending net book value of \$25,459,641 (2023 - \$26,041,197). Not included in shared operating costs above is amortization expense of \$581,557 (2023 - \$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.

The school division is represented by the Government Trustee Bargaining Committee in negotiations with the Saskatchewan Teachers' Federation. The collective agreement between the parties expired on August 31, 2023, and is currently in an arbitration process. A salary accrual of \$4,270,139 is recorded in the August 31, 2024, financial statement based on an estimated 3% increase to salary grids effective September 1, 2023. This amount is management's best estimate of a future settlement between the parties and is subject to change once the new contract is finalized. Management does not anticipate a material change from the estimate and believes there will be no material effects on the school division's financial position. Although the Government of Saskatchewan has committed to funding the full cost of the new contract, no revenue has been recognized as there is no formal agreement in place.

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17. CONTRACTUAL OBLIGATIONS

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

- The school division and Regina Catholic School Division No. 81 are constructing a joint use school, North Regina Joint Use School (Tawaw/St.Raphael). The total construction contract is for \$57,597,496 and Regina School Division's portion is \$29,956,458, with remaining project costs totaling \$16,906,471 to be paid over the next year. Total other project costs are \$4,858,026 and Regina School Division's portion is \$2,526,659, with remaining project costs totaling \$1,693,602 to be paid over the next year.
- The school division and Regina Catholic Schools are in the initial phases of constructing a Harbour Landing West Joint-Use School. Total project management and design services contract costs are \$3,884,993 and Regina School Division's portion is \$2,049,722, with remaining project costs totaling \$1,248,418 will be paid over the next two years.
- The school division and Regina Catholic Schools are currently in the planning stages of a new East Regina Joint Use High School. The preliminary planning costs are \$326,262 and Regina School Division's portion is \$163,131, remaining project costs totaling \$74,907 are to be paid over the next two years.
- The school division is installing six portable classrooms. Total project costs are \$2,701,617, with remaining project costs totaling \$2,587,287 to be paid over the next year.
- Transportation contract in the amount of \$11,180,948 to be paid over the next two years.
- Teacher professional development in the amount of \$2,095,617 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	Total Operating
Future minimum lease payments:		
2025	\$ 337,196	\$ 337,196
2026	337,196	337,196
2027	309,096	309,096
Total Lease Obligations	\$ 983,488	\$ 983,488

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).

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i) Credit Risk

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

The school division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect impairment in collectability.

The aging of grants and other accounts receivable as at August 31, 2024, was:

August 31, 2024					
	Total	0-30 days	31-60 days	61-90 days	Over 90 days
Grants Receivable	\$ 9,178,361	\$ 8,863,495	\$ -	\$ -	\$ 314,866
Other Receivables	2,024,495	1,890,392	43,670	12,832	77,601
Gross Receivables	11,202,856	10,753,887	43,670	12,832	392,467
Allowance for Doubtful Accounts	-	-	-	-	-
Net Receivables	\$ 11,202,856	\$ 10,753,887	\$ 43,670	\$ 12,832	\$ 392,467

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, 2024					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 43,910,279	\$ 18,995,089	\$ 97,727	\$ 3,822,283	\$ 20,995,180
Long-term debt	14,279,745	728,376	728,376	6,457,529	6,365,464
Total	\$ 58,190,024	\$ 19,723,465	\$ 826,103	\$ 10,279,812	\$ 27,360,644

iii) Market Risk

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

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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, portfolio investments, asset retirement obligations and long-term debt.

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, 2024.

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 2024 amount below will be the budget allocation for 2025-2026 (2023 – budget 2024-25), calculated as follows:

	2024	2023
Operating Teacher Salaries	\$ 133,297,863	\$ 129,959,599
Complementary Teacher Salaries	2,265,003	2,361,281
External Teacher Salaries	7,711,207	7,748,955
Total Teacher Salaries	143,274,073	140,069,835
Professional Development Allocation at 0.59%	\$ 845,317	\$ 826,412