



**REGINA
PUBLIC
SCHOOLS**

Regina School Division #4 of Saskatchewan Annual Report 2014-15

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Regina School Division #4 of Saskatchewan
1600 4th Avenue Regina, SK S4R 8C8
 Phone (306) 523-3000 Fax (306) 523-3031
 E-mail: info@rbe.sk.ca Website: www.rbe.sk.ca

Letter of Transmittal



Honourable Don Morgan, Q.C.
Minister of Education

Dear Minister Morgan:

The Board of Education of Regina School Division #4 of Saskatchewan is pleased to provide you and the residents of the school division with the 2014-15 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2014 to August 31, 2015.

Respectfully submitted,

Katherine Gagne

Katherine Gagne
Chairperson

Introduction

This annual report presents an overview of the activities of the Regina School Division #4 of Saskatchewan (Regina Public Schools) activities and results for the fiscal year September 1, 2014 to August 31, 2015.

The annual report provides a snapshot of Regina Public Schools, its governance structures, students, staff, programs and facilities. It also includes results and analysis of a number of indicators that contribute to student success.

In addition to detailing the school division's activities and performance, this report outlines how Regina Public Schools is deploying the Provincial Education Sector Strategic Plan in relation to its school division plan. Also included is a report from management endorsing the financial overview and audited financial statements.

Financial statements included in this report have been audited by an independent auditor following the Canadian Generally Accepted Accounting Standards.



School Division Profile

About Us

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

We educate more than 21,000 students in forty-one elementary schools, nine high schools and one adult campus. The Division is also affiliated with three associate schools offering religious-based programming.

Regina Public Schools is governed by an elected board of seven trustees, each representing one of seven subdivisions in the City of Regina. Trustees are elected for four-year terms and are responsible for the policy direction that guides the School Division. At the school level, each school is represented by a School Community Council that works with the school to support and engage community involvement in educational programming.

For a more detailed map of Regina Public Schools, showing the seven subdivisions, please visit <http://www.rbe.sk.ca/board-education>.

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

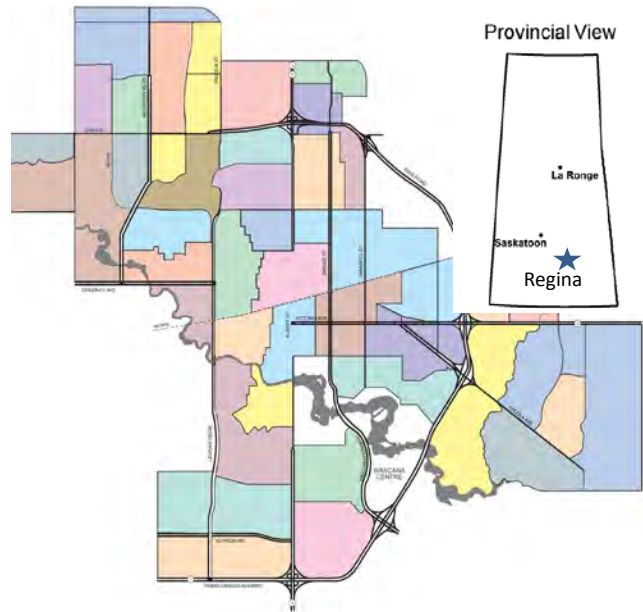


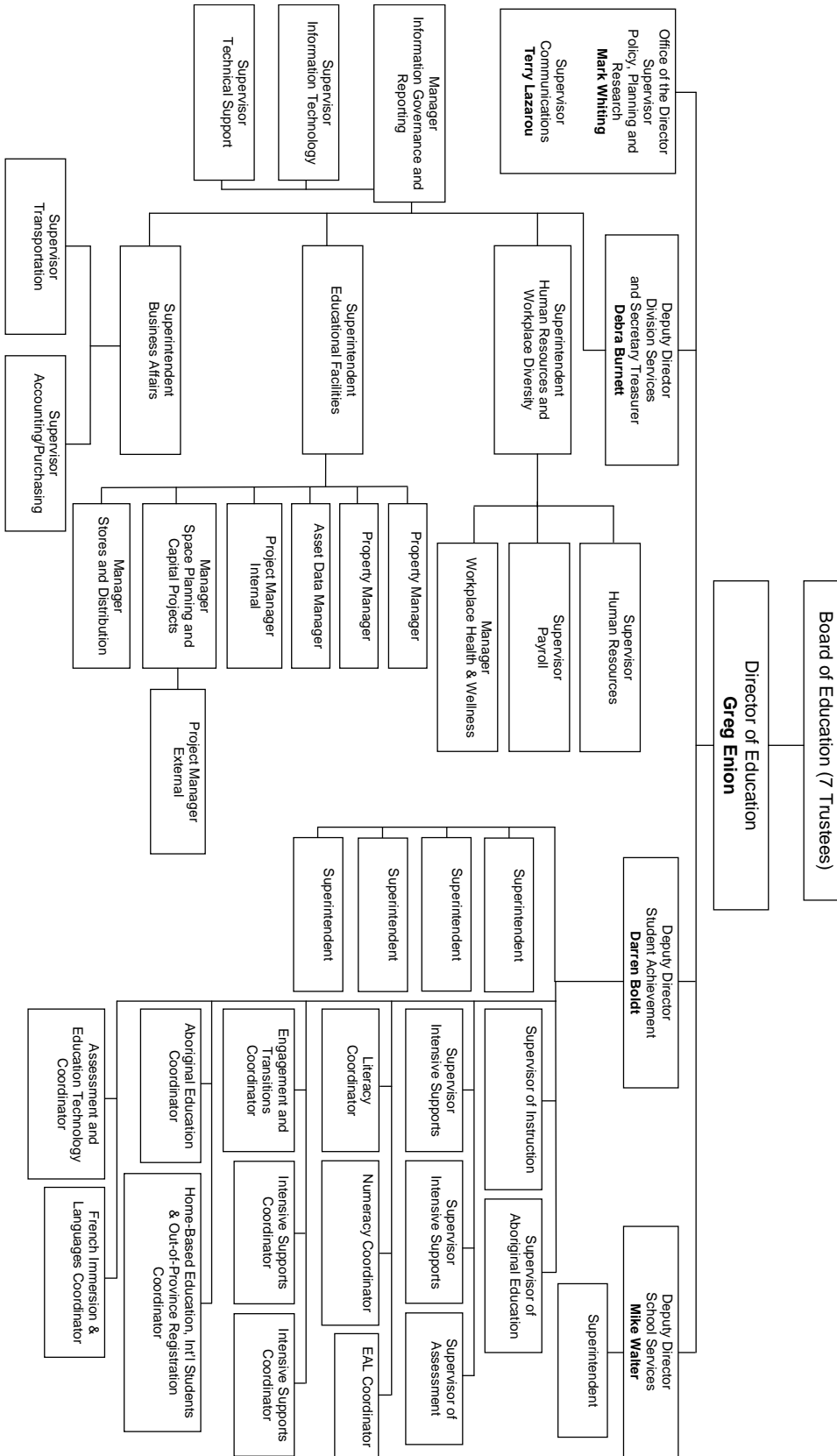
Figure 1 Regina School Division
(By School Attendance Boundary)

Division Vision Statement and Shared Values

The mission of Regina Public Schools is *to instil the value of knowledge, the dignity of effort and the worth of the individual*. This mission, guided by the Shared Values and directed by the Strategic Plan, provides a clear direction for all activity in the School Division. Regina Public Schools' Shared Values are the foundation of all interaction within the Division. These Values, developed through extensive community collaboration and adopted in 2000, are *I belong; I want to know; I am responsible; and I respect*. The Shared Values give direction and frame what goes on in the schools. Students learn to take responsibility for themselves and for others in the community both in and out of school.

Every school community celebrates and embraces multiculturalism and respects individual spiritual beliefs. The Shared Values mirror the goals of public education – transcending differences and providing an equal opportunity to recognize, enrich and enhance the unique gifts and talents of all students.

Division Organizational Chart



School List

There are 41 elementary schools, 9 high schools, an Adult Campus and the Campus Regina Public Victoria Campus in the Regina Public School Division. RPS is also affiliated with three religious-based affiliate schools.

School	Grade Level
Albert	PreK-8
Arcola	PreK-8
Argyle	K-8
Balfour	9-12
Henry Braun	K-8
Judge Bryant	PreK-8
Ruth M. Buck	K-8
Campbell	9-12
Centennial	PreK-8
M.J. Coldwell	PreK-8
Connaught	PreK-8
Coronation Park	PreK-8
Davin	K-8
Douglas Park	PreK-8
Dr. George Ferguson	PreK-8
W.H. Ford	PreK-8
Glen Elm	PreK-8
Grant Road	PreK-8
Dr. L.M. Hanna	PreK-8
W.S. Hawrylak	K-8
Wilfred Hunt (Hospital Schools: Wilfred Hunt RQHR Transitional Program)	K-8
Imperial	PreK-8
Henry Janzen	K-8
F.W. Johnson	9-12
Kitchener	PreK-8
Winston Knoll	9-12
Lakeview	K-8
George Lee	K-8
Jack MacKenzie	K-8
MacNeill	K-8
Martin	9-12
Massey	K-8
McDermid	PreK-8

School	Grade Level
Gladys McDonald	K-8
McLurg	PreK-8
Marion McVeety	PreK-8
Ethel Milliken	K-8
Elsie Mironuck	PreK-8
Ruth Pawson	K-8
Dr. A.E. Perry	K-8
W.F. Ready	K-8
Rosemont	PreK-8
Scott	9-12
Seven Stones	PreK-8
Sheldon-Williams	9-12
Thom	9-12
Thomson	PreK-8
Walker	PreK-8
Wilfrid Walker	PreK-8
Campus Regina Public	
Cochrane & Victoria Campus	9-12
Adult Campus	
Harvest City Christian Academy	K-12
Regina Christian School	K-12
Regina Huda School	PreK-12

Program Overview

Regina Public schools teach the Ministry of Education Core Curriculum through the required areas of study and an extensive range of other programs. Elementary schools provide adaptations for students requiring additional supports and enrichment programs for students striving for academic challenge. Modified programs at the high school level support students in mastering basic objectives. The Advanced Placement and International Baccalaureate programs are available at select high schools to meet the needs of students destined for post-secondary education or who require additional academic challenges.

Regina Public Schools provides early learning experiences to three- and four-year olds in fifty-one Prekindergarten/Preschool programs. The Division also operates thirteen elementary community schools and three community high schools. These programs have access to additional funding from the School Division to offer opportunities for extra support and services for vulnerable students.

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

The Division provides services and programs for all students, whether they are advanced learners or require intensive supports. With a focus on equitable opportunities and smooth transitions, Regina Public Schools also offers programs for high school students to easily access specialized career, skills and higher-education focused instruction through Campus Regina Public, while continuing their education in their neighbourhood high school. For adolescents and young adults re-engaging in the learning process, the Adult and Victoria Campuses provide quality instruction and proven results in a non-traditional setting.

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

In 2014-15, the school division launched a multi-stakeholder online consultation with parents, students and staff on new strategies to create more equity of opportunities for all high school students. Making learning an equitable experience in all our high schools begins with working with elementary schools to help create a sense of community between elementary schools and their neighbourhood high school. This information helped to inform the upcoming implementation of the Family of Neighbourhood Schools model beginning in the 2015-2016 school year.

All Regina Public schools offer extra-curricular programs. At both the elementary and high school levels, this provides opportunities in the arts, sports and recreation outside of the classroom environment.

Regina Public Schools has a well-coordinated planning process which enables alignment of the strategic plan and all school division planning activities with those of the Education Sector Strategic Plan (ESSP). The division's strategic plan provides overall direction for everything the division does and serves as an anchor to ensure that all division planning processes are in alignment with each other.

The Strategic Plan defines Regina Public Schools' mission, vision, and guiding principles – provided earlier in this annual report. In addition to these foundational elements, the strategic plan includes strategic directions, board priorities, and key strategies to achieve board priorities.

Regina Public Schools enduring priorities are:

- Ensuring that students achieve grade-level growth performance in Literacy and Numeracy
- Ensuring that First Nation, Métis and Inuit student outcomes are equitable compared to those of all students
- Ensuring that students with enhanced learning needs have access to timely and appropriate programs and services and access to the curriculum instructional strategies and appropriate supports
- Applying technology-enhanced learning to support digital fluency and achievement
- Planning and supporting successful engagement and graduation of high school students
- Planning and supporting successful introduction, attachment and engagement of elementary students
- Demonstrating effective governance, leadership and stewardship
- Ensuring non-instructional program and service expenditures are connected to student success

The Division's plan includes six core strategies:

- Developing a First Nations, Métis and Inuit Achievement Initiative
- Implementing a comprehensive program to improve reading performance at all grade levels
- Increasing the number of Kindergarten students who enter Grade One ready to learn
- Increasing the number of students who achieve Grade level performance in literacy and numeracy
- Improving student attendance and credit attainment as a means of increasing graduation rates
- Ensuring all current and future program and service expenditures contribute positively to student success

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

A copy of the Regina Public School 2014-17 Strategic Plan is available at www.rbe.sk.ca.

Strategic Direction and Reporting

Introduction of the Education Sector Strategic Plan

Saskatchewan's PreK-12 education sector has undergone a significant shift in strategic planning. Throughout 2013-14, provincial school divisions and the Ministry of Education collaboratively developed an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP aligns the work of all school divisions and the Ministry of Education. The plan was developed using a new planning methodology that integrated priority identification; strategic planning; performance measurement, reporting and review; and, course correction to achieve outcomes. The ESSP identified two one-year, short term priority areas, and five two-to-five year priority areas. The plan is expected to shape a new direction in education for the benefit of all Saskatchewan students. Regina Public Schools' Board of Education approved the strategic plan in 2014, as did the Government of Saskatchewan.

The first cycle of the ESSP was deployed in 2014-15.

Enduring Strategies

As a part of the ESSP, education sector leaders developed enduring strategies. Enduring strategies are an expression of the core beliefs of the education sector. The enduring strategies support a Student First approach by placing the student front and centre and ensuring all students in Saskatchewan have the education and skills needed to succeed when they graduate from high school.

The Enduring Strategies include:

- Culturally relevant and engaging curriculum
- Differentiated, high quality instruction
- Culturally appropriate and authentic assessment
- Targeted and relevant professional learning
- Strong family, school, and community partnerships
- Alignment of human, physical, and fiscal resources

2014-15 One Year Priorities

ESSP One Year Priority Area: In partnership with First Nations and Métis stakeholders, develop a First Nations and Métis student achievement initiative.

2014-15 ESSP Actions for the One Year Priority

Actions within this priority area include the establishment of an action research model to inform teachers' professional development in culturally responsive pedagogy, the development of a centralized assessment management and delivery system to measure, track and report student growth, and the development and implementation of data-sharing protocols that facilitate transition plans for students moving through and between systems.

2014-15 School Division Goals and Actions for the One Year Priority

Regina Public Schools continues to work to reduce the achievement gap of our FNMI students by 10%. In support of this initiative during 2014-15:

RPS participated fully in the research, development, and planning of the provincial FNMI Achievement Initiative based on New Zealand's *Te Kotahitanga* project. During 2014-15, Scott Collegiate's team of teacher facilitators along with support from in-school administrators and division office staff began the progress of implementing the Culturally Responsive Pedagogy Observation Tool. An extension of that work resulted in the ***Following Their Voices*** teams throughout the province planning for full implementation in 2015-2016.

RPS continued to engage FNMI community leaders and elders in educational planning through our Elder in Residence Program at schools throughout the system. Regina Public Schools values the relationships with First Nations, Métis and Inuit communities and is proud of the work done both in school and throughout our communities.

During 2014-15, RPS continued its initiative to gather accurate information on all Aboriginal students. Schools now have access to a list of all First Nations communities in Saskatchewan. The list will be used to identify, for those who volunteer to share, in which First Nations community the student is a registered member. This will assist in the continued pursuit of obtaining accurate information on the self-declared students with our community stakeholders.

ESSP One Year Priority Area: Identify and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2014-15.

2014-15 ESSP Actions for the One Year Priority

Actions within this priority area include the collection of Grade 3 reading levels for all students in Saskatchewan, the development of a sector reading strategy, and the creation of provincial and school division primary grade reading literacy teams.

2014-15 School Division Goals and Actions for One Year Priority

In 2014-15, Regina Public Schools established an Early Years Literacy Team to provide input and feedback relative to early years literacy initiatives.

Regina Public Schools established a process to ensure reading is assessed with Grades 1-3 students using the locally developed Oral Reading Records (ORR) at Grades 1 and 2, and the Fountas and Pinnell Benchmark Assessment at Grade 3. During the 2014-2015 school year, students were assessed twice – once in early fall and once in late spring.

During 2014-15, there was a focus on professional development activities for the improvement of reading instruction. All Grade 2 teachers in Regina Public Schools received a full day of in-service on Literacy Foundations. To further support Tier 1 instruction, all Grades 1-3 teachers in the school division participated in a webinar overviewing Sask Reads.

Kindergarten to Grade 2 teachers also had the opportunity to participate in a Community of Practice focused on the Fountas and Pinnell *Phonics and Word Study* resource. The school division utilizes Fountas and Pinnell *Leveled Literacy Intervention* as a Tier 2 intervention.

2014-15 Two to Five Year Priorities

ESSP Two to Five Year Priority Area: By June 2020, 80% of students will be at grade level or above in reading, writing, and math.

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include the purchase of a provincial data system to track student achievement, the development of an instructional practices model for reading, writing, and math, the development of a job-embedded professional learning model, and the development and implementation of division-based common math assessments.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

By June 2015, at least 78% of Grade 3 students will be reading at or above grade level.

By June 2018, 80% of Grades 5 and 8 students will be proficient on identified numeracy outcomes on the provincial math assessment.

By June 2020, at least 80% of Grades 4, 7, and 10 students will be proficient on the provincial writing assessment.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

Regina Public Schools has a goal of 95% of students achieving at grade level in reading, writing and math by 2017. Actions taken in 2014-15 included:

The development of a system-wide professional learning plan for the improvement of reading instruction (i.e. new teachers, experienced teachers, and administrators), beginning with teachers new to teaching Grades 1-3.

The creation of a School Division Early Learning Literacy Team that participated at the provincial level to identify professional development necessary at the school division level for the team, the teachers, and in-school administrators. It has a focus on reading acquisition in Grades 1 to 3. Resources were identified to support school division models for learning.

RPS continued to refine and implement a division literacy instructional framework that integrates and reflects Sask Reads; beginning with Grades 1 to 3.

Reading, Writing and Math Actions:

Ensured all teachers have access to necessary professional learning in reading, math, and writing.

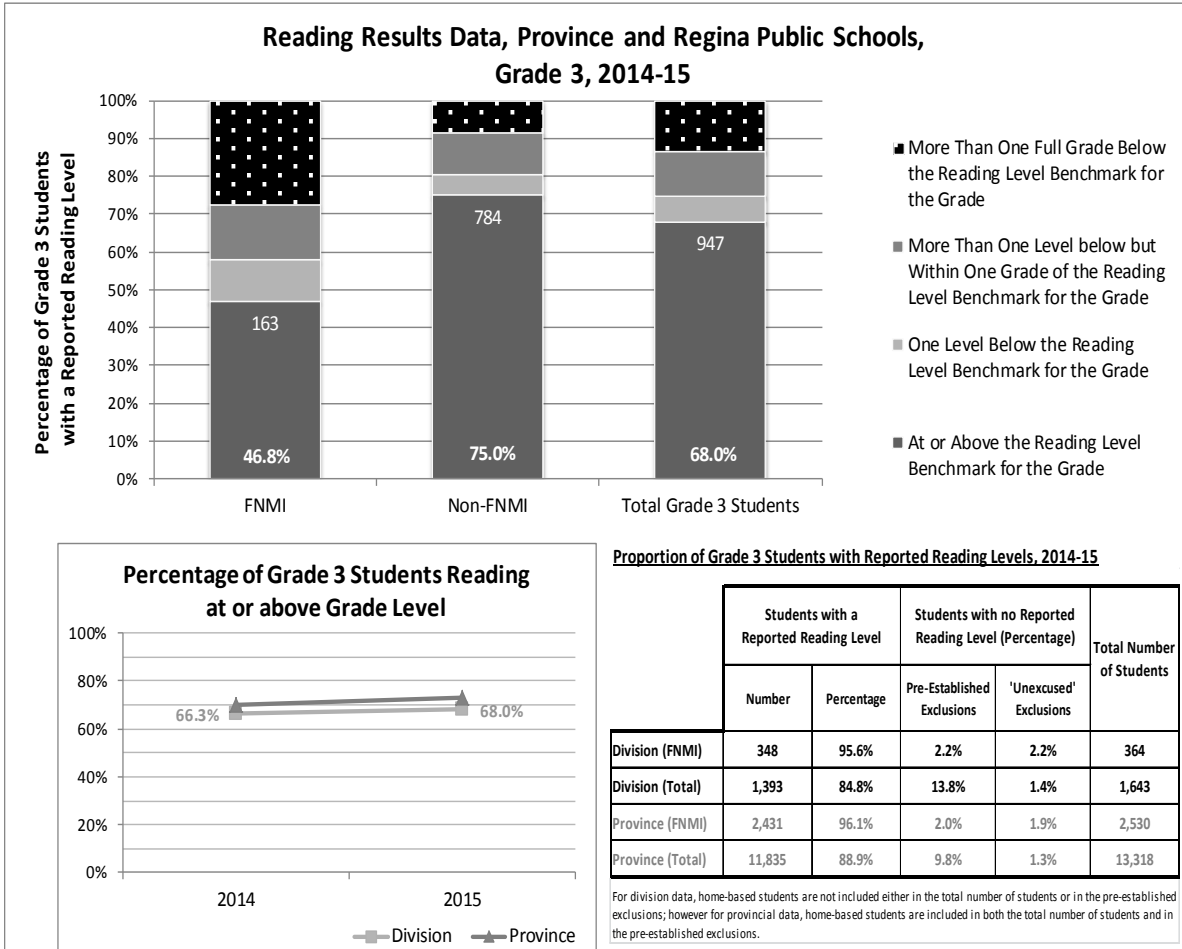
Continue to build teacher and principal capacity in providing Tier One (classroom-based) intervention for students needing additional support.

Reviewed and aligned Division literacy and numeracy instructional frameworks and related priorities and initiatives with provincial instructional practices model (K-12) for reading, writing and math.

Continued use of Division-based common reading and writing pre and post assessments (value-added assessments) in Grades 1-9 to identify student learning needs and design appropriate instructional interventions.

Continued the implementation of division-based common math pre and post assessments (value-added assessments) in Grades 1-8 and used information to identify student learning needs and designed appropriate instructional interventions.

Figure 2: Reading Results Data



Note:

Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for these calculations.

Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students.

FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, Student Data System (Data run on November 5, 2015).

Regina Public Schools shows a slight improvement in year over year reading levels of all Grade 3 students with 68% of students reading at or above grade level. This represents a 1.7% increase from 2014. Of all students, 75% read at or within one level of the provincially targeted reading level and 87% of all students are reading at or within one grade level of the expected level. A total of 13% of all students are more than one full grade level below. Given that a student often works within a range of Fountas and Pinnell levels in a literacy program, it is encouraging to see that 87% of RPS Grade 3 students are within one grade of the reading level cut line.

For Non-FNMI students 75% of Grade 3 students read at or above the grade level benchmark. A total of 80% of Non-FNMI students are reading at or within one level of the provincially targeted reading level and 91% are reading at or within one grade level of the expected level. RPS data indicates that our Non-FNMI students achieve Benchmark Reading Levels at a higher rate than our non FNMI students.

For FNMI students, 47% of students read at or above the grade level benchmark. A total of 58% are reading at or within one level of the provincially targeted reading level and 72% are reading at or within one grade level of the expected level. While FNMI student achievement is below that of Non-FNMI students, the division's Strategic Plan addresses both reading achievement in early years and FNMI achievement.

RPS is encouraged by improvements we have seen, particularly in our FNMI students. See Figure 2

ESSP Two to Five Year Priority Area: By June 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis achievement and graduation rates.

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include the engagement of First Nations and Métis leaders to develop partnerships and plans to increase student achievement and graduation rates, the identification or development of instruments to measure student progress, the facilitation of student transition plans, and the development of First Nations language programming.

2014-15 ESSP Improvement Target for the Two to Five Year Priority

*Achieve an increase **% increase in the First Nations and Métis graduation rate per year.*

2014-15 School Division Goals and Actions for the Two to Five Year Priority

Regina Public Schools has a goal to reduce the graduation rate gap between our FNMI students and our Non-FNMI students by 10% per year. Actions taken in 2014-15 included:

Increase the number of Aboriginal Advocates available in high schools. Through Aboriginal Advocates and Aboriginal Education Consultants, RPS worked to ensure that attendance and credit attainment strategies were used and ensured that curriculum, instruction and assessment practices were culturally appropriate.

In 2014-15, Regina Public Schools increased the number of Aboriginal Advocates from two to seven Aboriginal Advocates are at the following Collegiates: Balfour, Sheldon, Scott,

Martin, Thom, Winston Knoll and F.W. Johnson. Aboriginal Advocate teachers support Aboriginal students academically and socially so that they may more smoothly transition through and out of school. All of the above high schools have a significant number of self-declared Aboriginal students.

Figure 3: Average Final Marks in Selected Secondary-Level Courses

Average Final Marks in Selected Secondary-Level Courses 2014-15						
Subject	All Students		Non-FNMI		FNMI	
	Province	Regina Public	Province	Regina Public	Province	Regina Public
English Language Arts A 10	72.4	68.6	75.1	71.3	61.5	57.9
English Language Arts B 10	72.7	68.9	75.2	71.7	61.7	56.9
Science 10	71.2	67.5	74.1	70.7	59.7	55.0
Math: Workplace and Apprenticeship 10	71.3	68.4	74.6	71.6	59.2	54.9
Math: Foundations and Pre-calculus 10	71.3	68.8	73.2	70.7	60.5	58.6
English Language Arts 20	73.4	70.4	75.1	72.5	64.4	59.4
Math: Workplace and Apprenticeship 20	67.2	62.9	69.3	64.6	62.0	56.9
Math: Foundations 20	72.3	70.5	73.8	71.8	64.4	62.3

Note:

Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr).

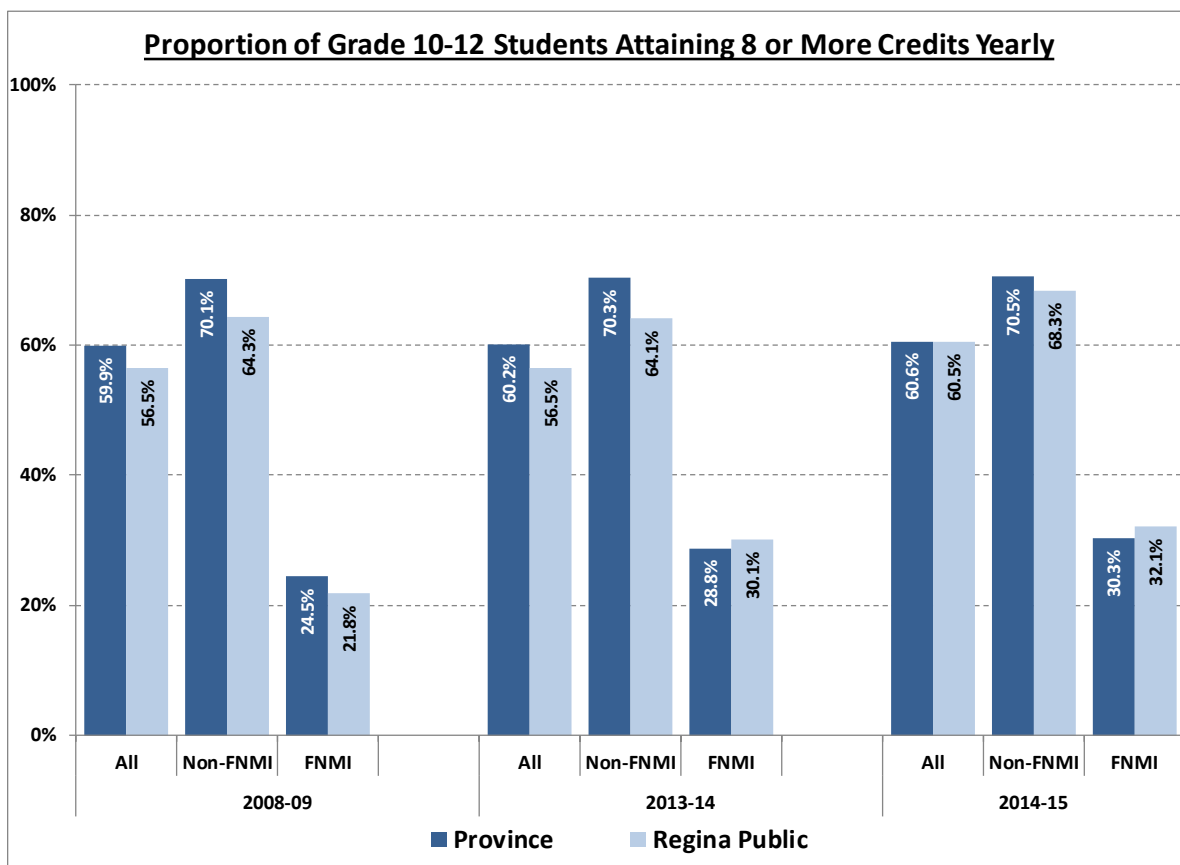
FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

In 2014-15, across all courses identified, the average grades (by subject) for students in Regina Public Schools (RPS) range from 62.9% to 70.5%. There remains a gap between Non-FNMI and FNMI students where we see average final marks 9.5% lower for FNMI students, while there is only a 1.3% gap between all students and non-FNMI students. Although Regina Public Schools still sees a gap between our FNMI students and Non-FNMI students, we are encouraged by the fact that this gap is closing.

In all categories the province is slightly ahead of RPS students. It is challenging to set targets that are comparative to those of the Province. Final marks are subjective from one teacher to another. See Figure 3.

Figure 4: Proportion of Secondary Students Attaining 8 or More Credits per Year: Baseline Year with Two Most Recent Years



Note:

Proportions 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 10 or fewer 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 themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

Saskatchewan high school students must accumulate at least 24 secondary-level credits in order to graduate. This means that to graduate within a three-year period after beginning Grade 10, students must accumulate, on average, eight credits per year. Recent provincial results have been relatively stable at approximately 70% of all students attaining eight or more credits per year.

Since 2008-09, the proportion of all RPS students attaining eight or more credits has steadily increased to the point of being at par with the provincial rate. In 2014-15, the percentage of all Regina Public students attaining eight or more credits increased slightly overall and is now consistent with the provincial average. The average number of self-identified FNMI students attaining eight or more credits has increased over time and, for two consecutive years, is slightly higher than the provincial rate. Non-FNMI students' results continue to be below the provincial results. We are very hopeful that results for all students and specifically FNMI students will steadily increase over time. See Figure 4.

ESSP Two to Five Year Priority Area: Saskatchewan's graduation rate will be 85% by 2020.

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include a review of provincial high school graduation requirements, the development of a Grade 9 transition from high school plan, and support for embedded professional development for teachers.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

Achieve a 3% total increase in the provincial graduation rate per year.

By June 2020, all students report high levels of engagement in their learning.

2014-15 School Division Goals and Actions for the Two Five Year Priority

Regina Public Schools has goals in priority are to achieve an "on time" graduation rate of 80% by 2017 and; achieve a 95% grade to grade transition rate by 2017. Actions taken in 2014-15 included:

Participated in the provincial working group focused on improving data gathering, absence monitoring, and intervention.

Developed a local interagency structure to facilitate the necessary relationships, resource sharing, and programming to support students demonstrating chronic absenteeism. We have partnered on the development of TRiP (The Regina Intersectoral Partnership) focussing on a community solution to attendance and behavior concerns.

Implemented a K-12 alert system to better identify chronic non-attenders and support them in addressing issues causing their absenteeism.

Developed, implemented and promoted a "Triple Eight" strategy to encourage and support all students who are capable of attaining eight credits in each of the Grade 10, 11, and 12 years. All Regina Public High Schools had a goal supporting the division's Triple 8 Strategy.

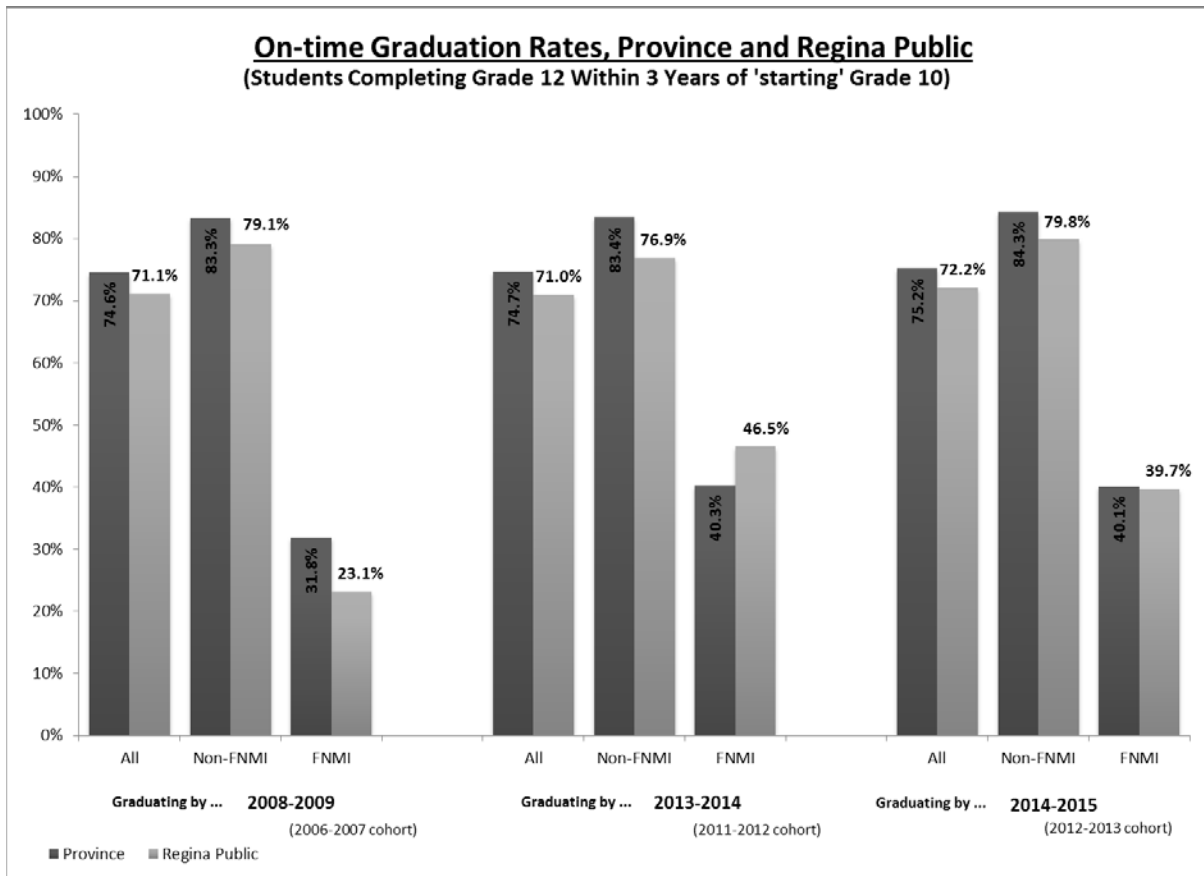
Engaged in a community-wide consultation using the Thought Stream software as part of the implementation of the "Family of Schools", recommended as part of the 2014 High School Strategy.

Balanced high school enrolments across the division to ensure that all students have equitable access to relevant and engaging curricular and extra-curricular programs.

Ensured through analysis and consultation that all high school staff had expertise and training in the subjects they were teaching.

Three-Year Graduation Rates

Figure 5: Grade 12 Graduation – Students Completing Grade 12 within Three Years: Baseline Year with Two Most Recent Years



Note:

On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of ‘starting’ Grade 10.

Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students.

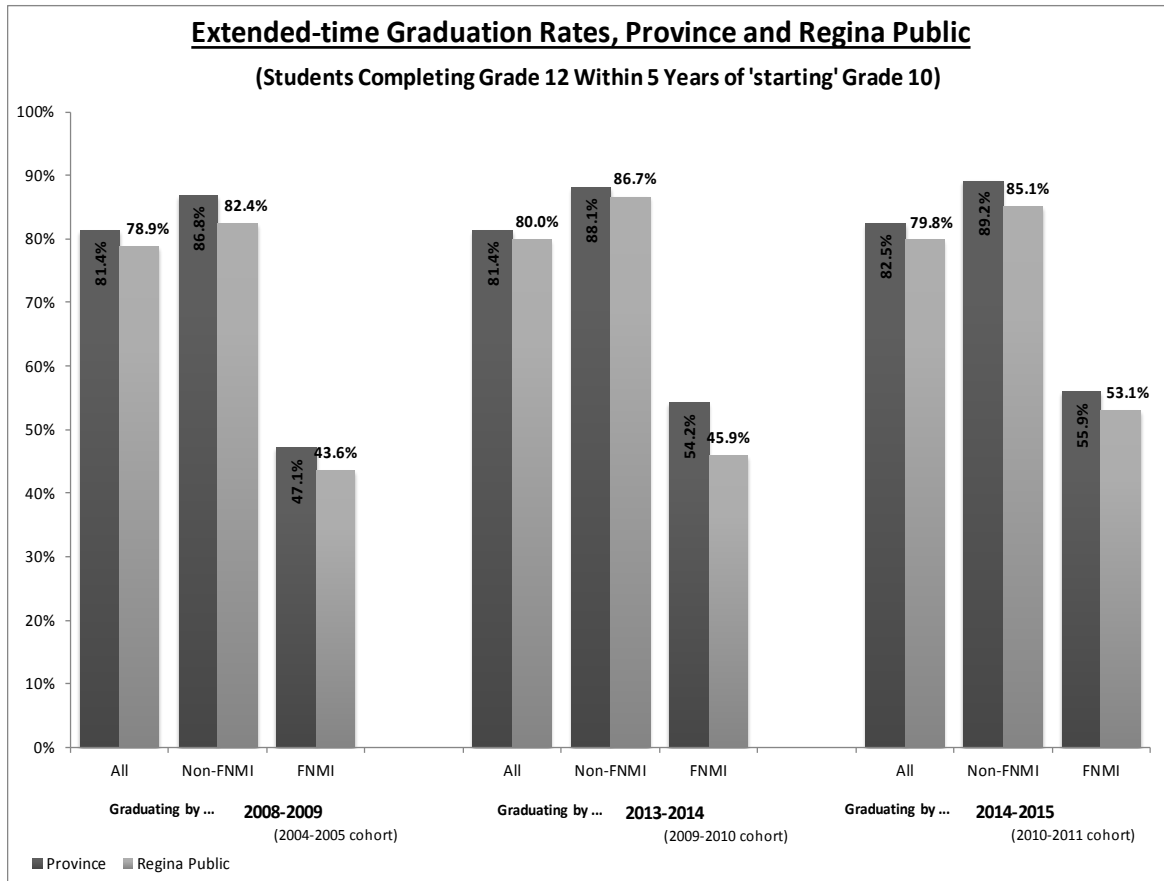
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Source: Ministry of Education, 2015

The School Division’s graduation rate for all students is largely unchanged and remains slightly below the provincial average. The Non-FNMI 3-year graduation rate has remained relatively constant, however, the graduation rate for FNMI students continues to show steady improvement since 2008-09. The School Division’s commitment to increase Aboriginal Advocate positions to support FNMI students along with the Division’s focus on encouraging student self-declaration have been factors in improving these results. There continues to be a variance between graduation rates for FNMI students and Non-FNMI students in Regina Public Schools. Reducing this gap continues to be an important Division goal. See Figure 5.

Five-Year Graduation Rates

Figure 6: Grade 12 Graduation – Students Completing Grade 12 within Five Years: Baseline Year with Two Most Recent Years



Note:

Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time).

Results for populations of 10 or fewer 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 themselves to be FNMI, and may include FNMI students who choose not to self-identify.

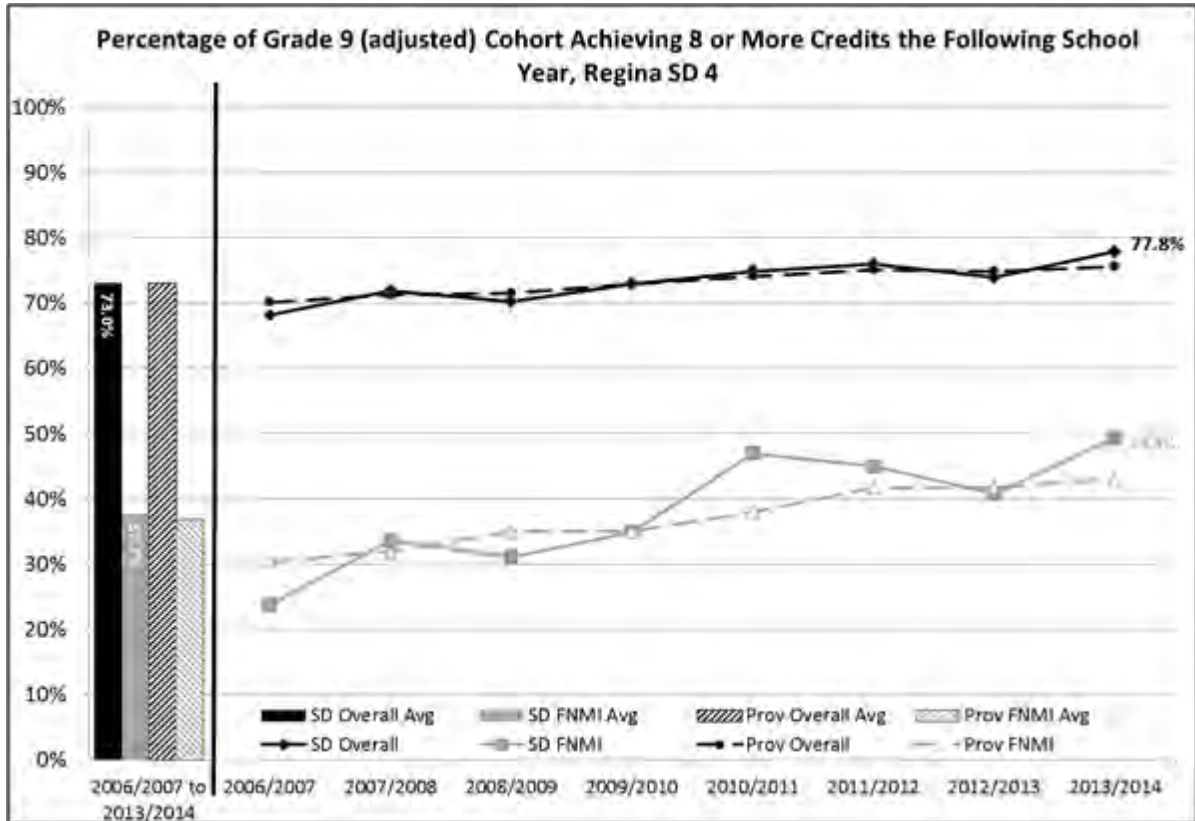
Source: Ministry of Education, 2015

Some students need more time to complete all the courses necessary to graduate. They continue in school longer than three years after beginning Grade 10. In Regina Public Schools (RPS), the graduation rate has remained relatively constant when these extra years of schooling are considered.

RPS five-year graduation rate for all students, which is based upon the 2010-2011 cohort of students, reached 80% during the 2014-2015 school year. RPS has seen a 2.7% increase in graduation rates since 2009-09 for all of our students, however, we are still slightly behind the provincial average. Of note, there was an improvement in the FNMI five-year graduation rate resulting in over 50% of our students graduating with extended time. The Division remains committed to continuing to reduce the achievement gap for our FNMI students and to work towards providing additional supports and interventions to students to realize on-going improvement in our graduation results. See Figure 6.

Grade 9 to 10 Transition

Figure 7: Grade 9 to 10 Transition



Notes:

Grade 9 school year cohort is defined as the group of students enrolled in Grade 9 for the first time in a particular school year (according to the ministry Student Data System), adjusted in the following ways: 1) Students 12 and younger, and students 18 and older, as of Sep 30 of the Grade 9 school year, are excluded; and, 2) Students without a base enrolment on or after Sep 30 are excluded; 3) Students enrolled in Functionally Integrated or special education programs are excluded; and, 4) Students whose enrolment outcome is 'deceased', 'transferred to out-of-province schooling', or 'transferred to out-of-country schooling' prior to June 1st of the school year immediately following Grade 9 cohort placement are excluded. Students are assigned to the school division in which the student last enrolled in the year that they became part of the Grade 9 cohort. Percentages are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students.

FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

Regina Public Schools (RPS) has seen a gradual increase in credit attainment for Grade 10 students over time. Since 2006, all RPS students credit attainment has increased by 10% while FNMI students have seen a much more dramatic increase, that being over 25% in 8 years. In both sub groups, RPS has been at par or outperformed the rest of the province. Results increase in this area is a direct result of a focus on credit attainment and credit recover in all of our high schools. See Figure 7.

ESSP Two to Five Year Priority Area: By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.

2014-15 ESSP Actions for the Two to Five Year Priority

A summary of actions within this priority area include an analysis of funding relative to costs, a review of the Deloitte report to identify areas of savings, the implementation of a LEAN philosophy across school divisions, and the opportunity to identify shared services across school divisions.

2014-15 ESSP Improvement Target for the Two to Five Year Priority

Achieve accumulated operational savings by 2016 to reassign to system strategies.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

A number of RPS priorities and actions undertaken during the 2014-15 school year align with this priority area.

These included the completion of a transportation review which initiated a feasibility study for establishing a transportation consortium in partnership with the Regina Catholic Schools.

During the year, an Educational Facilities LEAN event resulted in the creation of new service standards and a reduction in deferred service requests. Fully functioning school facilities have a significant impact on student achievement and the delivery of effective programs. As a result of this LEAN event, improved communication and transparency between school administration and facility personnel resulted in a 50% reduction of service event backlogs.

There was also a LEAN Event conducted that related to the streamlining of school operations. There are a number of legislative and division-level operational reporting requirements for principals, vice-principals and administrative assistants. As a result of this LEAN event, a number of processes involving information flow from schools to division office were changed to create efficiencies for school-based personnel, including reporting of playground and noon-hour supervision, reporting of fire drill and lockdown practices, regular messaging to schools and credit card statement receipts collection.

ESSP Two to Five Year Priority Area: By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in four of the five domains as measured by the Early Years Evaluation (EYE).

2014-15 ESSP Actions for the Two to Five Year Priority

A summary of actions within this priority include the gathering of provincial Kindergarten baseline data, aligning the work of the ESSP with the SK Child and Family Agenda, completing an environmental scan of current data available across sectors, exploring additional formative early learning assessments, establishing of a bank of developmentally appropriate targeted supports, and creating an incremental plan for universal access to high-quality early learning environments.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

In 2014-15, all school divisions will administer the Early Years Evaluation to all Kindergarten students to establish baseline data.

By June 2015, align the work of the Education Sector Strategic Plan with the Saskatchewan Child and Family interministerial table.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

Regina Public Schools early learning strategy is to increase the number of Kindergarten students who enter Grade One ready to learn. Actions taken in 2014-15 included:

Developed a plan to support administrator supervision and teacher reflection regarding actualization of Tier 1 Hanen Learning Language and Loving It training.

Provided Tier 1 and 2 support through Fountas and Pinnell Phonics and Word Study Early Learning Community of Practice.

Participated in Collective Impact Form and Early Years Programming Stakeholder Discussion.

Improved support for children and families through two additional Prekindergarten programs.

Supported the collaborative development of Pre-K outdoor space at Campus Regina Public.

Identified barriers through LINC focus group, school-based feedback, and Early Years Programming Stakeholder Discussions.

Promoted transportation options designed to support Prekindergarten and Kindergarten families as part of the Regina Public Schools Transportation Review.

Met with the Trustee Advocacy Committee and developed recommendations for Ministry consideration.

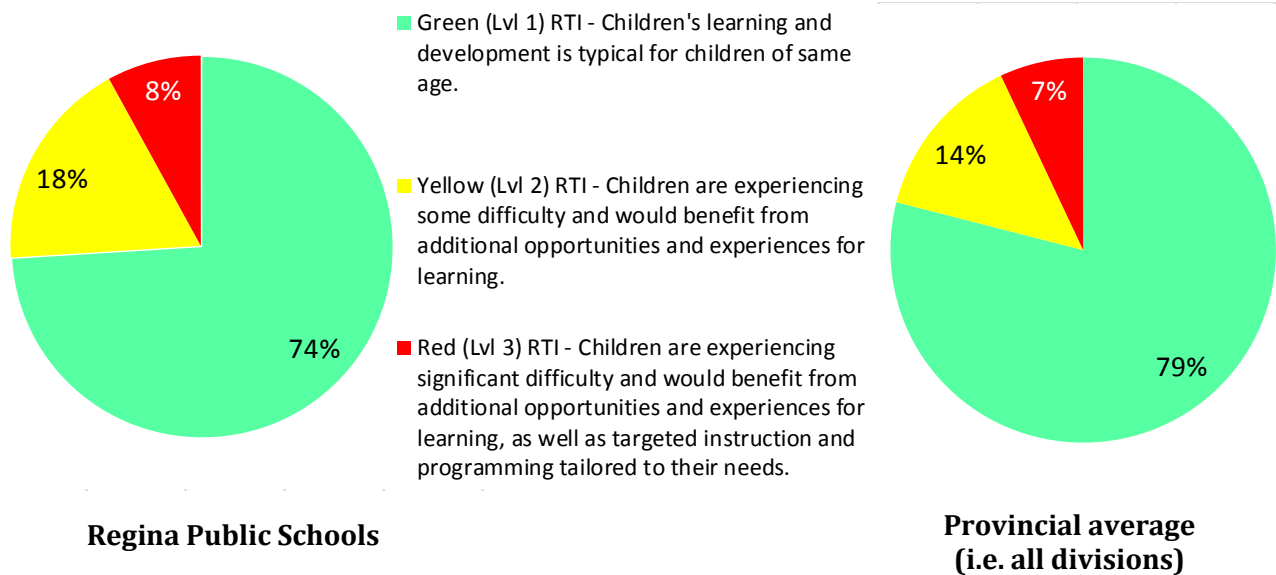
Partnered with various community organizations and Regina Catholic School Division in the operation of three Early Years Family Centres.

Discontinued Prekindergarten Early Years Evaluation Direct Assessment while continuing Kindergarten Early Years Evaluation Teacher Assessment in all schools, and expanding Help Me Tell My Story to additional and select schools.

Replaced Kindergarten first term progress report with Early Years Evaluation Teacher Assessment student results.

Figure 8: Ready to Learn: Early Years Evaluation

Ready to Learn: Early Years Evaluation – Teacher Assessment (EYE-TA) responsive, tiered instruction (RTI) categories at Kindergarten exit (2014-15)



* Totals may not equal 100 because of rounding

Notes:

The 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 children 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. Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading problems. Responsive, Tiered Instruction (RTI) is a preventive approach that allows educators, school teams, and divisions to allocate resources early and continuously, rather than waiting until children have experienced failure before responding. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

Pie charts show the **percentage** of Kindergarten students in the division (left pie) and the province as a whole (right pie) by RTI Tiers at Kindergarten exit in 2014-15. Percent totals may not add to 100 due to rounding.

Source: Ministry of Education, Early Years Branch, 2015

The Early Years Evaluation (EYE) evaluates aspects of early childhood in five developmental areas. Regina Public Schools administered the Early Years Evaluation to Kindergarten students in 2014/2015. A report is provided to each Kindergarten parent/caregiver that shows five areas of early learning closely associated with children’s literacy development and success at school.

Regina Public Schools has 74% of students “ready to learn” with 18% “experiencing some difficulties” and another 8% “experiencing significant difficulties”. While the percentage of Tier 1 and Tier 2 children is slightly higher in June 2015 (26%) than the provincial average, Regina Public Schools continues to work to increase the number Kindergarten students that are ready to learn. See Figure 8.



The School Division in the Community

Regina Public Schools is an important member of the Regina community. Relationships with our school families are critical to the success of our students. The Division continually seeks, not only to maintain and enhance current partnerships, but also, to develop new partnerships to enhance supports for our students.

Community and Parent Involvement

The staff in Regina Public Schools work every day to involve parents, guardians, and community members in the school community. Forums are held annually, hosted by the Division, where school community council members are invited to participate in discussions regarding a number of topics. These functions provide an opportunity for higher levels of engagement for both parents and the community in general.

All the schools in the Division provide opportunities to engage with parents and members of the community. For example:

- Families and the community play a critical role in supporting student success and achievement in literacy. Schools put emphasis on building partnerships with families and the community and work together to provide literacy experiences that are meaningful and respectful. Family literacy events are one of the many opportunities that bring the school and the community together. These events consist of providing fun and engaging literacy activities that help to support reading outside of the school. Some of these events include: Books and Burger, Books Before Bed, Knock on the Door for Literacy, Family Game Night, Book Swaps, Readers as Leaders, and Writing Café.
- On April 11-12 2015, The First Nations University of Canada held their 37th annual pow wow. Regina Public Schools participated in this large community event through sponsorship, planning committee and Division representation. The Tiny Tot Category, which focuses on early years children, was sponsored by Regina Public Schools through a small gift bag and a small monetary amount for each tiny tot dancer. A staff member from our Division sits on the event planning committee as a representative of the school division. Each year, various senior administrative members participate in the grand entry event which highlights all sponsors and organizations.
- F.W. Johnson's Aboriginal Advocate teacher hosted a regular "ConnectiviTea" event for parents of self-declared Aboriginal students. The objective of the tea was to provide an opportunity for parents of Aboriginal learners to become involved in the school, meet the elder in residence and share ideas on cultural events they would like to see happen. The advocate teacher provided parents with a laptop and provided technical supports to assist parents in accessing their child's grades, attendance and assignments.

Community Partnerships

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

The Division partners with the Ministries of Social Services and Justice (Corrections and Policing Division) and the Regina Qu'Appelle Health Region to meet the social, physical and psychological needs of students. Only through a collaborative approach can students who require intensive supports meet their highest potential.

The Division is a member of the Regina Regional Intersectoral Committee. This committee develops and implements integrated service delivery responses to children, youth and families and works to further human services integration. This support includes facilitating the collection, distribution, analysis, and community engagement in the use of data to improve evidence-based decision making; promoting and facilitating community development strategies; and making recommendations to facilitate innovations in the delivery of human services.

For example, two programs have been developed to support students in our community. The first is the 11 and Under Initiative. The objectives of this program are:

- early identification of children 11 years old, or younger, who demonstrate behaviour that may put them or other family members at risk;
- creating a process of seamless referrals to the appropriate service provider(s); and
- increasing information sharing among service providers to better connect children and their families with schools, community programs and other needed services.

The second program is the Early Years Family Centres. Three Centres, two located in Regina Public School facilities (Scott Collegiate, Dr. L. M. Hanna Elementary School) and one at Miller Catholic High School provide opportunities for parents and children, newborn to age 6, to engage in supports for literacy development, health care and child development along with play programs.

The Division has also partnered with the Regina Catholic Schools, Prairie Valley School Division and the File Hills Qu'Appelle Tribal Council, post-secondary institutions, business and industry to support the Regina District Industry Education Council (RDIEC). The RDIEC provides a venue for an effective long term partnership between Industry and Education. The role of the RDIEC is to provide career development opportunities for youth, educators and career practitioners.

Programming at Campus Regina Public program provides students from all Regina Public high schools the opportunity to enroll in half-day classes at the Cochrane Campus where curriculum is taught with an experiential approach. Many industry partnerships are involved in delivering this model, including those with SaskTel, Ledcor, Regina Qu'Appelle Health Region, Regina Police Service, Avante Garde Beauty Training Specialist, Capital Automotive Group, Conexus Credit Union and the Petroleum Technology Research Centre.

The Division is also collaborating with the City of Regina and the Regina Public Library to build the Mâmwêyatitân Centre. The purpose of this project, which will be the new home of Scott Collegiate, is to provide an integrated approach to service delivery to the residents of north central Regina.

Governance

Regina Public Schools is governed by an elected board of seven trustees, each representing one of seven subdivisions in the City of Regina. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division.” Trustees are elected for four-year terms and are responsible for the policy direction that guides the School Division.

Regina Board of Education Trustees were elected by the public ratepayers of the City of Regina or acclaimed on October 26, 2012. Board of Education members at August 31, 2015 are:

Subdivision 1	Dr. Jane Ekong
Subdivision 2	Aleana Young
Subdivision 3	Dale West
Subdivision 4	Cindy Anderson
Subdivision 5	Carla Beck
Subdivision 6	Katherine Gagne (Board Chair)
Subdivision 7	Dr. Kathleen O'Reilly

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

Regina Board of Education Trustees



Trustees are (back row, l. to r.) Dr. Kathleen O'Reilly, Dale West, Aleana Young, and (front row, l. to r.) Dr. Jane Ekong, Katherine Gagne, Carla Beck, and Cindy Anderson.

School Community Councils

Regina Public Schools is responsive to the communities it serves through an extensive local governance structure, including the operation of School Community Councils (SCC) in all schools. Each school is required to elect an SCC and to work to ensure that SCC can be engaged in the learning program at the school.

Eighty-five percent of schools have the required elected and appointed members of their SCC. Funds are allocated to SCCs to support these efforts. Increasing participation from parents and community members is encouraged, as is a focus on educational priorities.

The *Education Regulations, 1986* require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. Each year, Regina Public Schools conducts a forum, for this purpose, involving all of its SCCs. The highlight of this year's forum was the focus on Internet Child Exploitation (ICE), with a plenary presentation by the joint Regina Police Services and RCMP task force from the ICE unit.

SCCs face the challenge of having sufficient membership. This is an issue in many schools. Principals work closely with existing SCC members to encourage additional members to participate. Roles and responsibilities within some school SCCs have been adjusted to accommodate and promote additional school community engagement.

Figure 9 – SCC Participation Rates

	2009-2010	2010-2011	2011-2012	2012-2013	2013-14	2014-15
Parents/Guardians	72%	72%	75%	73%	73%	70%
Community Members	6%	3%	2%	4%	4%	4%
Other*	22%	25%	23%	23%	23%	26%

*Includes Principals, teachers and student representatives

Grants to SCCs are provided to support school Learning Improvement Plans. Grant funding is provided at a rate of \$2,000 for each SCC (with \$3,500 allocated to schools with enrolments greater than 900 students). These grants were expended in support of Education Sector Strategic Plan focus areas.

Demographics

Students

As one of the largest urban school divisions, Regina Public Schools (RPS) serves more than 21,000 students and operates 41 elementary and 9 high schools. Six elementary schools and two high schools offer French Immersion programs to 2,085 students.

The Division operates 41 Prekindergarten programs providing early learning experiences to over 600 three- and four- year olds in 25 school communities. In addition, 10 RPS Discovery Pre-Schools provide early learning experiences for students requiring intensive supports.

Thirteen elementary community schools and three community high schools have access to additional resources, including support personnel. Community schools work closely with their communities to build from strengths and develop student achievements and engagement.

In recent years, Regina has seen a remarkable increase in the number of new Canadians whose first language is not English. During the 2014-15 school year, Regina Public Schools provided support to 2,377 EAL students. The official EAL enrolment numbers were available for the first time in 2012-13.

Over 400 young adults re-engaging in the learning process benefit from specialized programs provided through the Adult and Victoria Campuses, Regina Trades and Skills Centre and through Night School.

The Division is also affiliated with three associate schools offering religious-based programming.

Figure 10 – RPS Enrolment by Grade

Grade	School Year		
	2012-13	2013-14	2014-15
Kindergarten	1643	1723	1745
1	1530	1695	1788
2	1466	1567	1700
3	1466	1495	1614
4	1397	1511	1516
5	1347	1477	1543
6	1475	1343	1504
7	1354	1508	1374
8	1477	1406	1543
9	1511	1503	1459
10	1563	1702	1670
11	1582	1497	1572
12	2329	2238	2132
Total	20140	20665	21160
PreK Overall	672	721	689

Note: The table above identifies the actual number of students enrolled in each grade as of September 30 of each year.

Source: Ministry of Education, 2015

Subpopulation Enrolments	Grades	School Year		
		2012-13	2013-14	2014-15
Self-Identified FNMI	K to 3	653	782	1331
	4 to 6	442	484	809
	7 to 9	572	551	798
	10 to 12	978	963	1123
	Total	2645	2780	4061
French Immersion	K to 3	905	978	969
	4 to 6	492	508	522
	7 to 9	342	399	365
	10 to 12	227	233	229
	Total	1966	2118	2085
English as an Additional Language	1 to 3	493	683	646
	4 to 6	394	586	645
	7 to 9	300	510	478
	10 to 12	373	528	608
	Total	1560	2307	2377

Note: The table above identifies the actual number of students enrolled in grade-level groupings as of September 30 of each year.

Source: Ministry of Education, 2015

Staff

Regina Public Schools employs approximately 2,191 full-time equivalent employees in a variety of school-based and division-level positions. While the majority of employees are teachers or professional educators in supervisory positions, the Division also employs ancillary professionals, such as occupational therapists, speech-language pathologists, and psychologists. Additionally, support personnel including special education assistants, administrative assistants, trades people, facility technicians, teacher associates, resource centre assistants and technicians, and nutrition coordinators, are just a few of the types of positions held by RPS employees. At the School Division administrative level, RPS also employs a number of administrator, business and information technology professionals.

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

Figure 11 below provides an overview of all Division staff.

Figure 11: School Division Staff – 2014-15

Job Category	FTEs
Classroom teachers	1381.48
Principals, vice-principals	76.55
Other educational staff – (positions that support educational programming) - e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	425.91
Administrative and financial staff – e.g., accountants, Information Technology people, supervisors, administrative assistants, clerks	134.02
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors	164.98
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors	1
Senior management team – e.g. chief financial officer, director of education, superintendents	7
Total Full-Time Equivalent (FTE) Staff	2190.94

- Notes:**
- The number of employees listed above represents full-time equivalents (FTEs). The actual number of employees is greater because some people work part-time or seasonally.
 - Some individuals are counted in more than one category. For example, a teaching principal might be counted 0.4 as a classroom teacher and 0.6 as a principal.
 - Information for all staff is at August 31, 2015.

Source: RPS Human Resources

Senior Management Team

The Director of Education, Greg Enion, reports directly to the Board of Trustees. Reporting to the Director are three Deputy Directors; the Supervisor of Policy, Planning and Research (Mark Whiting); the Supervisor of Communications (Terry Lazarou); and the Supervisor of Assessment (Laurie Gatzke).

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

The Deputy Director of School Services, Mike Walter, has one superintendent as a direct report and oversees school operations, which includes major teacher staffing responsibilities.

The Deputy Director of Student Achievement, Darren Boldt, is responsible for all aspects of student achievement. Four superintendents report directly to this Deputy Director. Each of those four superintendents oversees a team of ancillary professionals and school principals and has responsibility for a group of specified schools.



Facilities Transportation and Infrastructure

Facilities

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

RPS operates 41 elementary schools, 9 high schools, Campus Regina Public (including Victoria Campus) and the Adult Campus, in addition to the Division Office.

The face of Regina is changing and growing. RPS continues to change with the city it serves. We are focused on instruction and successful outcomes for all students. We are planning for the future, both with how we teach and where we teach. That's why we have an ongoing plan to renovate or rebuild our school buildings so that they can complement the professional and caring teaching that goes on inside.

Preventative maintenance and school renewal funding provided for a number of repairs and enhancements to existing facilities. Some of these are identified in this document under the heading: Infrastructure Projects.

RPS was fortunate to receive approval for planning and constructing three new joint schools in Regina's newest neighbourhoods and for replacing the École Connaught Community School building. The Division continues to consult with school communities, design new schools based on the consultations and then build and open those schools. These four schools are scheduled to be open in the Fall of 2017.

The Seven Stones Community School in North Central Regina opened for the 2014-15 school year and the North Central Shared Facility, renamed the Mâdawêyatitân Centre, started construction toward a Fall 2017 completion and opening.

Figure 12 – RPS Capital Development Projects

Completed Projects

Project	2010-11	2011-12	2012-13	2013-14	2014-15
Seven Stones School	Plan	Plan/Tender	Construct	To open Fall 2014	Opened
Campbell Collegiate	Tender/Construct	Phase 1 Complete	Phase 2A Plan/Tender/Construct	Phase 2B Plan/Tender/Construct	Completed

Projects in Progress

Project	2010-11	2011-12	2012-13	2013-14	2014-15
Mâdawêyatitân Centre (North Central Shared Facility/ Scott Collegiate)	Plan	Plan	Design Stage	Design Stage	Construct
Connaught School		Facility Study	Facility Study Completed & Approved	Design Stage Approved	Plan
New Elementary School (Harbour Landing)				Plan	Design Stage
New Elementary School (Greens on Gardiner)				Plan	Design Stage
New Elementary School (Skyview)				Plan	Design Stage

Projects awaiting Ministry approval to proceed to next stage:

Project	2010-11	2011-12	2012-13	2013-14	2014-15
Imperial/McDermid		Facility Study	Facility Study Completed & Approved	Design Stage Site selected (Pending)*	Design Stage Site selected (Pending)*
Argyle(Athabasca)	Facility Study Approved	Design Stage (Pending)*	Design Stage (Pending)*	Design Stage (Pending)*	Design Stage (Pending)*
Glen Elm(Haultain)		Facility Study	Facility Study Completed & Approved	Design Stage (Pending)*	Design Stage (Pending)*

*awaiting Provincial Government Approval

Infrastructure Projects

The following Infrastructure projects were undertaken in the 2014-15 school year.

School	Project	Details	2014-15 Cost
Burnett Centre	Roof	Partial Roof Replacement	\$ 606,688
Campbell Collegiate*	Structural Repair	Interior Renovations	\$ 2,622,182
Campbell Collegiate	Roof	Partial Roof Replacement	\$ 671,001
Campus Regina	Retrofit	Campus Regina Public Renovations	\$ 559,338
Campus Regina	Retrofit	Welding Shop Renovation	\$ 428,650
Campus Regina*	Daycare	Daycare Renovation	\$ 256,425
Connaught School+	New School	Design Architectural and Planning Fees	\$ 626,913
Connaught School	New School	Demolition and Removal/Site Preparation	\$ 745,156
Ethel Milliken School*	Portable Addition	Installation of Portable Classroom	\$ 369,303
George Lee School	Portable Addition	Installation of Portable Classroom	\$ 370,039
Imperial School	Roof	Partial Roof Replacement	\$ 419,004
M.J. Coldwell School	Roof	Partial Roof Replacement	\$ 236,667
Mâwawêyatitân Centre*+	New School	Construction	\$ 6,089,694
Martin Collegiate	Roof	Partial Roof Replacement	\$ 265,463
Massey School	Roof	Partial Roof Replacement	\$ 283,698
Sheldon-Williams Collegiate*	Accessibility	Installation of elevator	\$ 204,814
Wascana School	Roof	Partial Roof Replacement	\$ 263,700
Total			\$ 15,018,734

* Part of the cost of this project was paid during the 2013-14 budget year.

+ This project will be continued in 2015-16 and part of the cost will be incurred during 2015-16.

Student Transportation

Regina Public Schools is an urban school division offering education to public ratepayers residing within the borders of the City of Regina. Transportation services are provided to elementary school students in Grades 2 to 8 who reside more than 1.2 kilometres from their designated school and to Kindergarten and Grade 1 students who reside more than 600 metres from their designated school. In addition, transportation services are provided to special needs students. Transportation services are also available for curricular and extracurricular activities and trips.

Regina Public Schools owns its school buses; however, it contracts out the operation and maintenance of the school buses. In addition, taxi cabs and other light vehicle providers are contracted to provide transportation services.

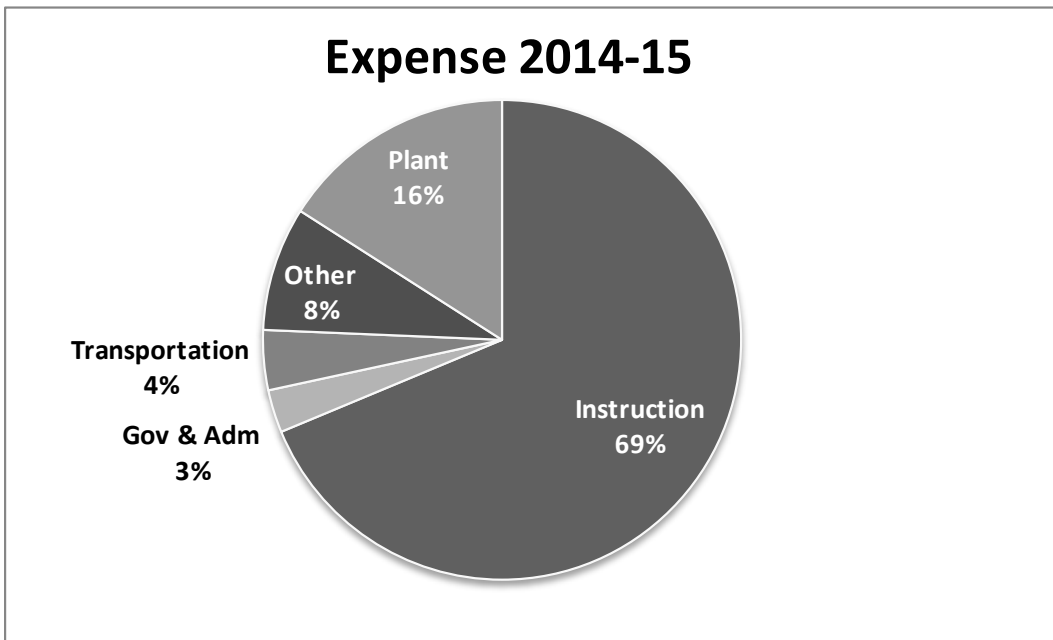
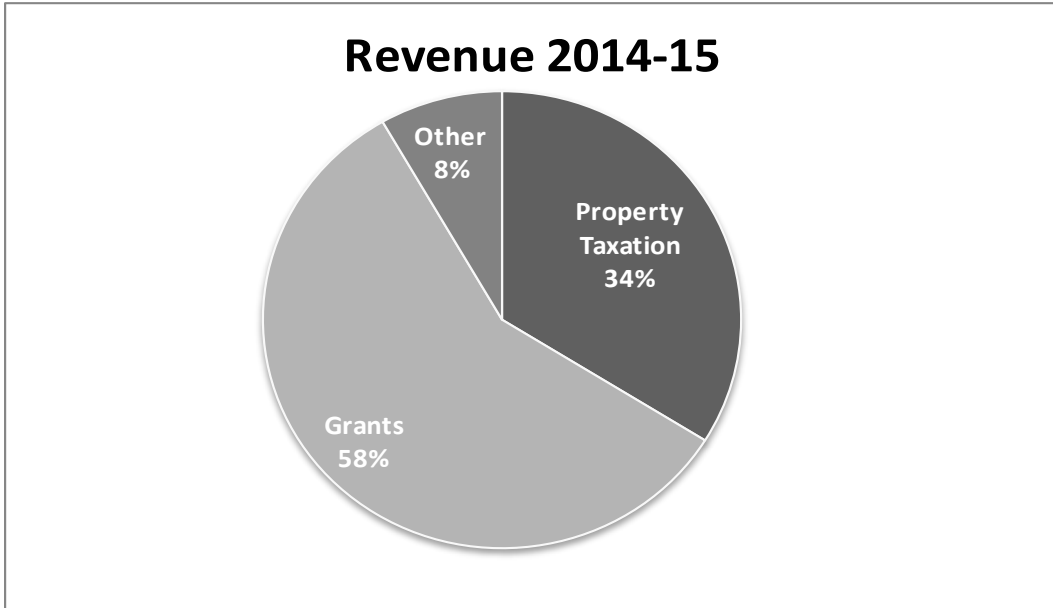
Figure 13: Student Transportation 2014-15

<u>Transportation Statistics</u>	
Students transported	6168
In-town students transported (included in total number above)	6168
Transportation routes	322
Average one-way ride time	27.35 minutes
Longest one-way ride time	54.1 minutes
Number of School trips	10,529

Source: Regina Public School Transportation Department

Financial Overview

Revenue and Expenses



Budget to Actual Expenditures and Variances

Figure 14 below summarizes Regina Public School Division's main categories of revenues and expenditures in 2014-15.

Figure 14: Summary of Revenue and Expenditures with Budget to Actual Comparison for the Fiscal Year September 1, 2014 to August 31, 2015

	2015	2015	2014	Budget to Actual Variance	Budget to Actual %	Note
	Budget	Actual	Actual	Over / (Under)	Variance	
REVENUES						
Property Taxation	82,253,347	84,237,422	81,232,947	1,984,075	2%	
Grants	128,092,503	143,711,286	132,123,407	15,618,783	12%	1
Tuition and Related Fees	1,340,000	1,986,609	1,873,190	646,609	48%	2
School Generated Funds	3,600,000	3,957,667	3,886,893	357,667	10%	3
Complementary Services	3,263,155	3,483,004	3,331,339	219,849	7%	4
External Services	7,437,240	8,473,735	7,595,095	1,036,495	14%	5
Other	2,027,000	2,713,572	4,648,370	686,572	34%	6
Total Revenues	228,013,245	248,563,295	234,691,241	20,550,050	9%	
EXPENSES						
Governance	567,430	552,624	525,714	(14,806)	-3%	
Administration	6,527,220	6,201,640	6,393,752	(325,580)	-5%	
Instruction	155,320,938	160,532,283	155,001,273	5,211,345	3%	
Plant	38,945,432	37,001,096	35,357,624	(1,944,336)	-5%	
Transportation	8,833,842	9,473,094	8,468,074	639,252	7%	7
Tuition and Related Fees	614,730	559,294	524,507	(55,436)	-9%	8
School Generated Funds	3,584,074	3,721,808	3,538,614	137,734	4%	
Complementary Services	5,686,294	5,291,503	5,576,563	(394,791)	-7%	9
External Services	7,797,972	8,489,069	7,580,773	691,097	9%	10
Other Expenses	1,075,639	1,521,466	1,086,627	445,827	41%	11
Total Expenses	228,953,571	233,343,877	224,053,521	4,390,306	2%	
Surplus (Deficit) for the Year	(940,326)	15,219,418	10,637,720			

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

Note	Explanation
1	Capital grants for the north Central School facility, portable classroom and school bundles project exceeded expectations.
2	The number of tuition students higher than budget estimates.
3	Student fee collections and grants, donations and partnership revenues were higher than expected.
4	Special programming revenues were higher than expected.
5	Additional funding to Associate schools provided by Ministry for enrolment increase and settlement of Collective Bargaining Agreement.
6	Sale of Haultain School.
7	School bus repairs, licensing and amortization costs higher than anticipated.
8	The number of tuition students was lower than budget estimates.
9	Certain teacher salaries were reallocated to Instruction.
10	Additional Associate School expenditures related to settlement of Collective Bargaining Agreement and increased enrolment.
11	Expenditures related to contaminated sites remediation and service charges higher than anticipated.

Appendix A: Payee List – 2014-15

Board of Education Remuneration

Name	Remuneration	Expenses	Professional Development**	Total
Anderson, Cindy	17,708	8,519	790	27,017
Beck, Carla	17,708	8,519	1,418	27,645
Ekong, Jane	17,708	8,519	2,235	28,462
Gagne, Katherine*	20,501	9,850	2,115	32,466
O'Reilly, Kathleen	17,708	8,519	1,288	27,515
West, Dale	17,037	8,519	1,871	27,427
Young, Aleana	17,708	8,519	426	26,653
Total	126,078	60,964	10,143	197,185

* Board Chair

** Professional development includes education, training and conferences.

Regina Public School Division Payee Disclosure List for the Fiscal Year September 1, 2014 to August 31, 2015

As part of government's commitment to accountability and transparency, the Ministry of Education and Saskatchewan school divisions disclose payments that total \$50,000 or greater made to individuals, businesses and other organizations during the fiscal year. These payments include salaries, contracts, transfers, purchases of goods and services, and other expenditures.

Personal Services

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

ACHEMICHUK, DANITA	93,002	ADEMA, RUTH	71,129
ACKERMAN, JASON	85,022	AGARAND, ANGELA	87,041
ACTON, SHEILA	92,678	AGECOUTAY-SWEET, NATALIE	90,426
ADAM, BRENT	88,286	AGOPSOWICZ, TIFFANY	84,198
ADAM, JUNE	88,294	ALEXANDER, BROOKE	60,160
ADAMACK, PEGGY	94,682	ALEXANDER, DARREN	80,049
ADAMS, CINDY	92,480	ALEXANDER, JENNIFER	76,603
ADAMS, KELLY	101,487	ALLAN, JUNE	87,575
ADAMS, KYLA	101,072	ALLEN, LISA	118,131
ADAMS, SARAH	62,984	AMBROSIA, JEFF	95,839
ADELMAN, SCOTT	88,294	AMON, PATRICK	68,318
ADEMA, ELINOR	60,756	ANDERS, SHERI-LYNN	84,198

ANDERSEN, KIMBERLY	88,497	BAISLEY, BRENDA	85,611
ANDERSON, AARON	87,511	BAKER, AMANDA	53,218
ANDERSON, DELAINE	93,379	BALAS, DON	92,807
ANDERSON, KAREN	87,929	BALDWIN, CORY	56,082
ANDERSON, KATHERINE	88,262	BALDWIN, TERRI	155,708
ANDERSON, MARIA	85,653	BALKWILL, ANGIE	114,604
ANDERSON, ROCHELLE	87,979	BALLANTYNE, SUSAN	88,395
ANDERSON, ROXANNE	121,075	BANERJEE, BASHAB	91,522
ANDERSON, TRISTEN	74,392	BANSLEY, SCOTT	95,336
ANDERSON COBB, KIM	88,294	BARAGAR, BOB	88,294
ANTONINI, CORY	97,829	BARAN, JACKIE	62,795
ANTONOWITSCH, SELEENA	58,518	BARBER, MARGO	52,669
ANTROBUS, LEANNE	68,217	BARBER, NEIL	81,631
APPERLEY, DEANNA	92,325	BARNES, NICK	62,070
APPLEBY, JIM	88,235	BARON-WILLIAMS, BONNIE	114,059
ARANEDA, ANDRES	66,693	BARRETT, SARAH	81,918
ARCARI, MELISSA	69,475	BARTLETT, ALLEN	53,748
ARCHAMBAULT, MONICA	87,657	BASEDEN, MARGARET	57,577
ARDELAN, DARA	84,633	BASHUTSKI, MICHELLE	72,669
ARENDT, JUSTIN	133,066	BASI, HARVEY	68,901
ARGUE, LANA	92,757	BATES, ROBERTA	88,294
ARGUE, SHERRY	93,452	BAUMGARTNER, AARON	100,621
ARGUIN, BREE	68,565	BAXTER, DICK	61,814
ARMSTRONG, HOLLY	89,675	BAXTER, LEE	51,065
ARMSTRONG, JAMIE	76,996	BAYDA, MELINDA	85,149
ARMSTRONG, JENNIFER	87,948	BEATTIE, JENNIFER	91,315
ARTEMENKO, TIMOTHY	91,183	BEATTIE, SHERRI	113,320
ASHTON, TERRY	76,726	BEAULIEU, PAULINE	55,772
ASSELIN, MARCEL	93,666	BEAUREGARD, JEANNE	92,811
ATCHISON, JES	85,949	BECHARD, RENEE	86,229
ATEM, MARTINO	56,383	BECKMANN, LEE	65,058
ATTWATER, CHRISTOPHER	95,168	BEDARD, FRANCE	86,019
AVRAM-MCLEAN, LISA	64,048	BEINGESSNER, CHRIS	101,537
BABCOCK, DENISE	88,294	BEKKER, JOSH	85,271
BABCOCK, SCOTT	84,941	BELICK, LAURIE	55,718
BACHART, JODIE	58,027	BELISLE, JASON	86,543
BACHELU, DENIS	91,873	BELL, SARAH	75,887
BACHIU, BRENT	119,346	BELLE, JAMES	60,199
BACHIU, KATHY	85,508	BELLEGARDE, SANDRA	102,301
BACK, COLIN	85,504	BELVEDERE, CHELSEA	59,876
BAGWELL, RHONDA	59,290	BENGERT SIMAN, WINTER	59,919
BAHIA, KAM	70,628	BENJAMIN, ERIC	66,274
BAILEY, KELSEY	80,025	BENJAMIN, ERIN	65,242
BAILEY, THERESA	80,203	BENJOE, GAYLENE	56,672
BAIRD, DEIDRE	91,916	BENOIT, LORI	90,110

BENSON, ANNE	91,058	BOURLON, VANESSA	77,385
BENSON, BRETT	76,443	BOUSTEAD, MICHELLE	53,357
BENTLEY, RONALD	96,561	BOUTILIER, STEPHEN	73,701
BENTZ, ANGELA	84,225	BOUVET, DANIELLE	59,352
BERG, KAYLAN	61,079	BOWES, MONIQUE	97,873
BERGEN, CARIN	93,325	BOYARSKI, PEGGY	55,498
BERGEY KAIP, KIMBERLY	89,361	BRACE, AMANDA	54,667
BERRIAULT, HEATHER	85,175	BRACE, DOREEN	89,663
BERRNS, KAREN	113,190	BRACE, GRAHAM	61,951
BETSON, ERIN	104,051	BRADEN, RONALD	51,508
BICKFORD, ALEX	71,696	BRADLEY, JESSE	92,663
BILASH, VAL	54,394	BRADLEY, STACEY	95,906
BILINSKI, CHRISTINE	67,324	BRAITHWAITE, STACEY	92,138
BILOKURY, KAYLA	61,818	BRANDER, BEVERLEY	88,364
BIRCH, ANDREA	87,346	BRANDER, BRUCE	91,629
BIRD, LEATHA	91,510	BRANDT, CONSTANCE	55,233
BIRD-FRATER, DEBORAH	89,236	BRANDT, JARED	62,161
BIRGAN DEACON, YASEMIN	62,236	BRANDT, SYDNEY	55,644
BISHOFF, ERIN	85,204	BRAUN, GARRY	89,094
BLACK, JEREMY	72,027	BRAUN, LUKE	74,932
BLACK, KATHERINE	95,550	BRAY, CRYSTAL	76,661
BLACKWELL, KRISTEN	60,474	BRENTNELL, CARLIE	81,235
BLAIR, DOUG	67,947	BREWER, JOLIE	60,466
BLAIR, LAURIE	85,432	BREZINSKI, GWEN	106,162
BLAISDELL, WHITNEY	61,099	BREZINSKI, KELLY	101,923
BLAKE, TINA	88,353	BRIDGEMAN, SCOTT	73,676
BLAKLEY, BRENT	84,336	BRIERE, JENNIFER	61,263
BLASCHKE, MEIRA	75,973	BRITTON, JILL	51,948
BLENKIN, MEGAN	54,520	BRODNER, KAYLA	65,840
BLENKIN, PAMELA	59,875	BRODZIAK, SHELLEY	100,621
BLYTH, GARRAD	83,146	BROOKS, CALLA-DAWN	86,632
BLYTH, TARYN	75,674	BROOKS, TRACY	129,718
BOAN, ELISABETH	86,396	BROUET, MICHAEL	84,198
BOEHME, LORI	86,516	BROWN, AMANDA	86,149
BOJARSKI, ADA	71,850	BROWN, CINDY	84,368
BOLDT, DARREN	166,532	BROWN, KIMBERLY	101,099
BOLEN, CHRISTINE	88,111	BROWN, SASHA	64,696
BOLIANATZ, BOBBI	86,831	BROWN, SHANNON	90,073
BOLTON, KEN	54,666	BRUBACHER-HINES, JOCELYN	66,000
BONIN, MATHEW	57,416	BRUCE, RYAN	95,448
BONNEAU, VICTORIA	80,962	BRUCE, STEPHANIE	60,850
BOOTH, TABITHA	99,290	BRYANTON, DAVE	142,756
BORTIS, KALI	72,527	BRYCE, MICHELE	91,787
BOSLEY, BLAYNE	87,490	BRYSON, MICHAEL	53,889
BOULANGER, ALLISON	76,716	BUCHKO, DALE	51,740

BUISSON, NANCY	119,019	CHALIFOUR, ANDREA	89,397
BUISSON, RENE	88,294	CHAMMARTIN, MICHEL	87,703
BURANT, NICOLE	71,626	CHAMP, EMMA	62,513
BURKHOLDER, THERESSA	51,689	CHAPMAN, LESLIE	62,620
BURKOWSKY, LARRY	53,587	CHASE, JACKIE	96,633
BURNETT, DEBRA	204,064	CHASE, MELISSA	59,968
BURNS, BEVERLY	85,308	CHAY, JANINE	64,565
BURNS, JULIA	57,941	CHEREPUSCHAK, ROB	92,681
BURNS, KEVIN	85,218	CHERKAS, LAKEN	61,718
BURROWS, TANA	97,685	CHERNOFF, CURTIS	101,594
BUSSIERE, DARRYL	101,891	CHILD, NEIL	93,533
BUSSIERE, JILLIAN	113,701	CHISHOLM, ANGELA	84,287
BUTTON, GENE	93,653	CHITTICK, CHELSEA	71,941
BUTZ, MEGAN	63,664	CHRISTIANSEN, JODI	64,643
BYLSMA, RENAE	86,446	CHRISTIE, RON	64,994
BYRD, CALEIGH	65,131	CHRISTIE BEACH, CAROL	84,948
BZDEL, MARK	73,243	CHRISTOFFEL, KATHLEEN	54,374
CACHENE, JORI	80,310	CHRISTOFFEL, ROB	98,976
CAIRNS, JILLEAN	91,210	CHRISTOPHERSON, JOEL	85,579
CALIBABA, CARA	68,714	CHRISTOPHERSON, KELLEY	81,410
CAMERON, TAYLER	61,344	CHURCH, JASON	63,116
CAMPBELL, DONALD	100,083	CLAKE, KEN	111,759
CAMPBELL, FAITH	88,294	CLAKE, MEGAN	72,263
CAMPBELL, JUDY	94,167	CLAMPITT, DAVE	50,721
CAMPBELL, JUDY .	114,229	CLARK, DALE	96,236
CAMPBELL, MARGO	99,313	CLARK, ERICA	86,364
CAMPEAU, ISABELLE	98,246	CLARK, JANEEN	88,593
CANLAS, JOEL	54,695	CLARKE, LOIS	91,206
CANN, MARCY	83,054	CLARKE, RUSS	113,517
CARDINAL, BRIAN	65,382	CLASSEN, LORI	75,623
CARDINAL, SHANA	65,874	CLAYARDS, HEIDI	91,910
CARLSON, GISELE	108,231	CLAYTON, ASHLEY	58,846
CARLSON, RONALEEN	94,637	CLEAVELEY, GLEN	51,663
CARR, JOCELYN	67,978	CLEVELAND, TRACI	72,016
CARSWELL, BRITTANY	55,976	CLIFFORD, KEVIN	51,912
CARTERI, SOPHIE	59,674	COBBLEDICK, TRINA	93,526
CASAVANT, CYNTHIA	65,152	COFFIN, TIA	76,040
CASELL, DAWNE	95,839	COLEMAN, JASON	125,495
CASSWELL, CAROL	81,184	COLEMAN, JENNIFER	93,965
CASTLE, CLAIRE	61,863	COLERIDGE, NICOLE	84,203
CASWELL, RYAN	69,379	COLLADO, AMY	61,407
CAUL, CAROLYN	89,722	COLLIER, NAOMI	68,760
CAZAKOFF, MELODY	71,089	COMPAIN, MELISSA	74,732
CENTIMO, CLORINDA	60,262	CONSTABLE, LEAH	84,198
CHADWICK, DIANE	91,305	CONWAY, VICKI	84,198

COOK, DEANNA	89,781	DAVIS, SHANNON	92,586
COOK, LACEY	76,810	DAWE, MELINDA	68,117
CORBETT, LEAH	65,032	DAWSON, JOANNE	53,083
CORBIN, HEATHER	92,689	DAYMAN, KELSEY	58,371
CORBIN, MONICA	70,934	DE LA CRUZ, DENNIS	50,471
CORBIN, PAT	113,357	DE LA CRUZ, GEORGE	50,303
CORSON, MARY	66,204	DEAN, VIVIAN	89,391
COSTANZA, CHRISTINA	61,235	DEBOLT, MADELINE	59,742
COUNIOS, ANGIE	88,294	DECK, KELLY	50,794
COUPAL, SHIRLEY	98,203	DEIS, KELLY	85,655
COUSE, KELLY	86,505	DELANEY, PATRICIA	92,022
COXFORD, KYLA	59,674	DELONG, GREG	76,936
COX-THIBAULT, LAURA	58,377	DELONG, JACQUIE	67,460
CRAIK, LINDA	84,198	DELORME, ALANA	59,633
CRAWFORD, KATELYN	56,876	DELORME, RUTH	84,930
CRAWFORD, TRINA	86,117	DELPARTE, MARIE	88,294
CRICHLow, SHIANNE	92,370	DELSNYDER, JANICE	93,389
CRITTENDEN, LORRI	102,658	DEMARS, JOAN	84,198
CROMPTON, HOLLY	65,326	DEMYEN, GALE	50,822
CROSS, AMY	50,742	DENEIKO, CARLIE	58,888
CROSS, JAMIE	85,632	DERENISKY, SANDRA	96,721
CROSSAN-PARKER, BARBARA	74,114	DERINGER, DONARAE	83,054
CRUSE, BRITTNEE	70,907	DERKATCH, MINDY	94,592
CRUSE, RYAN	69,885	DERMODY, KAREN	85,382
CSADA, RYAN	80,767	DEROSIER, BILL	122,381
CULLINS, TRACY	86,103	DERZAPH, PATRICIA	58,601
CUMMINGS, KEENAN	59,106	DESJARLAIS, DANIELLE	84,132
CURRIE, SHARLA	65,017	DESJARLAIS, JASON	84,198
CUSHWAY, RUSSELL	87,076	DESJARLAIS, JENNIFER	53,903
CUTTING, PAUL	73,921	DESJARLAIS, RICK	83,903
CYCHMISTRUK, ERNIE	86,870	DESROSIERS, SHEENA	78,765
CYR, KEN	69,365	DESROSIERS, SHELLEY	92,290
CYR, VANEA	97,498	DICKENSON, LINDA	59,589
DACEY, MIKE	57,247	DIETZ, MARILYN	85,049
DACOSTA, MEAGHEN	58,995	DIEWOLD, NICHOLE	70,837
DAHL, DOUGLAS	88,303	DIGBY, GAIL	85,104
DAHLGREN, WAYNE	77,143	DIGNESS, DIANNE	50,424
DANIELS, DUANE	58,333	DIMEN, BRAD	84,833
DANYLUK, CARMEN	56,443	DOHLEN, JANICE	70,988
DARKE, JONI	97,838	DOKA, CHELSEY	58,671
DASCHUK, ANGELA	71,185	DOLMAGE, HEATHER	57,223
DAVIDSON, LISA	79,777	DONBROOK, ANDRA	84,200
DAVIDSON, TROY	60,831	DONOHUE, CORRIE	89,663
DAVIES, JENNIE	90,361	DONOVAN, ANNA-MARIE	91,246
DAVIES, KATHERINE	87,657	DONOVAN, CHRISTINA	86,433

DORE, CLAIRE	93,915	ENDSIN, STEFAN	68,076
DORLAND, JEAN	84,203	ENGEL, KIM	101,675
DOUGLAS, GLENN	65,361	ENGELE, GREGG	50,926
DOWELL-HANTELMANN, L.J.	101,757	ENGEN, CHRIS	89,407
DOWLER, SHERRI	88,294	ENION, ASHLEY	68,536
DRACKETT, SHAUNA	88,006	ENION, CHARLENE	84,198
DROZDA DAUNHEIMER, JOCELYN	88,690	ENION, GREG	191,696
DRYBURGH, TARA	90,796	ERFLE, RUEBI	76,250
DUBE, SERGE	84,674	ERHARDT, LESLIE	88,294
DUCK, MICHAEL	58,227	EVANS, EDNA	88,613
DUFFIELD, BLAINE	80,548	EVANS, KELLI	93,654
DUFOUR, JACQUES	93,475	EWERT-MOLESKY, LARA	80,352
DUKE, TAMMY	100,368	EXNER, KELTIE	74,551
DUMBA, JEFF	84,198	EXNER, KRISTIN	84,198
DUMELIE, DANIELLE	67,489	FALCONER, NIKI	75,616
DUMONT, KYLE	69,907	FARLEY, STEPHANIE	78,210
DUMONT, TENILLE	74,123	FARNDEN, SHELLEY	94,232
DUNCAN, LILLY	89,537	FAVEL, SANDRA	84,179
DUNHAM, GREG	73,999	FAYANT, LYNETTE	85,991
DUNHAM, KELLY	84,198	FAYANT, SHANNON	111,126
DURAN, ALEXANDRA	84,219	FAZAKAS, MARILYN	59,502
DUSARAN, FERNANDO	51,820	FAZAKAS, NICOLE	82,726
DUSYK, CEANE	81,317	FEDORUS, SHANNON	97,873
DYCK, MARILYN	86,045	FEHR, MATTHEW	75,565
DYCK, MICHAEL	88,897	FEHR-ROSE, RAELEEN	66,230
EARIS, SONIA	84,294	FELLNER, STEPHANIE	62,679
EASTWOOD, JACKIE	89,473	FELSTROM, NANCY	91,532
EBBETT, AMANDA	74,210	FERNANDEZ, RAMON	51,199
ECHTNER, LORETTA	56,868	FICK, MIRANDA	78,306
EDEY, GWENDOLYN	88,223	FIEGE, BECKY	77,375
EDMONDS, MURRAY	56,655	FIEGE, KIRK	59,208
EDOO, ANNA	92,585	FIELD, MIRANDA	72,100
EHRMANTRAUT, MARK	88,294	FIELDGATE, NANCY	84,724
EISWIRTH, JUSTIN	59,301	FILYK, REGAN	67,851
ELBERG, TANYA	109,419	FINCH, ANDREA	50,379
ELDER, LANCE	94,315	FINDLAY, HEATHER	96,998
ELLES, MANDI REIGH	59,365	FINDLAY, NORA	133,317
ELLIOTT, BETTY	99,406	FIORANTE, LISA	84,167
ELLIS, LAURIE	93,351	FIORANTE, PAULA	86,438
ELLIS, TRACEY	93,832	FLADAGER, JAY	119,938
ELSON, REBECCA	62,177	FLADAGER, KIRA	105,615
EMBURY, MARILYN	87,040	FLAMAN, TAMMY	62,686
EMPEY, GAIL	88,294	FLAMAN-DRUMM, LORI	86,067
ENDICOTT, JEFFERY	57,755	FLATEN-ORR, BARBARA	93,350
		FLENGERIS, MARIA	85,779

FLETCHER, AMBER	82,530	GABOURY, JEREMY	81,716
FLETT, RENA	102,733	GAIR, BRENDA	86,136
FLOOD, RYAN	88,336	GALBRAITH, KRISTY	78,368
FOELL, JENN	58,304	GALE, ERIN	79,776
FORAIE, MIKE	51,211	GANES, MARK	62,435
FORAIE, SARAH	62,263	GARDINER, JENNIFER	94,160
FORBES, DARREN	89,175	GARDINER, SCOTT	73,793
FORD, LANCE	85,056	GARNER, LARISSA	68,582
FOREMAN, ANDREW	66,673	GARRATT, LINDA	91,021
FOREMAN, DALLAS	68,566	GARRATT, TARA	97,123
FORNWALD, DENNIE	79,479	GATES, KRISTA	78,566
FORREST, SALEMA	69,041	GATES, NICOLE	75,329
FORREST, TYLER	53,619	GATIN, BRIAN	90,111
FORSYTH, KYLEE	70,634	GATZKE, LAURIE	136,037
FORTIER-FRECON, NAOMI	80,820	GAUDET, MICHELLE	56,993
FOSTER, KENT	84,213	GAUTHIER, SHAWN	57,903
FOSTER, SHERRI	69,090	GAVEL, MILISSA	110,705
FOSTER, TOM	102,972	GEDDES, ERIN	93,627
FOURHORNS, YVONNE	84,198	GEISS, LINDSAY	61,060
FOURNIER, ROSANNE	107,947	GELLNER, LYNDA	97,128
FOWLER, LESLIE	88,593	GELOWITZ, DARCY	89,675
FOX, JESSICA	56,764	GEMMELL, ANN	53,930
FOX, SAGE	86,024	GERES, BRENDA	56,140
FRAESE, SHARON	66,511	GERLACH, MELISSA	72,528
FRANKLIN, TERRALEE	52,103	GERMAN, ALYSEN	62,801
FRASER, KYLA	57,964	GERMIN, TRISTA	72,005
FRASS, GREGORY	54,401	GERRIOR, MIKE	53,962
FREDERICKSON, TERRI	88,296	GERSPACHER, JOCELYN	85,419
FREDERIKSEN, BRENDA	84,206	GETZ, SUSAN	100,965
FREI, LISA	113,927	GIAMBATTISTA, KRISTI	87,018
FRIARS, APRIL	59,636	GIBLETT, JENAYA	65,803
FRIES, BRIAN	69,365	GIBSON, CAROL	91,962
FRIESEN, CATHLINE	86,489	GIBSON, LACY	71,998
FRIESEN, DAWNA	71,125	GIBSON, SHERI	70,007
FRIESEN, JENNIFER	77,462	GIESBRECHT, MATTHEW	57,833
FRIESEN, LUKE	115,513	GILROY, MARJORIE-ANNE	90,864
FRIESEN-FORD ASHURST, CINDY	101,831	GILROY, RULENE	78,732
FRIGON, JAMES	76,063	GILROY, WARREN	59,342
FRIGON, LORI	64,836	GINETZ, KARRIE	60,046
FRIZZELL, KELLY	93,327	GIRODAT, DALE	112,277
FROH, LINDA	89,186	GIROUX, STEFANIE	67,637
FRY, RENATTA	83,321	GLASSER, JENELLE	63,757
FULCHER, JESSICA	62,826	GLASSPELL, GEOFF	86,938
FUNKE, HENRY	78,138	GLOVER, JUSTINE	67,103
		GOBY, BENJAMIN	80,290

GOERTZEN, JANEY	54,632	HARRIS, KATHRYN	115,201
GORRIE, DAVE	107,511	HARRIS, STUART	98,299
GORRIE, MARION	90,664	HARRISON, JUSTIN	87,435
GOSKI, NANETTE	82,583	HARRISON, KATIE	79,934
GOTTSELIG, SUSAN	84,214	HARRISON, TANIA	86,435
GRAF, DAYNA	80,151	HARRISON, TODD	81,453
GRASDAL, PETER	104,563	HART, CAROL	97,368
GRAYSTON, JASON	84,198	HARTMAN, CHRIS	66,853
GREEN, DAELYNN	58,207	HARTNESS, LORI	55,604
GREENE, CHRISTINE	59,301	HASSLER, BRIAN	51,687
GREENSLADE, JEFF	96,810	HASTINGS, BEVERLY	90,983
GRODECKI, KATHRYN	85,916	HAU, STACIE	62,227
GRODECKI, MICHELLE	78,784	HAUGHN, DEBORAH	86,189
GUDEREIT, SHARON	84,737	HAUS, RHONDA	102,648
GUEST, TARA	71,203	HAYDEN, ANGEL	58,248
GULLACHER, PAUL	78,626	HAYES, ELLEN	84,533
GULLICKSON, BLAIR	117,518	HAYNES, ROSA	62,779
GWILLIAM, PAT	62,463	HEGION, JESSICA	64,092
HAACKE, BRIAN	88,294	HEIDEL, GORDON	101,528
HACK, KARIN	81,930	HEINEMANN, KEVIN	106,685
HACKEL, DANIELLE	67,273	HELFRICK, MALISSA	60,948
HADDAD, AUDREY	84,198	HENDERSON, DAWNA	64,716
HADICAN, STEVEN	88,294	HENDREN, KATHY	87,405
HAHN, COLTER	62,388	HENDRICK, ALICIA	67,550
HAIG, DEANNA	82,223	HENDRY-VERMEULEN, ADRIANNE	84,923
HALBERT, GARY	136,037	HENRY, JILL	71,093
HALBERT, JENNIFER	50,842	HENSON, MARGOT	84,995
HALBERT, ROBIN	87,807	HERBACK, JEFF	57,154
HALL, ELDON	85,345	HERBISON, MORGAN	66,976
HALL, JODY	86,481	HERCZAKOWSKI, PETER	86,571
HALL, RYAN	88,808	HERMAN, DEAN	87,639
HALLADAY, TRACEY	69,287	HERON, DUSTIN	78,040
HAMEL-SROCHENSKI, CAREY	70,417	HERRIDGE, LOIS	140,280
HAMMETT, REBECCA	84,773	HERSBERGER, SHELBY	58,199
HANIAK, SAMANTHA	62,697	HESSELINK, PAULA	165,845
HANLINE, DAN	75,110	HEUCK, GEORG	91,721
HANNILA, LIISA	66,363	HIBBERT, TERI-LIN	78,154
HANSLIP, DON	54,794	HICKS, BRYAN	84,198
HANSLIP, DONNA	91,263	HIEBERT, JANICE	72,491
HANSLIP, HERMAN	51,848	HILLBOM, CAROLYN	84,198
HARDEN, CHRISTINA	72,499	HINCKS, JO-ANN	70,606
HARDING, GREG	105,864	HINKS, CHARLENE	92,169
HAREL, KATHLEEN	85,223	HINZ, MARLENE	84,198
HARPER-HARRIS, LYNN	103,417	HIPPERSON, ANNA	53,824
HARRIS, KAREY	101,771		

HOCK, CYNTHIA	134,836	HUGHES, BILL	55,533
HODGINS, RYAN	86,290	HUNTER, CATRINA	68,387
HODGSON, JACINTHE	88,685	HUNTINGTON, JENNIFER	52,708
HODSMAN, JESSICA	83,905	HURFORD, KENT	50,019
HOFFMAN, ANGELA	65,299	HURLBERT, NINA	84,398
HOFFMAN, GRAHAM	84,198	HURRELL, RITA	69,845
HOGNESTAD, NANCY	109,043	HUSBAND, MARK	85,674
HOLBROW, DARRYN	77,535	HUTTON, ANGELA	96,168
HOLINATY, CARISSA	70,634	HUTTON, SHANNON	84,160
HOLLINGER, SHARMAYN	90,894	IBBOTT NEISZNER, HILLARY	111,245
HOLLINGER, TAYLOR	80,363	INGENTHRON, LACEY	63,981
HOLLOWAY, CELINE	89,329	INSLEY, TREVOR	69,365
HOLMES, SUSAN	100,560	IRVINE, JESSICA	69,457
HOLOTA, CARMEN	96,969	ISNANA, FAITH	74,703
HOLSTEIN, LEANNE	93,368	ISTACE, DANIELLE	82,834
HOLYWELL, SHELLEY	51,401	ISTED, AMANDA	77,597
HOMINUKE, JAMES	65,159	JACKSON, KAREN	89,398
HORDERN, KJERSTEN	61,488	JACKSON, LINDSAY	88,658
HORTON, GLENN	69,365	JAN, KRISTOPHER	71,039
HORVATH, HOLLY	65,695	JANSSEN, JASON	74,982
HORVATH, MELISSA	60,617	JANZEN, LARA	84,323
HOSIE, BONNIE	88,036	JARRETT, PHYLLIS	85,005
HOTCHKISS, ALLEN	50,221	JASPER, ELLE	70,561
HOUK, TRACY	101,070	JEANNOT, ARMAND	84,190
HOULDEN, BARRY	94,450	JEFFREY, CLINTON	87,863
HOVE, CARMEN	70,489	JENSEN, COLIN	101,373
HOWARD, APRIL	74,285	JESSOP, MARISSA	59,124
HOWARD, BRAD	122,284	JO, JAMES	92,967
HOWARD, KAREN	79,486	JOHNS, BRITTANY	67,641
HOWAT, KARLA	104,836	JOHNS, CHRISTINA	90,279
HOWELL, MAUREEN	87,660	JOHNS, DYLAN	75,769
HOWIE, LORI	86,798	JOHNS, IRIS	98,625
HOWLETT, JANELLE	69,124	JOHNSON, ALYSSA	66,170
HOWSE, JASON	85,912	JOHNSON, CATHY	55,268
HOWSE, LYNN	91,692	JOHNSON, PARRY	85,220
HOWSE-MEISTER, DALE	65,935	JOHNSON, SCOTT	77,900
HUBBARD, MARNIE	90,712	JOHNSON, TRACY	83,460
HUBBARD, TRACY	87,741	JOHNSON BECHARD, MYVANWY	89,550
HUBENIG, JEFF	118,750	JONES, AVRIL	94,196
HUBER, BONNIE	115,900	JONES, LISA	68,847
HUBER, CHRISTINE	67,874	JONES, LORI	52,900
HUBER, JENNIFER	88,294	JONES, TYLER	81,165
HUBER, JENNIFER J.	76,997	JONES-LEIBEL, KIMBERLY	79,156
HUBER, SHARI	61,669	JORDENS, SHARON	88,013
HUEL, CHAD	85,186		

JOSEPHSON, RYAN	92,554	KOHLER, GISELA	52,574
JOST, SANDRA	86,415	KONDRATIUK, JILL	58,103
JUDGE, LAURIE	86,258	KOPEC, SYNDEE	91,985
KAKAKAWAY, DEAN	63,912	KORCZAK, PAMELA	68,346
KAKAKAWAY, PAM	54,340	KOROLUK, ROB	77,460
KALAMAN, DEON	67,122	KORPAN, GREG	66,748
KALUZA-HUGHES, CHRISTINA	87,967	KOSHMAN, HEIDI	67,787
KAMBOZ, INDERJIT	86,418	KOT, JANIS	89,678
KARDYNAL, RYAN	80,894	KOTYLAK, CAROL	54,562
KASPER, RENA	69,638	KOTYLAK, LAURA	86,035
KASPRICK, JASON	111,813	KOTYLAK, MARYANNE	101,148
KEEFE, SARAH	88,294	KOWALYSHYN, LISA	87,901
KEEWATIN, DARCY	85,645	KOZACK, TODD	87,703
KEIL, TRUDY	80,196	KRAMER, ERIN	67,841
KELLYMAN, JENNIFER	74,675	KRAMER, JENNIFER	67,257
KERBRAT, GUY	87,639	KRENBRINK, TRACY	61,398
KERR, INGRID	69,999	KRETSCHMER, MARDI-JANE	88,979
KERR, JANET	95,993	KROGSGAARD, TORI	67,179
KESHANE, SARAH	81,811	KRUEGER, MICHELLE	97,374
KEYES, CHRIS	116,549	KRUG, KARI	61,358
KIMBLEY, ALISON	63,865	KUKURA, LORI	118,193
KINDRED, SHELLEY	96,500	KULLMAN, ELAINE	83,453
KING, COLLEEN	72,821	KUNTZ, ASHLEY	100,031
KING, NANCY	91,359	KUNTZ, KELSEY	75,222
KINNEY, SUSAN	62,954	KUNTZ, NANCY	86,504
KIVELA, DEBORAH	93,368	KUNTZ-ZECH, SHAELA	90,157
KJELDSSEN, BARBARA	100,750	KUPPENBENDER, LINDSAY	64,886
KJELDSSEN, DAVIN	93,040	KUSTER-VANCISE, PAMELA	88,294
KLAPTCHUK, MELISSA	56,408	KUZ, LAURA	90,754
KLASSEN, TRACEY	72,504	KYDD, SARAH	70,106
KLEEMOLA, TERRY	91,859	LABAR-AHMED, LAUREL	93,325
KLEIN, JOELLA	91,685	LABUIK, TARA	50,688
KLEIN, REBECCA	58,884	LAFONTAINE, LANA	96,399
KLEISINGER, DONNA	85,138	LAGIMODIERE, ROSEMARY	57,729
KLEISINGER, GAIL	87,745	LAGUE, ELLEN	66,329
KLETKE, KAREN	114,080	LAING, LEIA	62,797
KLOTZEL, PHIL	88,995	LAMB, MICHAEL	89,893
KLUMPP, KIMBERLEY	85,598	LAMOUNI, NOURREDDINE	68,426
KNOBLAUCH-SCHOEPP, SHERRY	109,595	LAMPORT, ERIN	95,296
KNOLL, AIMEE	81,123	LANE, JENNIFER	82,439
KNOLL, MICHAEL	88,432	LANG, RHONDEAN	86,143
KNUDSEN, MARISSA	57,460	LANG, RITA	53,684
KOBER, KARLA	67,040	LANGILL, JARA	78,300
KODAS, MARY	93,848	LANGMAIER, ANDY	50,923
		LANIGAN, CARMEN	81,235

LANZ, SHERON	55,604	LITTLE, MELANIE	101,266
LAPCHUK, SASHA	91,360	LITZENBERGER, BLAIR	115,539
LAPCHUK, WANDA	95,488	LLOYD, DARREN	93,333
LAPLANTE, TERESA	87,957	LOBB, JEFF	94,451
LAWRENCE, DARCY	91,861	LOCK, MELISSA	88,275
LAWRENCE, KIM	97,720	LOCKERT, JASON	63,864
LAYCOCK, MICHELLE	62,046	LOCKHART, SHEILA	52,125
LAZAROU, TERRY	107,211	LOEPPKY, CHERYL	86,124
LAZAROU, WENDY	87,597	LOGAN, CHANDRA	73,243
LAZORKO, JAYME-LEE	51,221	LONGMAN, SARAH	136,037
LAZURKO, DINA	55,544	LONGMOORE, DYLAN	65,109
LEACH, JENNIFER	78,237	LOOYSEN, JEFFREY	64,243
LEASK, HEATHER	93,630	LORENZ, MARCEL	90,522
LEBLANC, BERNADETTE	112,423	LOSIE, JENNIFER	81,748
LECH, KAMILLE	104,937	LOTHIAN, CURTIS	92,334
LEE, GEORGINA	64,369	LOURENS, GLENDA	88,294
LEE, RORI	97,123	LOVAS-GOFORTH, DENISE	84,916
LEHRER, JIM	91,756	LOWEY-CHIMILAR, TANNIS	102,334
LEIB, SHANNON	85,027	LUBA, JAN	93,346
LEIBEL, LORENA	95,925	LUBENKO, LUBA	97,873
LEIER, MICHAEL	92,865	LUDTKE, NICOLE	75,171
LEITNER, JOANNE	97,123	LUDWIG, RENEE	85,351
LEITNER, PERRY	92,690	LUEKE, TOVE	54,737
LEKIVETZ, JENNIFER	73,582	LYNCH, COLLEEN	89,696
LELLIOTT, CARRI	53,231	LYNCH, JESSICA	59,936
LEMIEUX, DARYL-LYNNE	96,905	LYONS-MOUYIOS, JENNY	74,829
LEMIEUX, RENEE	59,558	MACAULAY, BARRY	99,298
LENICZEK, KAREN	85,993	MACAULAY, SUSAN	93,325
LENTON-YOUNG, MARTA	99,037	MACDONALD, KAREN	95,646
LERMINIAUX, LUC	165,315	MACDONALD, MEHLEY	65,087
LESLIE, DENISE	89,619	MACDONALD, MITCH	55,004
LEUNG, LYDIA	66,930	MACDONALD, TRACY	88,294
LEUNG, ROXANNE	78,582	MACERA, FRANK	92,098
LEUPOLD, JUANITA	88,804	MACHMER, LAURIE	67,911
LEURER, KIMBERLY	55,944	MACHNAIK, LISA	80,189
LEVERS, TRENT	89,760	MACKAY, DONNA	92,579
LEVESQUE, MARIO	97,408	MACPHAIL, THERESA	58,802
LEWIS, HEATHER	88,294	MACPHERSON, BETSY	84,198
LEWKO, KELLI	65,714	MACPHERSON, KATHERINE	92,104
LEWRY, CALLIE	82,875	MACRAE, JULIE	160,606
LICHTMAN, SANDRA	65,782	MADIRATTA, JESSICA	68,666
LINDSTROM, DONNA	84,183	MAFFENBEIER, DARRELL	97,549
LINNER, TRISHA	61,374	MAGOTIAUX, TANYA	76,717
LIPINSKI, BRUCE	165,845	MAH, MELISSA	86,700
LITTLE, JEFFERSON	66,472	MAHLUM, CHARLA	62,309

MAHONEY, ADRIENNE	67,368	MCCOLL, DONNA	62,211
MAHONEY, DELEE	86,237	MCCORMICK, JOLENE	84,203
MAIER, ARNOLD	94,803	MCCREA, TIFFANY	57,466
MAIER, MARIAN	93,533	MCDIVITT, KRISTA	64,606
MAIERHOFFER, JOE	119,490	MCDONALD, ALLYSON	92,038
MAILHOT, JONI	60,313	MCDONALD, JOAN	89,167
MAILHOT, SUSAN	63,499	MCDOUGALL, WENDY	95,742
MALCOLM, SCOTT	50,300	MCDOWELL, DIANA	85,573
MALEY, DANIELLE	64,720	MCFADDEN, TIM	89,152
MALLORY, ANGELA	71,515	MCFARLEN, JORDAN	67,417
MANASTYRSKI, KAYLEIGH	58,568	MCGEOUGH, LAURIE	87,129
MANN, LISA	70,442	MCGILLIVRAY, CATHY	98,633
MANNING, TUSAUNA	79,474	MCGOWAN, SHARLENE	106,572
MANSFIELD, ELLEN	85,513	MCGURRAN, JOE	67,894
MANTEI, MEIGHAN	70,138	MCINTOSH, LAURA	89,585
MANUEL SOUTH, SHELLY	88,294	MCKAY, BARRY	90,420
MANZ, JIM	91,284	MCKAY, KERRI	89,255
MARCHANTALER, JASON	88,294	MCKEE, IVY	90,093
MARCHANTALER, SHAUNE	88,294	MCKENZIE, CHRISTINA	57,519
MARCOTTE, PAUL	99,193	MCKENZIE, KOLA	83,871
MARIO, TERRY	102,403	MCKENZIE-COX, MAXINE	93,380
MARKESTEYN, MICHAEL	90,600	MCKEOWN, DARCY	109,634
MARKWART, KIM	106,278	MCKILLOP, IAN	112,506
MARSHALL, CHAD	87,724	MCKILLOP, MICHELLE	84,198
MARSHALL, ERIC	62,167	MCKILLOP, SCOTT	93,547
MARTENS, PERRY	86,345	MCKIM, CONNIE	84,198
MARTIN, DEBRA	95,029	MCKIM, LAUREN	64,289
MARTIN, SARAH	61,911	MCKINNA, ALISSA	81,272
MARTINSON, SHERMAN	84,198	MCLAREN, CRYSTAL	86,228
MASTALIER, ARLENE	78,944	MCLAREN, IAN	91,799
MASTEL, TRACY	95,215	MCLAREN, SCOTT	90,365
MATHESON, KRISTY	86,537	MCLEOD, DARLA	53,064
MATIC, RACHELLE	83,593	MCMAHON, JUDITH	85,342
MATICHUK, HEATHER	67,581	MCMARTIN, JODI	85,430
MATTHEWS, COREY	100,000	MCMILLEN, KRISTA	88,464
MAURER, ASHLEY	64,443	MCMILLEN, SHAYNE	93,884
MAXIE-POITRAS, TANJA	75,530	MCMURDO, KIMBERLEE	86,003
MAXWELL, JEFF	89,145	MCMURTRY, BONNIE	89,014
MAZE, PATRICK	103,018	MCNABB, NATALIE	87,106
MCARTHUR, AMANDA	62,905	MCNABB, PATRICK	68,516
MCCANN, LEANNE	52,744	MCNAIR, TRICIA	88,294
MCCARTNEY, JENNIFER	52,079	MCPHERSON, DALLAS	58,991
MCCAWE, CINDY	52,486	MCPHERSON, KRYSTAL	112,342
MCCHESNEY, ELANN	88,432	MCREDMOND, BAHIIYIH	67,406
MCCLELLAND, LYANE	88,421	MCRORIE, CATHIE	89,081

MCWILLIAMS, ALLEN	80,384	MORRIS, KIM	52,080
MEAD, WENDY	50,155	MORROW, NICOLEANN	68,752
MEDL, DEREK	78,459	MOSCOSO, ENRIQUE	50,539
MEENAN, DARLA	88,133	MOSER, JESSICA	72,879
MEJIA, LEANNE	88,294	MOSIONDZ, LANDON	57,162
MELNECHENKO, BRANDY	88,223	MOSKAL, LYNDSAY	71,096
MELNECHENKO, LORRI	88,512	MOTLIK, SCOTT	74,806
MEREDITH, KEN	118,841	MUCHA, SANDRA	94,900
MEREDITH, SHARON	89,149	MUELLER, IRM	58,055
MERKLEY, RAELYNNE	85,874	MULHOLLAND, IAN	70,524
MEYER, KELLEY	92,697	MULLEN, KELSEY	59,765
MEYERS, LANA	86,716	MULLER, JASON	63,940
MIESKE, CHRISTOPHER	74,901	MUNRO, JASON	89,547
MIEZIANKO, DEAN	117,220	MUNSON, KRISTA	116,386
MILIOKAS, KAREN	84,208	MURRAY, ASHLEY	66,953
MILLAR, ANNE	87,294	MURRAY, CONNIE	91,994
MILLAR, LEE	88,049	MUSLEH, JUDY	84,213
MILLAR, TYRONE	86,603	MUSQUA, MURRAY	59,247
MILLER, BLAINE	56,815	NADARAJAH, NOLAN	50,683
MILLER, CHERA	89,281	NADOROZNICK, SAMIRA	83,286
MILLER, CORINNE	127,382	NAGEL, KARI	80,571
MILLER, PAULA	84,198	NAMETH, TRICIA	59,322
MILLER, SHERYL	86,504	NAULT, TAMMY	88,190
MILLER, SUE	63,397	NEETZ, CLAUDINE	91,799
MILLER, TODD	88,593	NEITHERCUT, LORNE	104,547
MILLIGAN, LORI	74,564	NELSON, ALANA	79,222
MINOR, JOANNA	73,001	NELSON, CHANTELE	57,491
MINTER, JENNIFER	94,256	NELSON-GOETZ, DIXIE	119,792
MISHRA, CHRISTINE	61,178	NENSON, BRIAN	71,160
MISSENS, LEAH	59,637	NENSON-CATLEY, LISA	113,403
MITCHELL, IAN	100,728	NEULS, SETH	115,930
MITCHELL, LINDA	104,102	NEUSTAETER, DANNY	59,097
MOELLER, CAROL	85,053	NEWMAN, ALISON	89,747
MOFFATT, JESSICA	94,702	NEWMAN, ROBERT	87,320
MOLLER, DWIGHT	59,093	NICHOLSON, CARA	85,791
MONTAGUE, NICOLLE	78,074	NISTOR, STARLA	113,426
MONTGRAND, WINSTON	70,823	NIXDORF, ANGELIKA	70,474
MOONEY, PATRICK	109,580	NIXON, DWILA	93,492
MOORE, PATRICK	79,262	NOLET-NERENBERG, CHANTAL	52,712
MOORE, SUSAN	86,510	NORBECK, ALLISON	87,668
MORAN, ROBERT	69,365	NORDIN, PHIL	81,776
MORIN, BOBBY JO	84,394	NORMAN, CURTIS	88,781
MOROZ, AMY	84,190	NORMAN, JASON	109,576
MORPHY, ANDREA	95,313	NOVAK, MARK	52,078
MORRIS, COLLEEN	85,128	NOYES, ELLEN	84,050

NUTBROWN, KERRI	86,685	PAYOT, CHANTELE	88,740
OCHITWA, NYSA	69,671	PEACE, RICHARD	89,582
O'DONNELL, CHANTELE	52,552	PEARCE, BLAINE	85,430
O'DONNELL, LORAINE	114,023	PEARCE, LOIS	83,366
O'HAGAN, RORY	97,720	PECHEY, KAMA	87,027
O'HALLORAN, JODI	89,290	PEDSCALNY, KAREN	88,294
OLESON, JENNIFER	88,570	PEEVER, STACY	62,447
OLLIVER, BRENDA	86,693	PELLETIER, DEANNA	75,620
OLSON, MIA	61,136	PELLETIER, FRANKIE	97,775
OLSON, WENDY	79,815	PELLETIER, SANDRA	63,191
OLYNICK, STARLA	85,459	PELLETIER, THERESA	85,186
OLYNYK, DARCY	84,667	PELLING, ANDREW	105,598
ONIEU, CARLEEN	92,072	PELTON, ALICE	105,675
ORTHNER, CYNTHIA	88,294	PELZER, ORENDA	88,065
OSBORNE, ANDREA	92,698	PENNETT, DANE	67,270
OSTAPOVITCH, BRENDA	89,022	PENNINGTON, TERRI	87,766
OSTAPOVITCH, LORETTA	88,294	PENNY, MARK	84,198
OSTEN, BRENDA	89,650	PEREPELUK, KIM	93,934
OTTENBREIT-BORN, WYBIUS	93,325	PERKINS, RAYLEE	63,119
OVERBY, SHANE	137,310	PERRY, JEFF	85,366
OVERHOLT, MELISSA	79,880	PETERS, AILEEN	56,434
PANKEWICH, CORINNE	67,550	PETERS, BRITTANY	64,296
PANKO, KELSEY	103,892	PETERS, DARREN	89,143
PANKO, MICK	111,627	PETERS, MICHELLE	69,568
PANKO, SAFFRON	55,013	PETERS, SCOTT	88,294
PAOLI, LORETTA	82,491	PETERS, TAYLOR	69,990
PAPP, MICHELLE	84,870	PETERSON, BETHANY	53,954
PARASKEVOPOULOS, PATTY	69,082	PETERSON, MEGAN	60,254
PARDOE, MAUREEN	102,855	PETFORD, REBECCA	58,116
PARISIAN, KARLA	55,903	PHILLIPS, BOB	105,708
PARISIEN, KEVIN	86,292	PICARD, REBEKAH	61,565
PARISIEN, STEVEN	84,198	PIERACCI, CARLA	88,329
PARK, DENNY	62,904	PILUK, SARAH	60,317
PARK, HOLLY	67,903	PLETTENBERG, ANNE	65,906
PARKER, CANDACE	81,133	PLETZ, WENDY	85,029
PARKER, CHAD	86,053	POKOYOWAY, TYLER	81,663
PARLEY, JUDY	88,280	POLL, STEPHEN	93,803
PARR, ALLISON	73,001	POLLOCK, KELLY	62,457
PASKIMEN, RUSSELL	61,864	POLSFUT, NATE	54,605
PASKIW, DANNY	94,409	POMINVILLE, LESLIE	84,841
PATRON, JOANNE	85,345	PON, TERRANCE	93,325
PATTERSON, CHRISTINA	59,470	PORRAS, VALESKA	54,719
PATTERSON, JANINE	62,577	PORRITT, JANN	95,466
PATTERSON, JANNE	82,590	PORTER, DENISE	84,455
PATTERSON, TAMMY	75,552	POTTER, KRISTINA	92,860

POWELL, LISA	95,449	RENWICK, JONATHON	66,134
POWELL, SANDRA	98,847	REOCH, KELLEY	86,703
PREECE, CAROL	83,316	REVET, JEANNETTE	104,538
PRICE, KRISTA	86,599	RICE, BRYAN	71,065
PRINGLE, KRystal	66,144	RICE, CINDY	84,723
PRITCHARD, GARY	84,198	RICE, TOM	88,294
PRITCHARD, MAUREEN	97,131	RICHARDS, JOHSLYNE	50,155
PROSOFSKY, PETER	78,146	RICHARDSON, MARNIE	53,076
PROULX, CRYSTAL	66,722	RICHE, DALE	54,876
PROULX, GILBERT	74,791	RICHTER, TAMMY	53,812
PURTILL, EDWARD	88,858	RIDGWAY, COLLEEN	86,667
PURYK, NICOLE	69,150	RIEGER, CASSANDRA	62,027
PYLE, BRAD	81,060	RIFFEL, CHRIS	88,310
QUICK, MAUREEN	98,708	RILLING, MIKE	91,736
QUINE, TARA	65,997	RILLING, ROD	119,323
QUINNEY, SHAUN	82,753	RILLING, SHARON	84,410
RACETTE, CALVIN	107,511	RIOU, JAIME	81,815
RACETTE, DEREK	87,299	RIPPLINGER, AMY	77,147
RACETTE, TRICIA	90,184	RISLING, MICK	83,623
RAEDEKE, MARK	85,069	ROBERTSON, DANIELLE	68,803
RAMADAN, NARMEEN	76,885	ROBERTSON, DOUG	50,935
RAMAGE, SOPHIE	90,129	ROBERTSON, JANE	97,996
RANDALL, SARA	93,325	ROBINSON, FRASER	54,069
RANFORD, AMY	60,652	ROBINSON, RYAN	84,833
RANSOM, BRIAN	92,689	ROCK, LORNA	50,761
RASMUSSEN, ALEX	51,586	ROEMER, TRACEY	88,294
RAYNER, DALE	91,830	ROGERS, CYNDI	88,926
READY, CATHERINE	61,894	ROGERS, STEPHANIE	65,743
READY, DONALD	113,488	ROLAND SEMENCHUCK, MICHELE	112,808
REAVLEY, SHERRY	103,384	ROSBROOK, KYLE	61,861
REDANT, YVONNE	62,776	ROSCOE, TARA	58,409
REDEKOPP-MCKEOWN, JUANITA	136,037	ROSENKRANZ, KATIE	60,991
REDL, WILL	54,490	ROSS, ROBIN	93,325
REED, CHRIS	78,023	ROSS, SHAWN	63,450
REED, MORGAN	166,061	ROTH, DYAN	86,075
REED, SHELLY	90,770	ROY, JACQUELINE	79,560
REEVE, NICOLE	66,809	RUECKER, MONA	102,658
REIN, RHONDA	60,978	RUF, JEFF	87,657
REISS, MARIE	98,204	RUGG, ROCHELLE	87,974
REMPEL, AMY	60,576	RUGGIERI, KARLA	62,220
REMPEL FURRY, TRACY	85,019	RUITER, MEGAN	58,517
RENNIE, BRIAN	63,432	RUSCONI, CLIFFORD	93,598
RENWICK, COREY	86,534	RYBA, TAMARA	81,739
RENWICK, GILLIANE	71,630	SADOWSKY, KIM	86,100

SAGASZ, ROMANA	92,520	SENTES, JOLENE	91,004
SAGEER, SAMINA	61,716	SENTES, SHELLEY	88,239
SAHLMUELLER, SACHA	57,399	SERBAN, SILVIU	65,942
SAIGEON, LORI	92,537	SEWELL, JENNIFER	89,669
SAKATCH, JACKIE	91,155	SEXON, ROCHELLE-ANN	60,436
SANCHUCK, SHANNON	91,301	SEYMOUR, DAINA	79,729
SANDBERG, TOM	88,302	SHAKESPEARE, SANDRA	88,839
SANDERS, LINDSAY	74,264	SHAW, ERIN	85,204
SANDOMIRSKY, JESSICA	84,198	SHAW, PAMELA	50,787
SAUL, WANDA	102,658	SHERMAN, KRISTA	60,366
SAVILLE, ELAINE	95,440	SHIRE, MATTHEW	69,552
SAWCHYN, MACKENZIE	88,455	SHORDEE, CHRISTINA	56,288
SCARFE, JEANNE	88,928	SHUBA, SUZANNE	72,778
SCARFF, SARAH	74,624	SILVERTHORN, SHANNON	81,725
SCHACK, WILLIAM	88,634	SILVIUS, MICHAEL	63,171
SCHAFFER, CHRISTIE	88,049	SIM, REBECCA	62,550
SCHAPANSKY, NATALIE	84,525	SIMPSON, ANDY	67,786
SCHENHER, SANDRA	73,366	SINCLAIR, BRAD	75,361
SCHERLE, ASHLEY	60,037	SINGH, AMY	66,463
SCHINDELKA, JOEL	93,547	SIPPLE, AIMEE	75,439
SCHMELING, AMANDA	66,446	SISON, ANELYN	60,626
SCHMIDT, JOE	84,899	SITTER, AMIE	87,857
SCHMIDT, SHARON	114,865	SIVERTSON, KRISTI	50,887
SCHMIDT, VONNIE	88,294	SJOGREN-BRANCH, MARYANN	92,916
SCHNEIDER, JONATHAN	84,716	SKLAR, ADRIENNE	89,104
SCHNELL, CELESTE	64,410	SKOCZYLAS, DEBORAH	58,156
SCHROEDER, KIM	58,939	SKOGBERG, LORI	95,072
SCHULER, MARYJANE	84,878	SKRYPNYK, KEELEY	86,162
SCHULTZ, AMY	77,045	SMILLIE, PATRICIA	90,659
SCHULZE, JENNIFER	72,264	SMITH, CHALYN	73,874
SCHWANN, LISA	91,947	SMITH, FIONA	100,515
SCHWARTZ, CARLENE	53,976	SMITH, GREG	133,474
SCHWARTZ, JAMIE	69,248	SMITH, JANEEN	79,903
SCHWINDT, SHANE	73,473	SMITH, JODIE	94,523
SCOTT, ANGELA	71,101	SMITH, JOLENE	90,625
SCOTT, JODI	84,198	SMITH, LAURIE	84,979
SCOTT, TRICIA	87,854	SMITH, LISA	63,250
SEBASTIAN, CHANTEL	76,530	SMITH, MELODIE	89,683
SEBASTIAN, DANIELLE	80,534	SMITH, MICHELLE	56,764
SEBASTIAN, GLENN	50,365	SMITH, RYAN	92,774
SEIFERLING, KAREN	53,890	SMITH, STEPHANIE	86,537
SEIFERT, CANDICE	86,114	SMITH, TROY	60,934
SEIFERT, CURTIS	114,737	SOJONKY, ARLENE	88,072
SEITZ, JAN	86,107	SOMER, TRACY	73,283
SELIMOS, SOULA	86,575	SOMERS, LAWRENCE	116,580

SOMERS, TRACEY	85,021	STUDLIN, KAREN	86,479
SOMMERFELD, JODIE	85,703	STUMPH, MICHAEL	84,984
SORRELL, TONI	55,995	STURTZ, CORBY	84,198
SOTROPA, BRENDA	84,635	STUSEK, SHERYL	86,647
SOUTAR, SANDY	87,657	SUNDEEN, JEREMY	77,711
SPASOFF, TAMARA	99,997	SURKAN, RANDI	80,317
SPEERS, CARI	85,071	SURKAN, SANDRA	87,703
SPOCK, PAMELA	102,166	SURKAN, SARAH	63,361
SPRUNGALA, ALISA	87,864	SUTHERLAND, CARRIE	65,810
STALLARD, PAUL	72,414	SVEINSON, DARYL	88,286
STANGEL, SHAWNA	100,155	SVEINSON KUNTZ, SHERRIE	98,216
STANIFORTH, JASMINE	59,900	SWEDBURG, KALEN	67,268
STANTON, APRIL	59,992	SWEENEY, STEFANIE	68,570
STAUDT, DONNA	53,985	SWEENEY, TIMOTHY	72,320
STAWARZ, DEANNE	89,271	SWEET, MELISSA	77,173
STEADMAN, RENEE	78,142	SWIFT, AUBREY	74,735
STECIUK, RICK	123,327	SWITZER, ANGELA	89,207
STEPAN, TAYLOR	60,779	SWYSTUN, VALERIE	68,008
STEPHAN, RENEE	136,037	SYKES JONASSON, LISA	86,895
STEPHEN, LEONA	87,449	SYROTA, ARLENE	96,243
STEPHENSON, JAN	80,064	TAIT, BEV	91,504
STEPHENSON, KRISTINE	68,264	TAMAYO, EDWIN	56,251
STERLING, RONALD	68,270	TAMELING, KRISTA	63,929
STETNER, LINDSAY	62,494	TARR, ASHLEY	67,102
STEVELY, RENNAE	86,504	TARR, PAMELA	84,206
STEVENS, BRENDAN	96,638	TASSELOS, CALIOPY	58,763
STEVENSON, BRENDA	69,217	TAYLER, REBECCA	90,172
STEVENSON, BRIAN	80,536	TAYLOR, ANDREA	87,775
STEVENSON, RHONDA	69,379	TAYLOR, CONNIE	65,269
STEVENSON, VICTOR	96,762	TAYLOR, ELAINE	85,663
STEWART, DARRYL	91,422	TAYLOR, GREGORY	111,096
STEWART, MANDIE	70,473	TAYLOR, JANINE	93,368
STINSON, CRAIG	70,115	TAYLOR, KEVIN	61,906
STINSON, DANIELLE	89,038	TAYLOR, MAUREEN	92,506
STIRLING, HEATHER	94,083	TAYLOR, MICHAEL	92,689
STOCKEN-POITRAS, RACHELLE	71,817	TAYLOR, SAMANTHA	84,198
STOFFEL, CATHERINE	92,302	TAYLOR-NEALE, DIANE	89,152
STONER, GLENNA	84,198	TAYPOTAT, JACKIE	92,993
STOUSE, CHARMAINE	86,473	TEECE-NIEBLAS, DEBORAH	87,396
STOUT-SMITH, KAREN	57,544	TEMPEL-LE DRESSAY, DEBORAH	96,150
STOYAND, EDWARD	67,649	TEMPLE, IAN	64,394
STREIFEL, LYNELL	62,710	TERHORST, JODI	57,679
STROEDER, ELIZABETH	84,918	TERLESKY, DAVE	68,354
STRUTHERS, ETHEL	94,753	TERRY, DENISE	89,268
STUART, LINDSAY	75,948		

TESSIER, KIMBERLY	86,389	TYMIAK, PHILLIS	96,915
THACKER, ELIZABETH	61,937	UHRICH, ILONA	84,203
THAKKER, SEJAL	100,495	ULRIKSEN, ANDREA	89,239
THERRIEN, ELIZABETH	64,935	UNRUH, GABRIELLA	84,198
THIELE, ALISON	85,351	URBAN, GRANT	100,306
THIES, BRITTANY	68,778	UY, ALLAN	51,164
THIESSEN, DALLAS	64,740	VALIAHO, BRENDA	93,317
THOLL, ALMA	72,772	VALLEY, JANET	68,059
THOMAS, ERIN	74,671	VAN BUEKENHOUT, DAN	116,819
THOMAS, JONATHAN	70,634	VAN DUSEN, ERIK	106,635
THOMAS, MARY	65,748	VAN DUSEN, HEIDI	87,026
THOMPSON, DEBRA	99,762	VAN LUVEN, SHEA	67,090
THOMPSON, KATE	103,446	VANCISE, CAITLYN	77,187
THOMPSON, SANDRA	88,506	VANCISE, ROBERT	87,342
THORSON, CHRISTIANE	87,659	VARGO, TRACEY	96,623
THUE, JONI	53,998	VEIKLE, GAIL	97,512
THULL, KAREN	98,790	VERVILLE, SIMONE	112,203
THUNBERG, KRISTINA	62,424	VICKARYOUS, JAMES	72,801
TKACH, TANIA	51,900	VIERLING, JACQUIE	71,579
TOEWS, CORINNE	91,329	VIHER, PAULA	55,149
TOFFAN, CALVIN	84,183	VILLENEUVE, DAWN	71,487
TOMCHUK, MIKE	108,924	VINDEVOGHEL, LINDSAY	85,664
TONIELLO, CINDY	91,595	VOLLMAN, RAEGAN	86,390
TONIELLO, FRANCO	50,831	VONAU, JOANNE	93,532
TOPP, ROSEANNE	77,158	VUONG, ELIZABETH	67,034
TOTH, JOYCE	88,301	WADDELL, BRODY	59,301
TOTTEN, MARILYN	93,325	WADE-CUMMINGS, RICHARD	59,566
TRAIL, CANDACE	83,298	WADE-CUMMINGS, RILEY	57,474
TRAIL, IAN	83,136	WAGNER, JANELLE	92,804
TRAINOR, SHAUN	50,013	WAGNER, NATHAN	58,444
TRAKALO, TERESA	87,681	WALDRON, MELANIE	78,614
TRITHART, KAREN	85,987	WALL, CATHY	57,687
TRUONG, CATHY	78,874	WALLACE, MICHELLE	83,212
TSAKAS, MARIA	88,613	WALLACE MARKESTEYN, LISA	89,706
TSANG, TARA	80,158	WALTER, MIKE	189,110
TSOUGRIANIS, JENNIFER	74,692	WALTON, ERIN	88,294
TUHARSKY, JUANITA	88,294	WANDY, SARAH	60,282
TUNISON, JILLIAN	86,301	WANG-RESCHKE, APRIL	101,294
TURBUCK, ANDREW	74,837	WARNECKE, CHRIS	86,980
TURNBULL, TRACEY	87,705	WARNECKE, SHARIA	66,470
TURNER, ARIANN	52,317	WARNER, AARON	61,355
TURNER, DEREK	62,622	WARNYCA STRECKER, KAREN	91,642
TURNER, PAM	74,396	WARREN, BRIAN	70,989
TURNER, PETER	83,551	WARREN, DEVIN	91,114
TURNER, SHELLY	73,771	WARREN, HEIDI	62,886

WARREN, PATTY	86,952	WILSON, TARALYNE	100,115
WATERS, TARA	80,135	WILYMAN, TONY	84,198
WATKIS, JUAN-MARIE	88,968	WINCHESTER, BRUCE	56,189
WATTS, WENDY	99,695	WINCHESTER, JUDITH	106,568
WAUGH, MONIQUE	79,615	WING, BOB	51,051
WEBB, TAYLOR	51,921	WIRLL, HOPE	60,959
WEBER, JOANNE	93,325	WISNIEWSKI, JEFF	89,712
WEES, DEANNA	84,523	WISZNIAK, LINNEA	89,541
WEICHEL, GARRY	66,062	WITTAL, ERIN	82,506
WEICHEL, LISA	95,828	WOLFMUELLER, AMANDA	62,860
WEINRAUCH, JENNY	83,262	WOLFMUELLER, MITCH	58,035
WEIR, JANESEA	52,879	WOOD, RYAN	84,678
WEIR, TED	84,198	WOOD, TERRY	93,051
WEISGARBER, MIKE	88,229	WOOD HUBER, TANIS	96,787
WELLS, ANNE	66,109	WOODARD, MARLIS	84,275
WEMPE, KRISTY	71,435	WOOLARD, HEATHER	79,184
WENDELL MCINTYRE, KYLA	54,871	WOOLLEY, KAREN	65,878
WENGER, PAMELA	89,162	WRIGHT, ALISON	76,752
WENINGER, BRIAN	84,833	WRIGHT, BILL	87,023
WENZEL, JILL	93,559	XHAFERI, JOCELYN	74,243
WESTON, DEAN	50,729	YANTZ-BARTON, ELEISHA	66,531
WHARRAN, TRACY	74,585	YEA, STACEY	81,542
WHITE, CASSIA	77,111	YEE, KAITLEN	62,589
WHITE, MICHAEL	97,536	YEMBA, TARA	94,456
WHITING, MARK	135,953	YEO, JOANNE	88,294
WHITTLE, LINDA	63,276	YEO, JULIAN	65,529
WIEBE, BRITTANY	67,457	YESKE, KEVIN	86,504
WIENS, JACQUI	77,893	YESKE, TRUDY	84,395
WIHAK, KATIE	70,045	YIM, SHELLEY	83,240
WILKES, ROB	72,534	YIM-RODIER, JENNIFER	72,219
WILKIE, CHRISTINE	97,807	YOUCK, ANDREA	92,584
WILKINSON, BRANDON	91,824	YOUCK, TRACY	86,277
WILKINSON, CRYSTAL	87,502	YOUNG, DAVID	91,759
WILKINSON, TRAVIS	88,489	YOUNG, JACQUELINE	51,083
WILLER, HEATHER	73,449	YOUNG, STACEE	87,922
WILLIAMS, ADAM	71,931	YUHASZ, DANIELLE	64,755
WILLIAMS, DEBORAH	88,964	YUZICAPI, KENDRA	55,787
WILLIAMS, JILL	88,553	YUZIK, EMERSON	51,056
WILLIAMS, LISA	95,338	ZACHARIAS, MARK	92,013
WILLIAMS, MARCIA	90,658	ZACHARIAS, TERRY	56,462
WILLIAMS, TYLER	89,229	ZANNI, SHANNON	89,826
WILLS, RHONDA	93,325	ZAPSHALA, LESLIE	84,288
WILSON, BARBARA	75,933	ZAROWNY, BARON	70,911
WILSON, KIMBERLEY	65,133	ZELLER, TERRY	88,810
WILSON, MARK	80,123	ZIEGLER, COREY	95,073

ZIEGLER, KELLY	70,480	ZIMMERMAN, BEVERLEY	102,869
ZIMBALUK, DARLA	85,137	ZUBKOW, JOSEPH	73,799
ZIMMER, KIM	84,198		

Transfers

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

GOOD SPIRIT SCHOOL DIV 204	99,192
HARVEST CITY CHRISTIAN ACADEMY	683,996
PRAIRIE VALLEY SCHOOL DIVISION NO 208	53,844
RANCH EHRLO SOCIETY	417,234
REGINA CHRISTIAN SCHOOL ASSOC	513,425
REGINA HUDA SCHOOL	991,626
RHSAA	101,873
SCEP CENTRE	147,591

Supplier Payments

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

ACKLANDS GRAINGER INC	50,996	CO-OP TAXI LINES	331,090
ACTION ROOFING LTD	1,524,305	CURTIS CONSTRUCTION LTD	56,440
AED ADVANTAGE	67,382	ECCO HEATING PRODUCTS LTD	114,413
ALFA ENGINEERING LTD	59,368	EECOL ELECTRIC (SASK) LTD	80,635
ALLMAR INTERNATIONAL	99,022	ELEMENT FINANCIAL CORP	76,381
ALTON TANGEDAL		EVRAZPLACE	154,199
ARCHITECT LTD	132,431	FEDERATED CO-OPERATIVES LTD	553,375
AMAZON	101,834	FINISHES PLUS ENT 1992	194,466
AMERESCO	114,347	FIRST CLASS PLANNERS	52,747
APEX PLUMBING & HEATING	446,581	FITNESS WAREHOUSE	123,303
APPLE CANADA INC	119,723	FLOORS BY DESIGN LTD	65,693
ATLAS-APEX ROOFING (SASKATCHEWAN) INC.	742,312	FLYING EAGLE CONVEYANCE	213,381
BRIDGES	50,746	FLYNN CANADA LTD	1,384,667
BUNZL DISTRIBUTION	131,554	FORBO FLOORING CORP CANADA	227,273
BUSINESS FURNISHINGS	288,534	GELDART CONSULTING GROUP INC	52,173
C P DISTRIBUTORS LTD	52,445	GESCAN	335,591
CAPITAL CABS 2000	1,117,646	GLACIER GLASS SERVICE LTD	142,648
CENTAUR PRODUCTS INC	57,027	H.V.A.C. SALES (1997) LTD	62,458
CHOICE ELECTRICAL SUPPLY	75,213	HARVARD WESTERN INSURANCE	266,615
CITY OF REGINA	729,034	ICD	104,799
CLARK BUILDERS	142,493	IMPACT SECURITY GROUP INC	115,397
CLIFTON ASSOCIATES LTD	83,106		
CONCENTRA FINANCIAL	349,704		
CONEXUS ARTS CENTRE	77,776		

INDEPENDENT CONSTRUCTION MANAGEMENT INC	847,034	VENTURE PEARSON EDUCATION CANADA	241,000
INLAND AUDIO VISUAL LTD INTERNATIONAL	60,469	PEARSON SCHOOL SYSTEMS	136,586
BACCALAUREATE ORG	70,813	POWERLAND COMPUTERS	2,573,956
IXTAPA TRAVEL	51,932	PRAXAIR	73,510
J C KENYON ENGINEERING INC	72,468	QSI INTERIORS LTD	293,710
JOSTENS CANADA	52,572	QUOREX CONSTRUCTION	4,986,819
KEV GROUP	86,133	REACH REGINA FOOD SECURITY PROJECT	92,905
KLEIN'S ELECTRIC INC	109,617	REAL CANADIAN SUPERSTORE	123,080
KONICA MINOLTA BUSINESS	879,428	REAL CANADIAN WHOLESALE CLUB	92,919
KRESS ELECTRIC LTD	117,302	REGINA ELECTRIC	120,322
L&B ROOFING LIMITED	735,401	REGINA QU'APPELLE HEALTH REGION	136,136
LANCASHIRE DISTRIBUTION	95,908	RELIABLE HEATING & COOLING LTD	503,239
LAWN BUTLER	376,380	RIEGER GENERAL CONTRACTING	86,029
LEDCOR CONSTRUCTION LIMITED	2,709,300	ROBERTSON STROMBERG LLP	55,003
LEEVILLE CONSTRUCTION LTD	790,259	ROOF MANAGEMENT & INSPECTION	674,083
LONG & MCQUADE	58,617	ROYALE DRIVING ACADEMY	691,480
LORAAS DISPOSAL SERVICES	83,440	SASKATCHEWAN WORKERS' COMPENSATION	337,004
MACPHERSON LESLIE & TYERMAN	247,016	SASKENERGY	1,574,591
MARSH CANADA LIMITED	604,784	SASKPOWER	2,561,419
MCGRAW-HILL RYERSON LTD	76,504	SASKTEL CMR	721,866
MHPM PROJECT MANAGERS INC	113,344	SCHOLASTIC BOOK FAIRS CANADA INC	122,276
MISS VIKI'S DRIVING	139,785	SHANAHAN'S BUILDING SPECIALTIES LTD	54,476
MNP LLB	54,010	SHORTBUSS TRANSPORTATION INC	584,734
MODUS STRUCTURES INC	1,390,168	SILVER SCREEN SPORTSWEAR	53,988
MOMENTUM HVAC SERVICES	257,660	SKYLINE ATHLETICS INC	100,820
MOOSE MOUNTAIN AEROBUS CANADA INC	65,628	SNAP ON TOOLS OF CANADA LTD	70,077
MPM CONSTRUCTION SERVICES LTD	999,396	SPORTFACTOR INC	50,356
NELSON EDUCATION LTD	61,335	SRB EDUCATIONAL SOLUTIONS	295,735
NEXCAP FINANCE CORPORATION	922,051	ST JOHN'S MUSIC LTD	155,144
NUMBER TEN ARCHITECTS	896,925	STAPLES STORE	50,488
ORACLE CORPORATION CANADA INC	137,986	SUPREME BASICS	584,170
P3 ARCHITECTURE	1,318,751		
PCL MAXAM, A JOINT	332,105		

SYSO SERCA FOOD SERVICES OF REGINA	79,445	WHERE 2 TRANSPORTATION	882,917
THE HOME DEPOT	57,383	WOLSELEY MECHANICAL	69,450
TRADE WEST EQUIPMENT LTD	127,124	WUDVUE MANAGEMENT LTD	666,562
TRUMPET BEHAVIORAL HEALTH CANADA	257,334	YMCA	163,687
UNISOURCE CANADA INC	97,492		
VAN DE'S ACCESSIBLE TRANSIT INC	107,607		
VIPOND INC	63,069		
WAL-MART SUPERCENTER	79,735		
WALTERS INDUSTRIAL MECHANICAL LTD	104,205		
WARNER INDUSTRIES	1,169,751		
WARNER TRANSPORTATION SERVICES LTD	3,616,621		
WBM OFFICE SYSTEMS	613,988		
WESCLEAN REGINA SALES LTD	141,599		
WESTERN CYCLE	84,806		
WESTRIDGE CONSTRUCTION LTD	654,255		

Other Expenditures

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

CO-OPERATORS, THE	224,664
CUPE LOCAL 3766	188,862
CUPE LOCAL 4643	393,172
CUPE LOCAL 650	169,318
LEADS	52,780
MANULIFE FINANCIAL	1,264,027
REGINA CIVIC EMPLOYEES PENSION PLAN	6,159,390
REGINA PUBLIC SCHOOL TEACHERS' ASSOCIATION	224,495
SASK TEACHERS' FEDERATION	3,368,344
SK TEACHERS RETIREMENT PLAN	12,109,162
TEACHERS' SUPERANNUATION FUND	489,542

Appendix B: Management Report and Audited Financial Statements

Management's Responsibility for the Financial Statements

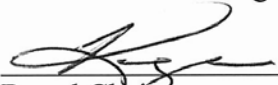
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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

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

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

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

On behalf of the Regina School Division No. 4:



Board Chair



CEO/Director of Education



Chief Financial Officer

November 24, 2015

Audited Financial Statements

Of the Regina School Division No. 4

School Division No. 2150000

For the Period Ending: August 31, 2015

Debra Burnett
Deputy Director Division Services

MNP LLP
Auditor

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

Independent Auditors' Report

To the Board of Regina School Division No. 4 of Saskatchewan:

We have audited the accompanying financial statements of Regina School Division No.4, which comprise the statement of financial position as at August 31, 2015 and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Regina School Division No.4 as at August 31, 2015 and the results of its operations, changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Regina, Saskatchewan
November 24, 2015


Chartered Professional Accountants

Regina School Division No. 4
Statement of Financial Position
as at August 31, 2015

	2015	2014
Financial Assets		
Cash and Cash Equivalents	81,000,864	83,026,142
Accounts Receivable (Note 8)	7,757,867	5,843,881
Inventories for Sale	87,749	112,237
Portfolio Investments (Note 4)	725,000	725,000
Total Financial Assets	89,571,480	89,707,260
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	16,444,285	17,744,855
Long-Term Debt (Note 10)	30,847,237	27,793,601
Liability for Employee Future Benefits (Note 6)	11,320,000	10,371,000
Deferred Revenue (Note 11)	10,499,590	11,001,336
Total Liabilities	69,111,112	66,910,792
Net Financial Assets	20,460,368	22,796,468
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	165,461,440	149,378,657
Inventory of Supplies for Consumption	219,795	294,930
Prepaid Expenses	3,858,048	2,310,178
Total Non-Financial Assets	169,539,283	151,983,765
Accumulated Surplus (Note 14)	189,999,651	174,780,233

Contingent Liabilities (Note 17)

Contractual Obligations and Commitments (Note 18)

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

Approved by the Board:

_____ 

Chairperson

_____ 

Chief Financial Officer

Regina School Division No. 4
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
REVENUES	(Note 15)		
Property Taxation	82,253,347	84,237,422	81,232,947
Grants	128,092,503	143,711,286	132,123,407
Tuition and Related Fees	1,340,000	1,986,609	1,873,190
School Generated Funds	3,600,000	3,957,667	3,886,893
Complementary Services (Note 12)	3,263,155	3,483,004	3,331,339
External Services (Note 13)	7,437,240	8,473,735	7,595,095
Other	2,027,000	2,713,572	4,648,370
Total Revenues (Schedule A)	228,013,245	248,563,295	234,691,241
EXPENSES			
Governance	567,430	552,624	525,714
Administration	6,527,220	6,201,640	6,393,752
Instruction	155,320,938	160,532,283	155,001,273
Plant	38,945,432	37,001,096	35,357,624
Transportation	8,833,842	9,473,094	8,468,074
Tuition and Related Fees	614,730	559,294	524,507
School Generated Funds	3,584,074	3,721,808	3,538,614
Complementary Services (Note 12)	5,686,294	5,291,503	5,576,563
External Services (Note 13)	7,797,972	8,489,069	7,580,773
Other Expenses	1,075,639	1,521,466	1,086,627
Total Expenses (Schedule B)	228,953,571	233,343,877	224,053,521
Operating Surplus (Deficit) for the Year	(940,326)	15,219,418	10,637,720
Accumulated Surplus from Operations, Beginning of Year	174,780,233	174,780,233	164,142,513
Accumulated Surplus from Operations, End of Year	173,839,907	189,999,651	174,780,233

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

Regina School Division No. 4
Statement of Changes in Net Financial Assets
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
	(Note 15)		
Net Financial Assets, Beginning of Year	22,796,468	22,796,468	30,316,674
Changes During the Year:			
Operating Surplus (Deficit) for the Year	(940,326)	15,219,418	10,637,720
Acquisition of Tangible Capital Assets (Schedule C)	(14,532,195)	(23,584,392)	(25,789,493)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	-	843,605
Net Loss on Disposal of Capital Assets (Schedule C)	-	-	53,206
Amortization of Tangible Capital Assets (Schedule C)	7,924,826	7,501,609	6,678,027
Net Acquisition of Inventory of Supplies	-	75,135	18,356
Net Change in Other Non-Financial Assets	-	(1,547,870)	38,373
Change in Net Financial Assets	(7,547,695)	(2,336,100)	(7,520,206)
Net Financial Assets, End of Year	15,248,773	20,460,368	22,796,468

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

Regina School Division No. 4
Statement of Cash Flows
for the year ended August 31, 2015

	2015	2014
OPERATING ACTIVITIES		
Operating Surplus for the Year	15,219,418	10,637,720
Add Non-Cash Items Included in Surplus (Schedule D)	3,402,069	6,731,233
Net Change in Non-Cash Operating Activities (Schedule E)	(4,215,549)	(2,496,812)
Cash Provided by Operating Activities	14,405,938	14,872,141
CAPITAL ACTIVITIES		
Cash (Used) to Acquire Tangible Capital Assets	(19,484,852)	(25,789,493)
Proceeds on Disposal of Tangible Capital Assets	-	843,605
Cash (Used) by Capital Activities	(19,484,852)	(24,945,888)
INVESTING ACTIVITIES		
Cash (Used) to Acquire Portfolio Investments	-	(29,640)
Cash (Used) by Investing Activities	-	(29,640)
FINANCING ACTIVITIES		
Proceeds from Issuance of Long-Term Debt	4,679,615	11,399,284
Repayment of Long-Term Debt	(1,625,979)	(2,726,758)
Cash Provided by Financing Activities	3,053,636	8,672,526
(DECREASE) IN CASH AND CASH EQUIVALENTS	(2,025,278)	(1,430,861)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	83,026,142	84,457,003
CASH AND CASH EQUIVALENTS, END OF YEAR	81,000,864	83,026,142

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

Regina School Division No. 4
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Property Taxation Revenue			
Tax Levy Revenue:			
Property Tax Levy Revenue	77,705,347	79,249,995	75,521,148
Revenue from Supplemental Levies	-	963,381	913,757
Total Property Tax Revenue	77,705,347	80,213,376	76,434,905
Grants in Lieu of Taxes:			
Federal Government	1,779,000	1,531,474	1,895,749
Provincial Government	4,151,000	3,901,124	4,252,571
Total Grants in Lieu of Taxes	5,930,000	5,432,598	6,148,320
Other Tax Revenues:			
Treaty Land Entitlement - Urban	-	8,059	10,825
Total Other Tax Revenues	-	8,059	10,825
Deletions from Levy:			
Other Deletions	(1,382,000)	(1,416,611)	(1,361,103)
Total Deletions from Levy	(1,382,000)	(1,416,611)	(1,361,103)
Total Property Taxation Revenue	82,253,347	84,237,422	81,232,947
Grants:			
Operating Grants			
Ministry of Education Grants:			
Operating Grant	116,465,521	120,106,922	116,469,512
Other Ministry Grants	277,239	428,543	473,064
Total Ministry Grants	116,742,760	120,535,465	116,942,576
Other Provincial Grants	740,800	591,422	754,273
Total Operating Grants	117,483,560	121,126,887	117,696,849
Capital Grants			
Ministry of Education Capital Grants	10,608,943	20,087,748	14,426,558
Other Capital Grants	-	2,496,651	-
Total Capital Grants	10,608,943	22,584,399	14,426,558
Total Grants	128,092,503	143,711,286	132,123,407

Regina School Division No. 4
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Tuition and Related Fees Revenue			
Operating Fees:			
Tuition Fees:			
School Boards	630,000	584,592	80,000
Individuals and Other	710,000	1,402,017	1,793,190
Total Operating Tuition and Related Fees	1,340,000	1,986,609	1,873,190
Total Tuition and Related Fees Revenue	1,340,000	1,986,609	1,873,190
School Generated Funds Revenue			
Curricular:			
Student Fees	500,000	609,398	560,891
Total Curricular Fees	500,000	609,398	560,891
Non-Curricular Fees:			
Commercial Sales - GST	250,000	226,761	229,963
Commercial Sales - Non-GST	300,000	406,280	313,628
Fundraising	1,300,000	1,096,855	1,130,688
Grants and Partnerships	310,000	407,461	476,120
Students Fees	800,000	1,183,367	1,156,145
Other	140,000	27,545	19,458
Total Non-Curricular Fees	3,100,000	3,348,269	3,326,002
Total School Generated Funds Revenue	3,600,000	3,957,667	3,886,893
Complementary Services			
Operating Grants:			
Ministry of Education Grants:			
Operating Grant	2,564,914	2,563,302	2,602,711
Other Ministry Grants	547,500	531,625	595,583
Other Provincial Grants	124,500	129,735	6,250
Other Grants	-	160,142	38,273
Total Operating Grants	3,236,914	3,384,804	3,242,817
Capital Grants			
Ministry of Education Capital Grants	26,241	-	-
Total Capital Grants	26,241	-	-
Fees and Other Revenue			
Tuition and Related Fees	-	-	38,800
Other Revenue	-	98,200	49,722
Total Fees and Other Revenue	-	98,200	88,522
Total Complementary Services Revenue	3,263,155	3,483,004	3,331,339

Regina School Division No. 4
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
External Services			
Operating Grants:			
Ministry of Education Grants:			
Operating Grant	7,437,240	8,466,606	7,526,804
Total Operating Grants	7,437,240	8,466,606	7,526,804
Fees and Other Revenue			
Tuition and Related Fees	-	-	42,430
Other Revenue	-	7,129	25,861
Total Fees and Other Revenue	-	7,129	68,291
Total External Services Revenue	7,437,240	8,473,735	7,595,095
Other Revenue			
Miscellaneous Revenue	265,000	1,306,526	3,043,730
Sales & Rentals	802,000	652,652	775,779
Investments	960,000	754,021	828,861
Gain on Disposal of Capital Assets	-	373	-
Total Other Revenue	2,027,000	2,713,572	4,648,370
TOTAL REVENUE FOR THE YEAR	228,013,245	248,563,295	234,691,241

Regina School Division No. 4
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Governance Expense			
Board Members Expense	194,105	187,040	187,040
Professional Development- Board Members	14,000	10,508	15,408
Advisory Committees	104,500	103,904	85,633
Professional Development - Advisory Committees	1,500	345	393
Other Governance Expenses	252,000	249,502	235,914
Amortization of Tangible Capital Assets	1,325	1,325	1,326
Total Governance Expense	567,430	552,624	525,714
Administration Expense			
Salaries	4,938,118	4,371,763	4,761,997
Benefits	602,878	778,196	630,208
Supplies & Services	596,400	488,757	507,413
Non-Capital Furniture & Equipment	12,000	11,579	30,411
Building Operating Expenses	44,000	238,849	138,443
Communications	79,600	100,403	89,979
Travel	24,983	15,634	12,728
Professional Development	104,200	61,383	64,828
Amortization of Tangible Capital Assets	125,041	135,076	157,745
Total Administration Expense	6,527,220	6,201,640	6,393,752
Instruction Expense			
Instructional (Teacher Contract) Salaries	109,029,376	114,512,476	110,889,013
Instructional (Teacher Contract) Benefits	8,300,991	8,525,672	7,577,511
Program Support (Non-Teacher Contract) Salaries	21,130,972	22,256,671	21,183,210
Program Support (Non-Teacher Contract) Benefits	3,539,695	3,812,490	3,454,145
Instructional Aids	4,603,340	2,700,326	2,838,182
Supplies & Services	2,393,294	2,971,538	2,854,489
Non-Capital Furniture & Equipment	2,845,840	2,308,996	2,644,021
Communications	219,594	486,445	540,591
Travel	305,972	234,695	246,489
Professional Development	730,040	665,692	476,313
Student Related Expense	277,522	242,231	499,147
Amortization of Tangible Capital Assets	1,944,302	1,815,051	1,798,162
Total Instruction Expense	155,320,938	160,532,283	155,001,273

Regina School Division No. 4
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Plant Operation & Maintenance Expense			
Salaries	9,790,059	8,969,413	9,017,894
Benefits	2,624,487	2,371,634	2,266,551
Supplies & Services	3,000	255	128
Non-Capital Furniture & Equipment	51,000	18,782	42,415
Building Operating Expenses	21,046,140	21,259,517	20,164,301
Communications	510,740	38,200	18,407
Travel	163,981	178,594	149,157
Professional Development	50,000	56,095	28,589
Amortization of Tangible Capital Assets	4,706,025	4,108,606	3,670,182
Total Plant Operation & Maintenance Expense	38,945,432	37,001,096	35,357,624
Student Transportation Expense			
Salaries	183,089	182,865	175,849
Benefits	37,002	37,464	35,901
Supplies & Services	597,000	634,202	643,753
Non-Capital Furniture & Equipment	488,000	760,370	678,984
Building Operating Expenses	140,000	198,471	166,002
Communications	8,900	5,447	8,023
Professional Development	3,000	-	2,411
Contracted Transportation	6,353,693	6,401,607	5,868,131
Amortization of Tangible Capital Assets	1,023,158	1,252,668	889,020
Total Student Transportation Expense	8,833,842	9,473,094	8,468,074
Tuition and Related Fees Expense			
Tuition Fees	554,730	506,014	467,632
Transportation Fees	60,000	53,280	56,875
Total Tuition and Related Fees Expense	614,730	559,294	524,507
School Generated Funds Expense			
Supplies & Services	200,000	487,658	443,620
Cost of Sales	500,000	508,844	391,816
Non-Capital Furniture & Equipment	-	33,663	54,957
School Fund Expenses	2,800,000	2,567,895	2,541,972
Amortization of Tangible Capital Assets	84,074	123,748	106,249
Total School Generated Funds Expense	3,584,074	3,721,808	3,538,614

Regina School Division No. 4
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Complementary Services Expense			
Administration Salaries & Benefits	-	136,037	128,598
Instructional (Teacher Contract) Salaries & Benefits	2,405,683	1,778,868	2,117,989
Program Support (Non-Teacher Contract) Salaries & Benefits	2,194,712	2,470,170	2,424,794
Instructional Aids	784,831	674,018	655,888
Supplies & Services	168,500	105,177	156,147
Non-Capital Furniture & Equipment	39,241	10,578	26,940
Communications	-	1,064	3,963
Travel	-	6,148	8,475
Professional Development (Non-Salary Costs)	5,000	-	-
Student Related Expenses	49,000	45,882	-
Amortization of Tangible Capital Assets	39,327	63,561	53,769
Total Complementary Services Expense	5,686,294	5,291,503	5,576,563
External Service Expense			
Tuition Fees	2,630,060	-	-
Instructional (Teacher Contract) Salaries & Benefits	5,029,011	5,538,232	4,898,182
Program Support (Non-Teacher Contract) Salaries & Benefits	91,059	101,077	101,145
Instructional Aids	1,000	2,211,517	1,965,747
Supplies & Services	33,968	636,669	582,829
Non-Capital Furniture & Equipment	2,500	-	-
Communications	3,800	-	572
Travel	-	-	70
Professional Development (Non-Salary Costs)	5,000	-	24,474
Student Related Expenses	-	-	6,180
Amortization of Tangible Capital Assets	1,574	1,574	1,574
Total External Services Expense	7,797,972	8,489,069	7,580,773

Regina School Division No. 4
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Other Expense			
Interest and Bank Charges:			
Current Interest and Bank Charges	2,000	51,017	45,599
Interest on Other Capital Loans and Long-Term Debt			
School Facilities	895,819	1,006,922	845,868
Other	177,820	198,776	122,830
Total Interest and Bank Charges	1,075,639	1,256,715	1,014,297
Contaminated Sites	-	264,751	-
Loss on Disposal of Tangible Capital Assets	-	-	72,330
Total Other Expense	1,075,639	1,521,466	1,086,627
TOTAL EXPENSES FOR THE YEAR	228,953,571	233,343,877	224,053,521

Regina School Division No. 4
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2015

	Land	Land Improvements	Buildings	Buildings Short-Term	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2015	2014
Tangible Capital Assets - at Cost:												
Opening Balance as of September 1	8,368,840	471,448	189,802,958	12,860,690	11,423,802	540,653	9,226,635	5,338,820	850,190	9,999,319	248,883,355	227,379,590
Additions/Purchases	590,157	-	113,707	-	945,650	(15,222)	1,420,209	338,255	464,194	19,727,442	23,584,392	25,789,493
Disposals	-	-	-	-	-	-	(225,033)	(759,456)	(411,150)	-	(1,395,639)	(4,285,728)
Transfers to (from)	-	-	10,844,277	2,725,028	-	-	54,719	-	-	(13,624,024)	-	-
Closing Balance as of August 31	8,958,997	471,448	200,760,942	15,585,718	12,369,452	525,431	10,476,530	4,917,619	903,234	16,102,737	271,072,108	248,883,355
Tangible Capital Assets - Amortization:												
Opening Balance as of September 1	-	165,005	86,754,596	2,511,883	2,454,898	471,058	3,319,212	3,165,557	662,489	-	99,504,698	96,215,588
Amortization of the Period	-	23,572	3,214,100	764,186	1,270,484	17,398	1,047,698	983,524	180,647	-	7,501,609	6,678,027
Disposals	-	-	-	-	-	-	(225,033)	(759,456)	(411,150)	-	(1,395,639)	(3,388,917)
Closing Balance as of August 31	N/A	188,577	89,968,696	3,276,069	3,725,382	488,456	4,141,877	3,389,625	431,986	N/A	105,610,668	99,504,698
Net Book Value:												
Opening Balance as of September 1	8,368,840	306,443	103,048,362	10,348,807	8,968,904	69,595	5,907,423	2,173,263	187,701	9,999,319	149,378,657	131,164,002
Closing Balance as of August 31	8,958,997	282,871	110,792,246	12,309,649	8,644,070	36,975	6,334,653	1,527,994	471,248	16,102,737	165,461,440	149,378,657
Change in Net Book Value	590,157	(23,572)	7,743,884	1,960,842	(324,834)	(32,620)	427,230	(645,269)	283,547	6,103,418	16,082,783	18,214,655
Disposals:												
Historical Cost	-	-	-	-	-	-	225,033	759,456	411,150	-	1,395,639	4,285,728
Accumulated Amortization	-	-	-	-	-	-	225,033	759,456	411,150	-	1,395,639	3,388,917
Net Cost	-	-	-	-	-	-	-	-	-	-	-	896,811
Price of Sale	-	-	-	-	-	-	-	-	-	-	-	843,605
(Loss) on Disposal	-	-	-	-	-	-	-	-	-	-	-	(53,206)

Regina School Division No. 4
Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2015

	2015	2014
Non-Cash Items Included in Surplus:		
Amortization of Tangible Capital Assets (Schedule C)	7,501,609	6,678,027
Net Loss on Disposal of Tangible Capital Assets	-	53,206
In-kind Ministry of Education Capital Grant Transfer - Joint-Use Schools Project (Note 21)	(4,099,540)	-
Total Non-Cash Items Included in Surplus	3,402,069	6,731,233

Regina School Division No. 4
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2015

	2015	2014
Net Change in Non-Cash Operating Activities:		
(Increase) in Accounts Receivable	(1,913,986)	(2,015,248)
Decrease in Inventories for Sale	24,488	140,931
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(1,300,570)	684,874
Increase in Liability for Employee Future Benefits	949,000	789,000
(Decrease) in Deferred Revenue	(501,746)	(2,153,098)
Decrease in Inventory of Supplies for Consumption	75,135	18,356
(Increase) Decrease in Prepaid Expenses	(1,547,870)	38,373
Total Net Change in Non-Cash Operating Activities	(4,215,549)	(2,496,812)

REGINA SCHOOL DIVISION NO. 4 OF SASKATCHEWAN
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015

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 funded mainly by grants from the Government of Saskatchewan and a levy on the property assessment included in the school division’s boundaries at mill rates determined by the provincial government. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with Canadian public sector accounting standards for other government organizations as established by the Canadian Public Sector Accounting Board (PSAB) and as published by the Chartered Professional Accountants of Canada (CPA Canada).

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

a) Basis of Accounting

The financial statements are prepared using the accrual basis of accounting.

b) Reporting Entity

The financial statements include all of the assets, liabilities, revenues and expenses of the school division reporting entity.

c) Adoption of New Public Sector Accounting (PSA) Standard

In 2015, the school division adopted the new PSA standard PS3260 Liability for Contaminated Sites.

Detailed information on the impact of the adoption of this new PSA standard is provided in Note 20 Accounting Change.

d) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$11,320,000 (2014 - \$10,371,000) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$84,237,422 (2014 - \$81,232,947) because final tax assessments may differ from initial estimates.
- accrued liabilities for contaminated sites of \$75,000 (2014 – N/A) because the actual remediation expense may differ from the valuation estimates.
- useful lives of capital assets and related amortization of \$7,501,609 (2014 - \$6,678,027) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

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

e) Financial Instruments

Financial instruments are any contracts that give rise to financial assets of one entity and financial liabilities or equity instruments of another entity. A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The school division recognizes a financial instrument when it becomes a party to the contractual provisions of a financial instrument. The financial assets and financial liabilities portray these rights and obligations in the financial statements. Financial instruments of the school division include cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities and long-term debt.

All of the school division's financial instruments are measured at cost or amortized cost. Transaction costs are a component of the cost of financial instruments measured using cost or amortized cost. For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenues or expenses. Impairment losses such as write-downs or write-offs are reported in the statement of operations and accumulated surplus from operations.

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

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

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f) Financial Assets

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

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

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

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

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

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

g) Non-Financial Assets

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

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the school division to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets of the school division include land and land improvements, buildings, buildings – short term, school buses, other vehicles, furniture and equipment, computer hardware and audio visual equipment, computer software, capital lease assets and assets under construction.

Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design,

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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.

Tangible capital asset costs that are directly paid for by the Government of Saskatchewan on behalf of the school division, under the joint-use schools project (JUSP) agreement, are valued at the total progress payments made during construction and the present value of the future capital payments discounted to the date the asset is available for use using the Government of Saskatchewan's borrowing rate for long-term debt in effect at the time of signing the JUSP agreement. During construction, the costs of the assets are recognized using the percentage of completion method based on construction progress and are classified as assets under construction.

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

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years
Leased capital assets	Lease term

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

Assets that have a historical or cultural significance, such as works of art, monuments and other cultural artifacts, are not recognized as tangible capital assets because a reasonable estimate of future benefits associated with these properties cannot be made.

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

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

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h) 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, and the estimated liability for contaminated sites.

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

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

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

Deferred Revenue represents the capital portion of tuition fees received from the federal government, restricted proceeds from the sale of school buildings, tax levy payments received in advance of the period to which the levies are attributable, fees or payments for services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources.

Federal capital tuition fees and proceeds from the sale of school buildings are recognized when used towards the acquisition of a qualifying tangible capital asset, tax levies are recognized in the period to which the revenue pertains, revenue from tuition and other contractual services is recognized as the services are delivered, and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified by the contributor.

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i) 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' Pension Plan. In accordance with PSAB accounting standards for multi-employer plans, the plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

j) Revenue Recognition

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

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

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. In accordance with PS3410 standard, government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. For transfers with stipulations, revenue is recognized in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

ii) Property Taxation

Property tax is levied and collected on a calendar year basis. Uniform education property tax mill rates are set by the Government of Saskatchewan. Tax revenues are recognized on the basis of time with 1/12th of estimated total tax revenue recorded in each month of the school division's fiscal year. The tax revenue for the September to December portion of the fiscal year is based on the actual amounts reported by the municipalities for the calendar taxation year. For the January to August portion of its fiscal year, the school division estimates tax revenue based on estimate information provided by municipalities who levy and collect the property

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tax on behalf of the school division. The final annual taxation amounts are reported to the division by each municipality following the conclusion of each calendar taxation year, and any difference between final amounts and the school division's estimates is recorded as an adjustment to revenue in the next fiscal year.

iii) Fees and Services

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

iv) Interest Income

Interest is recognized on an accrual basis when it is earned.

v) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions that are to be held in perpetuity are recognized as revenue in the year in which they are received or committed if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions that are not held in perpetuity 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.

k) Statement of Remeasurement Gains and Losses

The school division has not presented a statement of remeasurement gains and losses because it does not have financial instruments that give rise to material remeasurement gains or losses.

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3. OPERATING LINE OF CREDIT

The school division has a demand operating line of credit with a maximum borrowing limit of \$20 million that bears interest at Bank prime rate less 1.00% per annum. This line of credit is authorized by a borrowing resolution by the board of education and is secured by tax levies. This line of credit was approved by the Minister of Education on January 21, 2013. The balance drawn on the line of credit at August 31, 2015 was \$Nil (August 31, 2014 - \$Nil).

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2015	2014
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
GICs, 2.10% to 3.40%, mature 2/08/2016 to 7/27/2020	\$ 725,000	\$ 725,000
Total portfolio investments reported at cost and amortized cost	\$ 725,000	\$ 725,000

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2015 Actual	2014 Actual
Governance	\$ 187,040	\$ 364,259	\$ -	\$ 1,325	\$ 552,624	\$ 525,714
Administration	5,149,959	916,605	-	135,076	6,201,640	6,393,752
Instruction	149,107,309	9,609,923	-	1,815,051	160,532,283	155,001,273
Plant	11,341,047	21,551,443	-	4,108,606	37,001,096	35,357,624
Transportation	220,329	8,000,097	-	1,252,668	9,473,094	8,468,074
Tuition and Related Fees	-	559,294	-	-	559,294	524,507
School Generated Funds	-	3,598,060	-	123,748	3,721,808	3,538,614
Complementary Services	4,385,075	842,867	-	63,561	5,291,503	5,576,563
External Services	5,639,309	2,848,186	-	1,574	8,489,069	7,580,773
Other	-	264,751	1,256,715	-	1,521,466	1,086,627
TOTAL	\$ 176,030,068	\$ 48,555,485	\$ 1,256,715	\$ 7,501,609	\$ 233,343,877	\$ 224,053,521

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6. 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 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 statement of financial position. Morneau Shepell Ltd., a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2015 and estimated the Liability for Employee Future Benefits as at August 31, 2015.

Details of the employee future benefits are as follows:

	2015	2014
	August 31, 2015	August 31, 2014
Actuarial extrapolation date		
Long-term assumptions used:		
Discount rate at end of period	2.50%	2.80%
Inflation and productivity rate (excluding merit and promotion)	3.20%	3.25%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2015	2014
Accrued Benefit Obligation - beginning of year	\$ 11,300,700	\$ 9,687,200
Current period service cost	899,000	777,700
Interest cost	336,200	359,500
Benefit payments	(384,800)	(389,100)
Actuarial losses	1,156,300	865,400
Accrued Benefit Obligation - end of year	13,307,400	11,300,700
Unamortized Net Actuarial Losses	(1,987,400)	(929,700)
Liability for Employee Future Benefits	\$ 11,320,000	\$ 10,371,000

Employee Future Benefits Expense	2015	2014
Current period benefit cost	\$ 899,000	\$ 777,700
Amortization of net actuarial loss	98,600	40,900
Benefit cost	997,600	818,600
Interest cost	336,200	359,500
Total Employee Future Benefits Expense	\$ 1,333,800	\$ 1,178,100

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7. 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) or Saskatchewan Teachers' Superannuation Plan (STSP):

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

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

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

	2015			2014
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1719	46	1765	1689
Member contribution rate (percentage of salary)	9.1% / 11.3%	6.05% / 7.85%	6.05% / 11.3%	6.05% / 10.00%
Member contributions for the year	\$ 11,910,007	\$ 257,448	\$ 12,167,455	\$ 9,801,529

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ii) Regina Civic Employees' Pension Plan

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

An actuarial valuation of the Regina Civic Employees' Pension Plan, completed as at December 31, 2012 identified an unfunded liability of \$292.815 million. On a going-concern basis, the funded ratio was 77.2% at December 31, 2012, and on a termination basis, the Plan had a solvency ratio of 64.9%. To meet the minimum statutory funding requirements, the actuary identified that member and employer contribution rates would need to be increased to 30.78% of salary up to YMPE (Year's Maximum Pensionable Earnings) and 45.6% of salary over the YMPE retroactive to January 1, 2013. The contribution rates remained at the same level as in 2013 (based on the level established in the 2007 valuation) as sponsor negotiations regarding possible plan amendments were ongoing.

Stakeholders of The Regina Civic Employees' Superannuation and Benefit Plan were notified, on July 17, 2014, that the Deputy Superintendent of Pensions was considering cancelling the pension plan's registration as the plan was not in compliance with legislation. Stakeholders were given the opportunity to make submissions to the Deputy Superintendent regarding their views on cancelling the plan's registration, and to rebut submissions provided by other stakeholders, by the end of 2014. In November 2014, a Sponsor's Memorandum of Understanding outlining proposed changes to the plan was signed. Subsequently, in April 2015, the Deputy Superintendent of Pensions indicated that she had decided not to cancel the plan as she was satisfied that after the changes to the plan and regulations were implemented, the plan would be in compliance with the legislation. Implementation of plan changes is scheduled for January 2016.

The contributions to the Regina Civic Employees' Pension 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, the school division is not able to separately identify its share of the underlying assets and liabilities of the plan, and in accordance with PSAB accounting standards for multi-employer plans, the school division has not recognized any portion of the assets, liabilities or deficit for this plan in these financial statements. The school division's contributions are expensed when due, and the pension benefit expense reflected in the financial statements is equal to the school division's contributions for the year.

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

	2015	2014
Number of active School Division members	673	625
Member contribution rate (percentage of salary)	9.42%/13.96%	9.42%/13.96%
School Division contribution rate (percentage of salary)	9.42%/13.96%	9.42%/13.96%
Member contributions for the year	\$ 2,866,186	\$ 2,709,385
School Division contributions for the year	\$ 2,864,146	\$ 2,706,138
Actuarial valuation date	Dec. 31, 2012	Dec. 31, 2012
Plan Assets	\$ 991,482,000	\$ 991,482,000
Plan Liabilities	\$ 1,284,297,000	\$ 1,284,297,000
Plan (Deficit)	\$ (292,815,000)	\$ (292,815,000)

8. ACCOUNTS RECEIVABLE

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

	2015			2014		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Provincial Grants Receivable	\$ 5,623,170	\$ -	\$ 5,623,170	\$ 3,331,737	\$ -	\$ 3,331,737
City of Regina Capital Receivable	1,427,438	-	1,427,438	1,427,438	-	1,427,438
Other Receivables	707,259	-	707,259	1,084,706	-	1,084,706
Total Accounts Receivable	\$ 7,757,867	\$ -	\$ 7,757,867	\$ 5,843,881	\$ -	\$ 5,843,881

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

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9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2015	2014
Accrued Salaries and Benefits	\$ 4,575,553	\$ 8,255,056
Supplier Payments	3,955,603	5,823,269
Liability for Contaminated Sites (1)	75,000	-
Other Accrued Liabilities	7,838,129	3,666,530
Total Accounts Payable and Accrued Liabilities	\$ 16,444,285	\$ 17,744,855

- (1) The liability for contaminated sites relates to estimated costs to remove two fuel storage tanks, one at each Scott Collegiate and Balfour Collegiate, and impacted soil at Lakeview School. The estimated liability was based on costs identified in assessment studies, best practices associated with remediation solutions and experience with similar remediation efforts. The amount of estimated recoveries is \$Nil.

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10. LONG-TERM DEBT

Details of long-term debt are as follows:

		2015	2014
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 1, 2032	\$ 14,284,288	\$ 14,884,504
	RBC Financial Group, capital school building construction, 4.47%, principal and interest payments of \$47,567 payable monthly, due date of loan November 1, 2033	7,113,184	7,360,017
	RBC Financial Group, capital school building construction, 3.99%, principal and interest payments of \$22,602 payable monthly, due date of loan November 1, 2034	3,640,267	-
		25,037,739	22,244,521
Capital Leases:	Concentra Financial Services, purchase school buses, 3.33%, principal and interest payments of \$317,908 payable yearly, due date of lease July 1, 2018	1,860,014	2,128,039
	Bank of Nova Scotia, purchase school buses, 3.36%, principal and interest payments of \$454,382 payable yearly, due date of leases August 2020	3,108,616	3,421,041
	Bank of Nova Scotia, purchase school buses, 3.19%, principal and interest payments of \$98,297 payable yearly, due date of leases August 2021	840,868	-
		5,809,498	5,549,080
Total Long-Term Debt		\$ 30,847,237	\$ 27,793,601

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

	Capital Loans	Capital Leases	Total
2016	\$ 1,010,416	\$ 678,984	\$ 1,689,400
2017	1,052,311	702,814	1,755,125
2018	1,095,951	985,668	2,081,619
2019	1,141,406	1,190,506	2,331,912
2020	1,188,753	1,825,980	3,014,733
Thereafter	19,548,902	425,546	19,974,448
Total	\$ 25,037,739	\$ 5,809,498	\$ 30,847,237

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Principal and interest payments on the long-term debt are as follows:								
	Capital Loans		Capital Leases					
			2015	2014				
Principal	\$	940,745	\$	685,234	\$	1,625,979	\$	2,726,758
Interest		1,006,922		198,776		1,205,698		969,201
Total	\$	1,947,667	\$	884,010	\$	2,831,677	\$	3,695,959

11. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2014	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2015
Capital projects:				
Federal capital tuition	\$ 8,025	\$ -	\$ -	\$ 8,025
Proceeds from sale of school buildings	-	1,295,663	818,750	476,913
Total capital projects deferred revenue	8,025	1,295,663	818,750	484,938
Other deferred revenue:				
Tax levy in the City of Regina	10,550,251	9,329,683	10,550,251	9,329,683
Other (tuition fees and special programs)	443,060	543,091	301,182	684,969
Total other deferred revenue	10,993,311	9,872,774	10,851,433	10,014,652
Total Deferred Revenue	\$ 11,001,336	\$ 11,168,437	\$ 11,670,183	\$ 10,499,590

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12. 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 in 2015 and 2014:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Community Schools	Nutrition	Other Programs	2015	2014
Revenues:						
Operating Grants	\$ 2,563,302	\$ -	\$ 129,735	\$ 691,767	\$ 3,384,804	\$ 3,242,817
Fees and Other Revenues	-	-	-	98,200	98,200	88,522
Total Revenues	2,563,302	-	129,735	789,967	3,483,004	3,331,339
Expenses:						
Salaries & Benefits	2,487,991	1,052,675	351,195	493,214	4,385,075	4,671,381
Instructional Aids	60,706	295,404	278,990	38,918	674,018	655,888
Supplies and Services	-	-	-	105,177	105,177	156,147
Non-Capital Equipment	4,062	681	416	5,419	10,578	26,940
Communications	-	223	-	841	1,064	3,963
Travel	-	3,528	-	2,620	6,148	8,475
Student Related Expenses	-	-	-	45,882	45,882	-
Amortization of Tangible Capital Assets	-	-	-	63,561	63,561	53,769
Total Expenses	2,552,759	1,352,511	630,601	755,632	5,291,503	5,576,563
Excess (Deficiency) of Revenues over Expenses	\$ 10,543	\$ (1,352,511)	\$ (500,866)	\$ 34,335	\$ (1,808,499)	\$ (2,245,224)

The purpose and nature of each Complementary Services program is as follows:

The Prekindergarten program was approved by the Ministry of Education based on community socio-economic factors prescribed by the Ministry. The Community Schools program, which is no longer recognized by the Ministry of Education, still follows many of the same guidelines the Ministry once provided for the program. Nutrition programs provide for nutritionists and nutritional meals and snacks for students in need. Other programs include Ministry-approved projects such as Youth in Custody, First Nations Métis Education, Under 11 Initiatives and the University of Regina transitions project.

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13. 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 in 2015 and 2014:

Summary of External Services Revenues and Expenses, by Program	Associate Schools*	Other Programs	2015	2014
Revenues:				
Operating Grants	\$ 8,466,606	\$ -	\$ 8,466,606	\$ 7,526,804
Fees and Other Revenues	-	7,129	7,129	68,291
Total Revenues	8,466,606	7,129	8,473,735	7,595,095
Expenses:				
Salaries & Benefits	5,639,309	-	5,639,309	4,999,327
Instructional Aids	2,211,517	-	2,211,517	1,965,747
Supplies and Services	615,780	20,889	636,669	582,829
Communications	-	-	-	572
Travel	-	-	-	70
Professional Development	-	-	-	24,474
Student Related Expenses	-	-	-	6,180
Amortization of Tangible Capital Assets	-	1,574	1,574	1,574
Total Expenses	8,466,606	22,463	8,489,069	7,580,773
Excess (Deficiency) of Revenues over Expenses	\$ -	\$ (15,334)	\$ (15,334)	\$ 14,322

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

The purpose and nature of each External Services program is as follows:

Associate Schools include all salaries, benefits, and other school related costs paid by the school division to or on behalf of its associate schools. Other programs include revenues and expenses from seminars.

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Summary of Associate School Revenues and Expenses, Details by School	Regina Christian School	Harvest City Academy	Regina Huda School	2015	2014
Revenues:					
Operating Grants	\$ 3,062,227	\$ 2,421,747	\$ 2,982,632	\$ 8,466,606	\$ 7,526,804
Total Revenues	3,062,227	2,421,747	2,982,632	8,466,606	7,526,804
Expenses:					
Salaries & Benefits	2,311,312	1,557,932	1,770,065	5,639,309	4,999,327
Instructional Aids	514,606	695,339	1,001,572	2,211,517	1,965,574
Supplies and Services	236,309	168,476	210,995	615,780	531,178
Travel	-	-	-	-	70
Professional Development	-	-	-	-	24,474
Student Related Expenses	-	-	-	-	6,180
Total Expenses	3,062,227	2,421,747	2,982,632	8,466,606	7,526,803
Excess of Revenues over Expenses	\$ -	\$ -	\$ -	\$ -	\$ 1

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NOTES TO THE FINANCIAL STATEMENTS
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14. 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 such as school funds, capital reserves and for instructional and facilities innovation and upgrades. These internally restricted amounts are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

	August 31 2014	Additions during the year	Reductions during the year	August 31 2015
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 149,378,657	\$ 23,584,392	\$ 7,501,609	\$ 165,461,440
Less: Debt owing on Tangible Capital Assets	27,793,601	4,679,615	1,625,979	30,847,237
	121,585,056	18,904,777	5,875,630	134,614,203
PMR maintenance project allocations (1)	-	2,913,630	-	2,913,630
Internally Restricted Surplus:				
Capital projects:				
Designated for tangible capital asset expenditures	5,919,157	1,819,757	1,740,410	5,998,504
Board share of sale of schools	998,118	143,962	-	1,142,080
	6,917,275	1,963,719	1,740,410	7,140,584
Other:				
Election Reserve	130,000	50,000	-	180,000
General Reserve	3,792,006	-	-	3,792,006
Renewal Reserve	2,873,992	-	-	2,873,992
School Fund Reserve	2,373,850	1,879,915	1,913,155	2,340,610
Encumbrance Reserve	911,792	1,033,193	911,792	1,033,193
Facility Upgrades Reserve	5,260,000	1,606,344	1,462,680	5,403,664
IT Upgrades Reserve	1,257,527	200,000	-	1,457,527
Instructional Innovation Reserve	3,415,651	187,640	464,893	3,138,398
Other Reserve	269,594	-	89,500	180,094
	20,284,412	4,957,092	4,842,020	20,399,484
Unrestricted Surplus	25,993,490	-	1,061,740	24,931,750
Total Accumulated Surplus	\$ 174,780,233	\$ 28,739,218	\$ 13,519,800	\$ 189,999,651

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

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The purpose and nature of each Internally Restricted Surplus amount is as follows:

- The Capital projects reserves are for future capital planned projects.
- The Election reserve is set aside annually in order to cover the cost of municipal elections held every four years.
- The General reserve is for future operating costs.
- The Renewal reserve was established in 2009 and supplemented in 2010 and 2011 with facility savings associated with school attendance area mergers. The reserve is for capital costs associated with renewal of the school division's capital assets.
- The School Fund reserve includes the budget carry-overs for all school-generated funds.
- The Encumbrance reserve represents all outstanding purchase orders at August 31.
- The Facility Upgrade reserve represents all outstanding planned facilities projects that were budgeted in prior years but not completed at year-end.
- The IT Upgrades reserve includes allocations for future VoIP requirements and proposed business continuity needs.
- The Instructional Innovation reserve includes allocations for instructional supplies and contracted services for instructional programming, as well as reserves for deferred Ministry programs.
- Other reserves include allocations for capital equipment and software and leadership development.

15. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 17, 2014 and the Minister of Education on August 12, 2014.

16. RELATED PARTIES

These financial statements include transactions with related parties. The school division is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The school division is also related to non-crown enterprises that the Government jointly controls or significantly influences. In addition, the school division is related to other non-government organizations by virtue of its economic interest in these organizations.

Related Party Transactions

Transactions with these related parties are in the normal course of operations. Amounts due to or from and the recorded amounts of transactions resulting from these transactions are included in the financial statements and the table below. They are recorded at exchange amounts which approximate prevailing market rates charged by those organizations and are settled on normal trade terms.

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Details of related party transactions and balances for 2015 and 2014 are as follows:

	2015	2014
Revenues:		
Ministry of Education Grants	\$ 152,184,746	\$ 142,094,232
Other Provincial Grants	721,157	760,523
Saskatchewan Government Insurance	595,307	709,173
	\$ 153,501,210	\$ 143,563,928
Expenses:		
Good Spirit School Division	\$ 99,192	\$ 52,527
SaskPower	2,483,592	2,402,252
SaskEnergy	1,518,605	2,674,363
SaskTel	705,304	579,309
Sask Workers' Compensation Board	330,005	316,006
Sun West School Division	33,000	7,500
Regina Qu'Appelle Health Region	135,886	121,534
	\$ 5,305,584	\$ 6,153,491
Accounts Receivable:		
Ministry of Education	\$ 5,623,170	\$ 3,331,737
	\$ 5,623,170	\$ 3,331,737
Prepaid Expenses:		
Sask Workers' Compensation Board	\$ 112,334	\$ 105,335
	\$ 112,334	\$ 105,335
Accounts Payable and Accrued Liabilities:		
SaskPower	\$ 202,849	\$ 169,275
SaskEnergy	-	5,440
SaskTel	23,022	45,585
	\$ 225,871	\$ 220,300

In addition, the school division pays Provincial Sales Tax to the Saskatchewan Ministry of Finance on all its taxable purchases and customer sales on items that are deemed taxable. Taxes paid are recorded as part of the cost of those purchases.

A portion of the operating grant revenue from the Ministry of Education includes funding allocated to principal and interest repayments on some school board loans.

Other transactions with related parties and amounts due to/from them are described separately in the financial statements or notes thereto.

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17. CONTINGENT LIABILITIES

Litigation

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 financial statements for any liability that may result. The school division's share of settlement, if any, will be charged to expenses in the year in which the amount is determinable.

18. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- construction contract for the Scott Collegiate rebuild as part of the Mamaweyatitan Centre in the amount of \$26,488,246 to be paid over the next two years.
- operating and capital lease obligations of the school division are as follows:

	Operating Leases					Capital Leases for Buses
	Building Leases	Vehicle Leases	Computer Leases	Copier Leases	Total Operating	
Future minimum lease payments:						
2016	\$ 665,988	\$ 91,848	\$ 1,020,942	\$ 672,667	\$ 2,451,445	\$ 884,011
2017	30,480	91,848	201,848	631,000	955,176	884,011
2018	30,480	62,688	-	631,000	724,168	1,142,196
2019	-	35,312	-	578,417	613,729	1,288,123
2020	-	-	-	-	-	1,842,405
Thereafter	-	-	-	-	-	425,546
Interest and executory costs	\$ 726,948	\$ 281,696	\$ 1,222,790	\$ 2,513,084	\$ 4,744,518	\$ 6,466,292
	-	-	-	-	-	(656,794)
Total Lease Obligations	\$726,948	\$281,696	\$ 1,222,790	\$ 2,513,084	\$ 4,744,518	\$ 5,809,498

19. COMPARATIVE INFORMATION

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

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20. ACCOUNTING CHANGE

PS 3260 Liability for Contaminated Sites

On September 1, 2014, the school division adopted the new PS3260 Liability for Contaminated Sites standard. This section establishes standards on how to account for and report a liability associated with the remediation of contaminated sites. Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds the maximum acceptable concentrations under an environmental standard. A liability for remediation of contaminated sites is recognized when all of the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the school division:
 - is directly responsible; or
 - accepts responsibility
- the school division expects that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

This change has been applied prospectively as the effect of the new accounting policy is not reasonably determinable for the cumulative effect of the change or for individual prior periods. Consequently, prior year comparatives have not been restated to reflect this new accounting policy and comparisons between the current and prior fiscal years may not be meaningful.

In accordance with PS3260, liabilities are accrued to record the estimated costs related to the management and remediation of contaminated sites where the school division is obligated or likely to be obligated to incur such costs. The liability estimate includes costs that are directly attributable to the remediation activities and reflects the costs required to bring the site up to the current environmental standard for its use prior to contamination. The liability is recorded net of any expected recoveries.

The impact to the school division's 2015 financial statements resulting from the adoption of the new PS3260 standard is as follows:

Costs incurred in 2015 for the remediation of six contaminated sites	\$	189,751
Estimated liability for the remediation of three contaminated sites for which remediation has not yet been undertaken		75,000
Total contaminated site expense recognized in 2015	\$	264,751

The total contaminated site expense of \$264,751 was recognized in Other Expenses in the 2015 Statement of Operations and Accumulated Surplus from Operations.

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The estimated accrued liability of \$75,000 pertains to three contaminated sites which have not yet been remediated and is recognized in Note 9 - Accounts Payable and Accrued Liabilities and in the 2015 statement of financial position.

21. JOINT-USE SCHOOLS PROJECT AGREEMENT

In August 2015, the Government of Saskatchewan entered into a 32 year public-private partnership with Joint-Use Mutual Partnership to design, finance, build and maintain three new schools in Regina, Saskatchewan on behalf of the school division. The Government of Saskatchewan will be responsible for all capital, maintenance and operating payments over the term of the public-private partnership agreement with ownership of the schools vesting with the school division. The school division is the beneficiary of the schools, therefore, during period of construction the school division will record capital grant revenue from the Ministry of Education and tangible capital assets on the percentage of completion basis.

22. 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 financial statements. The allocation is calculated as follows:

	2015	2014
Operating Teacher Salaries	\$ 105,126,441	\$ 101,803,056
Complementary Teacher Salaries	1,687,516	1,994,776
External Teacher Salaries	5,036,384	4,489,000
Total Teacher Salaries	\$ 111,850,341	\$ 108,286,832
Professional Development Allocation 0.59%	\$ 659,917	\$ 638,892

23. RISK MANAGEMENT

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

i) Credit Risk

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

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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, 2015 was:

	August 31, 2015					
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days
Provincial Grants Receivable	\$ 5,623,170	\$ 4,375,215	\$ -	\$ -	\$ 1,247,955	\$ -
City of Regina Capital Receivable	1,427,438	-	-	-	-	1,427,438
Other Receivables	217,055	7,767	105,014	17,439	71,167	15,668
Gross Receivables	7,267,663	4,382,982	105,014	17,439	1,319,122	1,443,106
Allowance for Doubtful Accounts	-	-	-	-	-	-
Net Receivables	\$ 7,267,663	\$ 4,382,982	\$ 105,014	\$ 17,439	\$ 1,319,122	\$ 1,443,106

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, 2015			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 14,305,831	\$ 507,696	\$ 1,405,748	\$ 225,010
Long-term debt (includes interest)	1,449,436	1,449,434	13,639,266	25,013,421
Total	\$ 15,755,267	\$ 1,957,130	\$ 15,045,014	\$ 25,238,431

iii) Market Risk

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

Interest Rate Risk

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

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The school division also has an authorized bank line of credit of \$20 million with interest payable monthly at a rate of prime less 1.00%. 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 at August 31, 2015.

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.



**REGINA
PUBLIC
SCHOOLS**

1600 4th Avenue Regina, SK S4R 8C8
Phone (306) 523-3000 Fax (306) 523-3031
E-mail: info@rbe.sk.ca Website: www.rbe.sk.ca