



**Board of Education of the
Regina School Division #4 of Saskatchewan
2024-25 Annual Report**

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Contact Information

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Letter of Transmittal



Honourable Everett Hindley
Minister of Education

Dear Minister Hindley:

The Board of Education of Regina School Division #4 is pleased to provide you and the residents of the school division with the 2024-25 annual report. This report presents an overview of Regina Public School Division's goals, activities and results for the fiscal year September 1, 2024 to August 31, 2025. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'Adam Hicks', with a long, sweeping underline.

Adam Hicks
Chairperson

Introduction

This annual report provides information about Regina School Division #4 of Saskatchewan (Regina Public Schools/RPS) for its 2024-25 fiscal year, its governance structures, students, staff, partnerships, strategic activity and progress, infrastructure, and finances.

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

Governance

The Board of Education



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

The board members as of August 31, 2025 were:

Subdivision 1: Ted Jaleta

Subdivision 2: Tracey McMurchy

Subdivision 3: Adam Hicks (Chair)

Subdivision 4: Cindy Anderson

Subdivision 5: Sarah Cummings Truskowski

Subdivision 6: Brandon-Shea Mutala (succeeds Trustee Tara Olson who did not seek re-election in the November 13, 2024 School Board Election)

Subdivision 7: Lacey Weekes (Vice-Chair)

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

School Community Councils

Regina Public Schools is responsive to the communities it serves through a local governance structure of School Community Councils (SCCs) in all schools.

SCCs face an ongoing challenge of attracting and retaining sufficient membership. Principals work closely with SCC members to encourage new participation. During the 2024-25 school year, five schools did not have a formal SCC. In these schools, the administrator planned and encouraged volunteers to join in regular SCC meetings. Having an SCC at every school through the recruitment of parent volunteers continues to be an ongoing goal for RPS.

During the 2024-25 school year Regina Public Schools' Board of Trustees in collaboration with the Director of Education worked to review and improve how the division supports and engages SCCs. The result was a change of direction from past years approaches. Regina Public School Trustees led and hosted a SCC Café. The event gathered feedback from SCC members on several areas of focus they felt would support them further while aligning with division priorities. Trustees lead the event in conjunction with the Director of Education to build more direct relationships with parents and SCC members. This model will continue in the 2025-26 school year.

Regina Public School SCC Membership

Category	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Parents & Guardians	73%	72%	73%	76%	69%	69%	70%	73%	71%
Community Members	2%	2%	1%	<1%	3%	2%	2%	2%	1%
Other*	25%	26%	26%	23%	28%	29%	28%	26%	28%

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

Grants to SCCs are provided to support school strategic plans. Grant funding was provided at a rate of \$2,007 for each SCC in 2024-25. Total SCC funding spent in 2024-25 was \$89,894.

School Division Profile

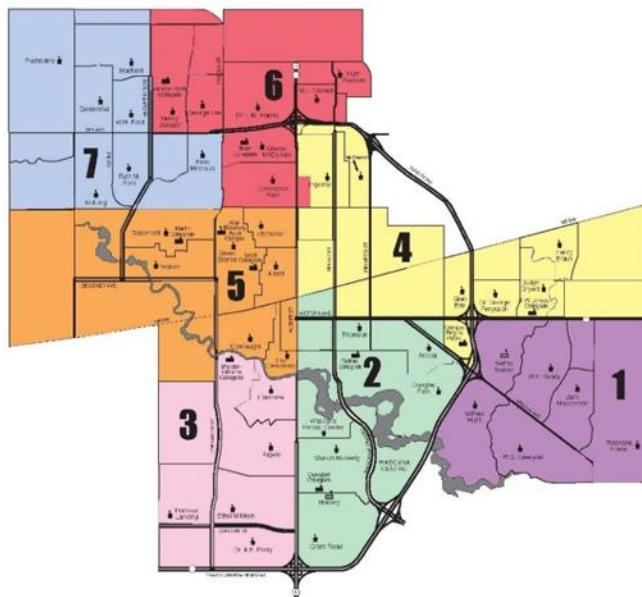
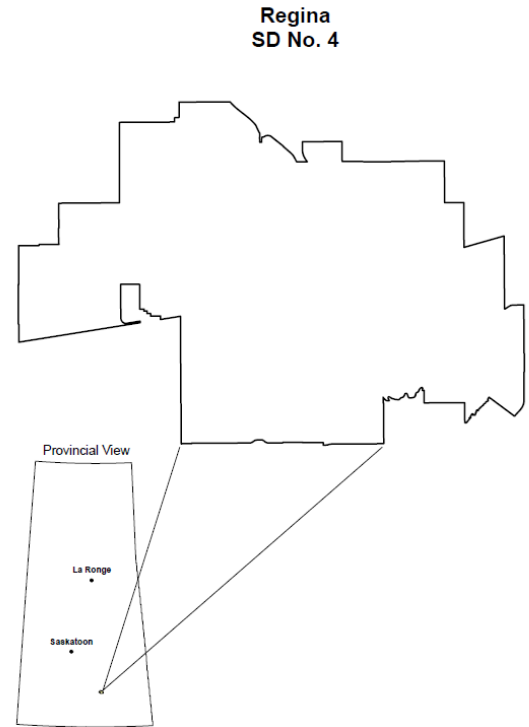
School Division in Context

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

In 2024-25, RPS educated more than 26,300 students in 44 elementary schools, eight high schools, Campus Regina Public, and the RPS Adult Campus. RPS is also affiliated with three associate schools offering faith-based programming.

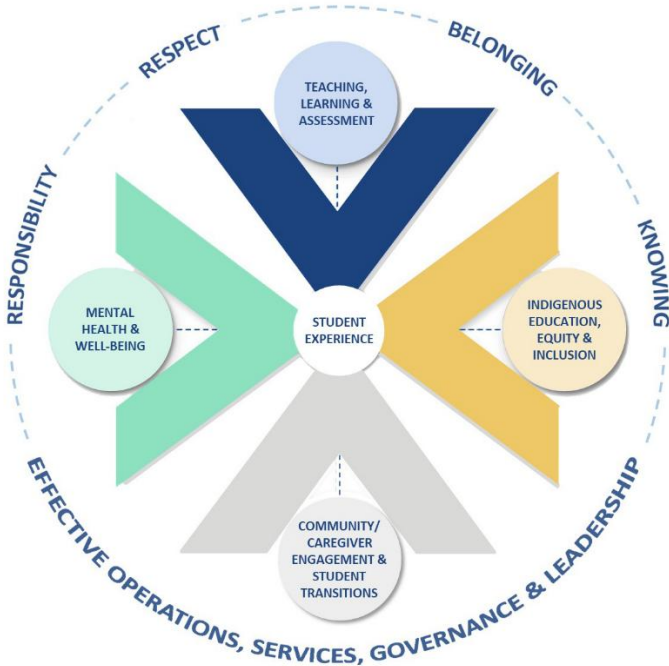
RPS is governed by an elected board of seven board members. Board members are responsible for the policy direction that guides the school division. For a detailed map of Regina Public Schools’ electoral subdivisions, please visit <https://www.reginapublicschools.ca/board>. Each school is represented by a School Community Council that supports and engages the community in educational programming.

RPS serves all public-school residents within the boundaries of the City of Regina, located on Treaty 4 Territory and the traditional lands of the Cree, Saulteaux, Dakota, Nakota, and Lakota peoples, as well as the homeland of the Métis/Michif Nation.



Division Philosophical Foundation

In 2022-23, Regina Public Schools developed a new, four-year Strategic Plan that began implementation in fall 2023. The plan was developed following extensive consultations and surveys involving stakeholders, employees, and students and included the voices of those who represent diverse and marginalized communities. In spring 2025, the plan was updated to further align with the Provincial Education Plan and priorities of Regina Public Schools with student experience being of central importance.



RPS’ Foundational Statements are as follows:

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

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

1. Teaching, Learning and Assessment;
2. Indigenous Education, Equity and Inclusion;
3. Community and Caregiver Engagement and Student Transitions; and,
4. Mental Health and Well-Being.

Effective operations, services, governance and leadership play a foundational role in supporting the strategic priorities.

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

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

Each school plays a significant role in implementing this plan. School success plans that identify priorities at a school level to contribute to the division strategic plan are created annually each fall and are implemented throughout the school year.

Demographics

Students

As one of the largest urban school divisions in the province, Regina Public Schools served more than 26,000 Prekindergarten (PreK) to Grade 12 students and operated 44 elementary and eight high schools in 2024-25. RPS is also affiliated with three associate schools offering faith-based programming. Eight elementary schools and two high schools offered French Immersion programs to 2,643 students in 2024-25. RPS operated PreK programs that provided early learning experiences to 633 three- and four-year-old children in 2024-25.

In recent years, Regina has seen an increase in the number of new Canadians whose first language is not English. RPS provided support to 5,090 English as an Additional Language (EAL) students enrolled in fall 2024, an increase of 12% year over year.

Below are the PreK and K-12 enrolments from 2019-20 to 2024-25 by grade level.

Regina SD 4					
Grade	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	1,797	1,881	1,807	1,844	1,863
1	2,034	1,911	1,985	1,912	1,948
2	1,903	2,015	1,938	2,053	1,983
3	1,979	1,873	2,063	1,999	2,119
4	1,844	1,929	1,916	2,111	2,059
5	1,910	1,830	1,972	1,949	2,172
6	1,816	1,873	1,856	2,013	1,969
7	1,864	1,811	1,914	1,920	2,063
8	1,740	1,827	1,822	1,940	1,981
9	1,646	1,693	1,801	1,812	1,856
10	1,615	1,626	1,739	1,848	1,849
11	1,602	1,595	1,631	1,802	1,862
12	2,090	2,149	2,188	2,296	2,583
Total	23,840	24,013	24,632	25,499	26,307
PreK	451	579	593	587	633

Subpopulation Enrolments	Grades	2020-21	2021-22	2022-23	2023-24	2024-25
Self-Identified First Nations, Métis, or Inuit	K to 3	1,219	1,219	1,145	1,050	1,024
	4 to 6	980	1,027	1,089	1,110	1,065
	7 to 9	1,002	1,037	1,058	1,082	1,112
	10 to 12	1,135	1,201	1,252	1,329	1,408
	Total	4,336	4,484	4,544	4,571	4,609
English as an Additional Language	1 to 3	1,099	967	1,284	1,419	1,481
	4 to 6	966	923	1,163	1,290	1,399
	7 to 9	695	647	825	903	1,042
	10 to 12	592	500	707	927	1,168
	Total	3,352	3,037	3,979	4,539	5,090
French Immersion	K to 3	1,265	1,188	1,138	1,130	1,108
	4 to 6	641	659	660	702	709
	7 to 9	507	454	479	481	495
	10 to 12	352	364	355	360	331
	Total	2,765	2,665	2,632	2,673	2,643

NOTES:

1. Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
2. Enrolments include all residency types, all ages, home-based and homebound students, with the exception of EAL enrolments, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
3. PreK enrolments are the 3- and 4-year-old student enrolments which includes those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
4. A student's First Nations, Métis, or Inuit identity is established through self-identification.

Source: *Ministry of Education, 2024*

Staff

Regina Public Schools employed 2,522 full-time equivalent employees in a variety of school-based and division-level positions. While the majority of employees are teachers or professional educators in supervisory positions, RPS also employs ancillary professionals, such as occupational therapists, speech-language pathologists and psychologists. Additionally, support personnel, including special education assistants, administrative assistants, trades people, facility technicians, teacher associates, resource centre assistants and technicians, and nutrition coordinators, are just a few of the types of positions held by RPS employees. At the school division administrative level, RPS also employs a number of administrative, finance, human resources, and information technology professionals who support school operations.

In addition to the Saskatchewan Teachers' Federation and the Regina Public School Teachers' Association, employees are represented by three separate CUPE locals (650, 3766 and 4643), an SGEU local and a SUN local. Some central office division staff are non-unionized or out-of-scope.

Job Category	FTEs
Classroom teachers	1491.8
Principals, vice-principals	85.1
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	705.4
Administrative staff – e.g., Chief Financial Officer, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	39.5
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	185.4
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	1.9
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	13.0
Total Full-Time Equivalent (FTE) Staff	2522.1

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.

Source: Regina Public Schools, 2025

Human Resources initiatives in 2024-25 that supported the Strategic Plan include the following.

GOALS	ACTIONS	2024-25 RESULTS
Enrich, strengthen, and promote mental health and well-being in students and staff.	Develop and begin to implement an updated Mental Health and Well-being framework for staff and students focusing on promotion, prevention, and intervention.	<ul style="list-style-type: none"> Rolled out updated 5-Year framework. Feedback sessions from Principals and Division Management held/themes analyzed and targeted action plans are being developed. School team-based Respectful Workplace/Psychologically Safe Workplace training modules piloted.
	Facilitate the Mental Health and Well-being Steering and Working groups and hold biannual meetings with senior leadership to discuss recommendations and progress.	<ul style="list-style-type: none"> Transition from the Working Group committee structure and embedding responsibility for the delivery of mental health and well-being actions with Division Management, Principals and Mental Health point persons.

GOALS	ACTIONS	2024-25 RESULTS
Deepen awareness, understanding, and commitment for diversity, equity, and inclusion.	Develop and begin to implement staff recruitment, hiring and retention programs, procedures, and resources that support and promote diversity, equity, inclusion, and Indigenization principles across all employee groups.	<ul style="list-style-type: none"> • Regular in-person meetings with program leads, internship supports and student presentations with the University of Saskatchewan, First Nations University of Canada (FNUC), Saskatchewan Urban Native Teacher Education Program (SUNTEP) and Sask PolyTech. • Career Fairs - FNUC and U of R attended by leaders throughout the division. • Launch of EA Academy (training 20 new EAs in all skill areas).
Advance leadership capability and capacity across the school division.	Build a leadership development framework to enhance capacity and support positive workplace cultures.	<ul style="list-style-type: none"> • HR Training Module incorporated in Principal Leadership training.
	Develop and implement updated tools, resources, and training to support employee performance and career development.	<ul style="list-style-type: none"> • Harassment and Dispute Resolution processes defined – Respectful Workplace and Conflict Resolution Training delivered to Division Management, Principals and Employee Groups supporting implementation. • Specialized Respectful Workplace training module delivered to school teams.
Build shared commitment and capacity to facilitate an inclusive, safe, and healthy work culture.	Leverage the results of the employee engagement survey to develop targeted action plans that will enhance the employee experience.	<ul style="list-style-type: none"> • Focused Training and resources to support priorities identified in the survey (Mental Health & Wellbeing and Diversity, Equity Inclusion).
	Develop recruitment and retention initiatives building on the strengths of Regina Public Schools as an employer.	<ul style="list-style-type: none"> • Hiring and onboarding 90 + new contract teachers in response to new Class Complexity positions.
	Review, update, and refine the Disability Management Program and accommodation processes to support proactive approaches, ongoing connectivity to the workplace, and timely and safe return to work.	<ul style="list-style-type: none"> • Work focused on overall Safety Management System (see below).
	Implement, monitor, and refine the Safety Management system to ensure continuous improvement of policies, practices and programs.	<ul style="list-style-type: none"> • Engaging with the WCB Prevention Department to access targeted supports to identify areas of focus, develop a long-term action plan, consult on WCB processes, initiate a K-12 sector-wide Committee to share information and best practices.
Provide targeted and high-quality staff professional development and skills training.	Review and refine employee training and development programs to help develop and retain employees and prepare them for future opportunities.	<ul style="list-style-type: none"> • Increased internal trainers for Professional Assault Response Training (PART) and Transfer-Life-Repositioning (TLR) to ensure long term sustainability of critical training to address workplace hazards.



RPS Employee Professional Development Session

Senior Management Team

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

The Deputy Director of Division Services/CFO has the responsibility for finance, facilities, information technology, human resources, warehouse and distribution, and transportation. This position was held by Naomi Mellor until her retirement on January 31, 2025. Barry Lacey was appointed to the position of Deputy Director of Division Services/CFO on February 5, 2025.

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



Strategic Direction and Reporting

Provincial Education Plan

Saskatchewan's Provincial Education Plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students for their future, and to ensure students feel safe and supported.

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

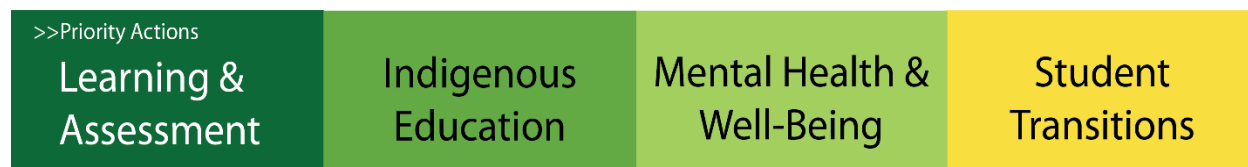
Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The Provincial Education Plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future.

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

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

Provincial Education Plan – Priority Actions

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



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

Provincial Education Plan – Provincial-Level Targets

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

Over the life of the plan:

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

Progress in 2024-25: Targets and Measures

Reporting progress towards provincial-level and locally determined targets is an important component in the implementation of the Provincial Education Plan. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year.

Target: Student attendance will improve annually.

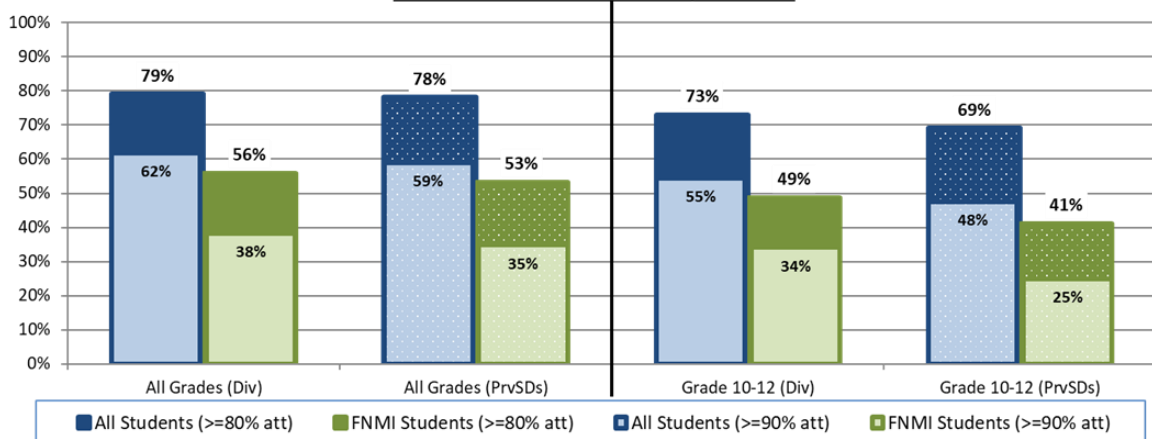
Measures:

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

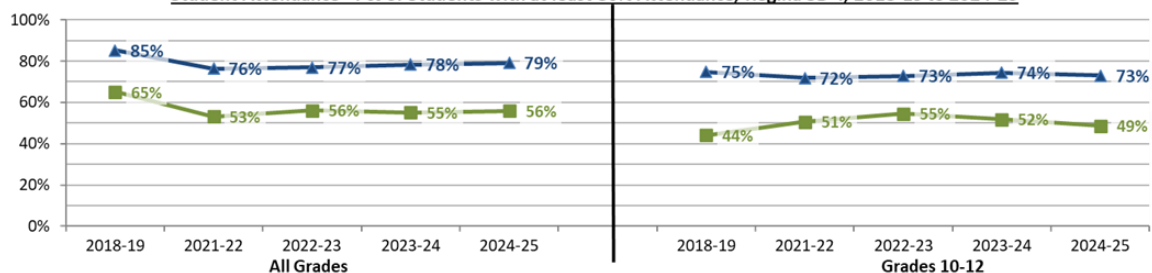
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even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

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

Percentage of Students With at Least 80% (and 90%) Attendance, Regina SD 4 and Provincial School Divisions, 2024-25



Student Attendance - Pct of Students with at least 80% Attendance, Regina SD 4, 2018-19 to 2024-25



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: *Ministry of Education, 2025*

Analysis of Results – Attendance

Attendance data for RPS in the 2024-25 school year shows that 79% of all students maintained attendance rates of 80% or higher, slightly above the provincial average of 78%. For the more rigorous benchmark of 90% attendance, 62% of all RPS students met the target, again outperforming the provincial average of 59%. For RPS students in grades 10-12, 73% maintained attendance rates of 80% compared to 69% achieved at the provincial level. For 90% attendance, 55% of RPS students in grades 10-12 achieved the benchmark compared to 48% provincially. These figures reflect a strong overall attendance culture within the division and are a point of pride, especially given the consistency of these rates over time. Line graph trends show that attendance for all RPS students has remained relatively stable over the past several years, improving from 76% to 79% for the 80% threshold, and fluctuating between 72% and 75% for RPS students in grades 10-12.

Attendance rates among FNMI students remain significantly lower and are a persistent area of concern. In 2024-25, only 56% of FNMI students in RPS had attendance rates of 80% or higher, compared to 53% in other provincial school divisions. For the 90% threshold, 38% of FNMI students in RPS met the benchmark, though this is still higher than the provincial FNMI average of 35%. These gaps in attendance rates between FNMI and non-FNMI students have remained consistent over time. Line graph data shows that FNMI attendance at the 80% level has hovered in the mid-50% range in recent years.

The division's ability to maintain higher attendance rates than provincial averages for both all students and FNMI students is commendable. However, the persistent and substantial gap in attendance between FNMI and non-FNMI students highlights the need for continued and targeted efforts. Attendance is a foundational indicator of student engagement and academic success, and these disparities have direct implications for achievement in literacy, credit attainment, and graduation outcomes. RPS must continue to prioritize culturally responsive engagement strategies, community partnerships, and student support systems to ensure that FNMI students are attending school regularly and are positioned for long-term success.

Target: Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.

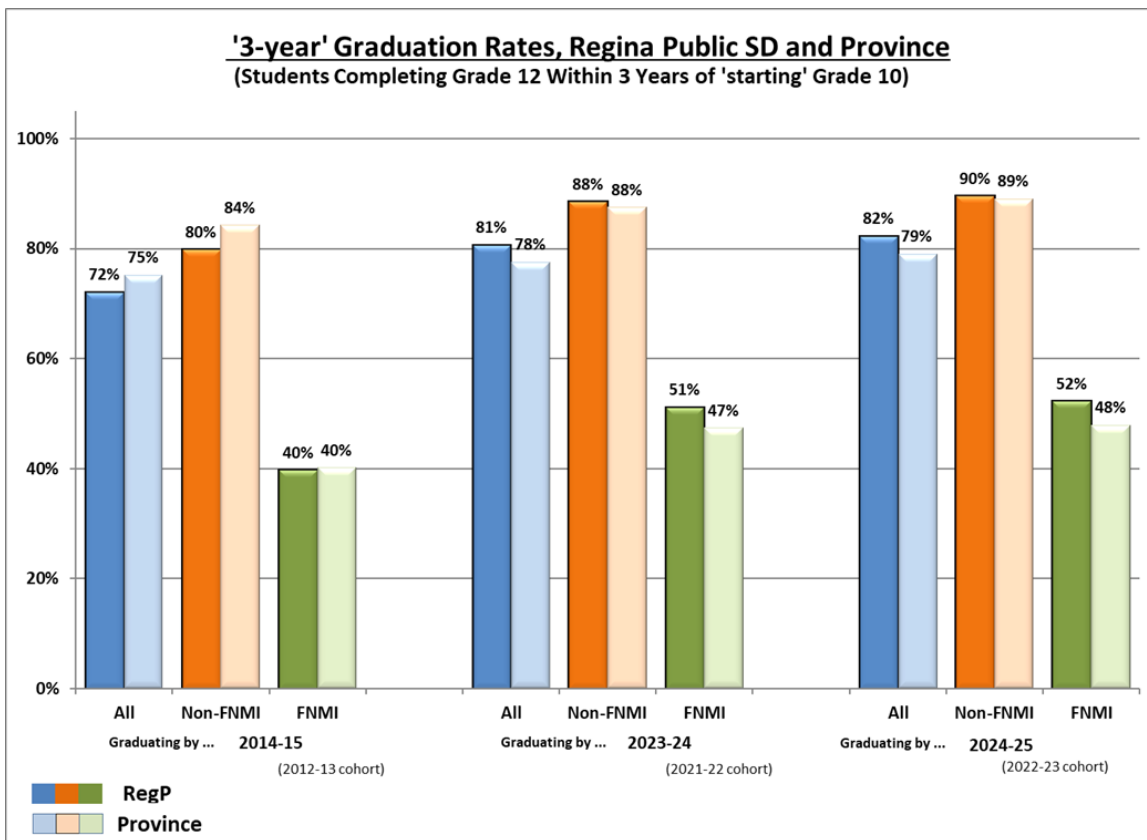
Measure:

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

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

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

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



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

Source: *Ministry of Education, 2025*

Analysis of Results – Three-Year Graduation Rates

Graduation rates in RPS have shown consistent improvement over the past decade. For the cohort graduating by 2014-15, 72% of all students completed Grade 12 within three years of starting Grade 10, slightly below the provincial average of 75%. By 2023-24, the division's graduation rate increased to 81%, surpassing the provincial average of 78%, and reached 82% in 2024-25, again ahead of the provincial average of 79%. Among non-FNMI students, RPS has demonstrated particularly strong results, with graduation rates rising from 80% in 2014-15 to 88% in 2023-24 and 90% in 2024-25, consistently matching or exceeding provincial averages.

For FNMI students, graduation rates have also improved, though the gap with non-FNMI students remains substantial. In 2014-15, only 40% of FNMI students graduated within three years, matching the provincial average. By 2023-24, this rate increased to 51% in RPS, compared to 47% provincially, and reached 52% in 2024-25, again outperforming the provincial average of 48%. While these gains are encouraging and reflect the division's efforts to support FNMI student success, the graduation rate for FNMI students remains significantly lower than for non-FNMI students—a gap of nearly 40 percentage points in the most recent cohort.

The division can be proud of its overall upward trend in graduation rates, its ability to surpass provincial averages, and its progress in supporting more students, especially FNMI students, to complete high school on time. These results suggest that RPS' actions, such as targeted interventions, culturally responsive programming, and ongoing support for student engagement, are having a positive impact. However, the persistent gap in graduation rates for FNMI students remains a critical concern. Continued focus on equity, culturally relevant support, and community partnerships will be essential to further close this gap and ensure that all students have the opportunity to graduate and succeed beyond high school.

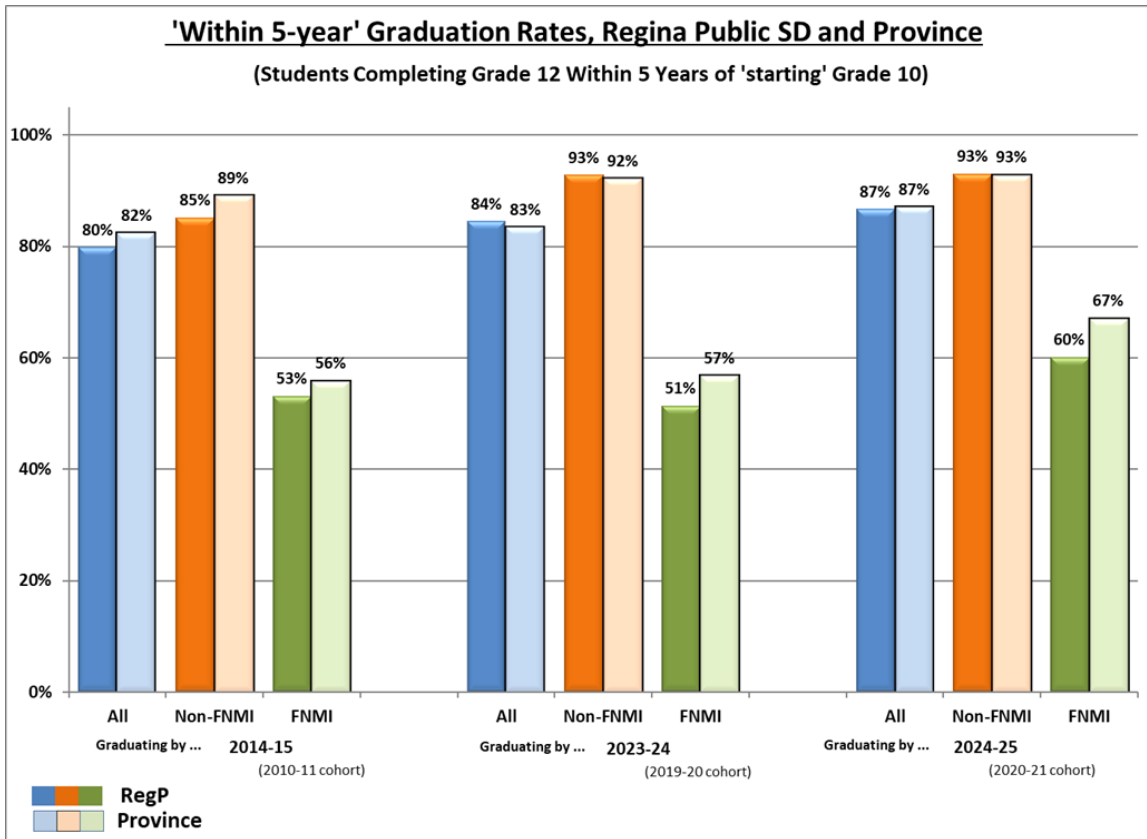
In summary, RPS demonstrates improving and above-average graduation outcomes for all students and non-FNMI students, with notable progress for FNMI students. The division's strengths are evident in its rising rates and provincial comparisons, while the ongoing disparity in results for FNMI students highlights the need for sustained, equity-focused action.

Measure:

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

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

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



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

Source: *Ministry of Education, 2025*

Analysis of Results – Graduation Rates Within Five Years

RPS has demonstrated steady improvement in its 5-year graduation rates over the past decade. For the cohort graduating by 2014-15, 80% of all students completed Grade 12 within five years of starting Grade 10, slightly below the provincial average of 82%. By 2023-24, the division's rate increased to 84%, just above the provincial average of 83%, and reached 87% in 2024-25, matching the provincial average. Among non-FNMI students, RPS has consistently performed at a high level, with graduation rates rising from 85% in 2014-15 to 93% in both 2023-24 and 2024-25, matching provincial results and reflecting strong support for student success.

For FNMI students, the picture is more complex. In 2014-15, 53% of FNMI students in RPS graduated within five years, slightly below the provincial average of 56%. By 2023-24, the division's FNMI graduation rate dipped to 51%, while the provincial average rose to 57%. However, results for 2024-25 show improvement, with RPS' FNMI extended graduation rate rising to 60%, though still trailing the provincial average of 67%. While this increase is encouraging, the gap between FNMI and non-FNMI students remains substantial-over 30 percentage points in the most recent cohort.

Areas of pride for RPS include its overall upward trend in 5-year graduation rates, its ability to match or exceed provincial averages for all students and non-FNMI students, and its recent gains for FNMI students. These results suggest that the division’s ongoing efforts, such as targeted interventions, culturally responsive programming, and enhanced student support, are having a positive impact. However, the persistent gap in graduation rates for FNMI students remains a significant concern. Continued focus on equity, culturally relevant supports, and community partnerships such as the United Way, and the Indigenous Education Advisory Council, will be essential to further close this gap and ensure that all students have the opportunity to graduate and succeed beyond high school.

In summary, RPS demonstrates improving and above-average 5-year graduation outcomes for all students and non-FNMI students, with notable progress for FNMI students. The division’s strengths are evident in its rising rates and provincial comparisons, while the ongoing disparity in results for FNMI students highlights the need for sustained, equity-focused action.



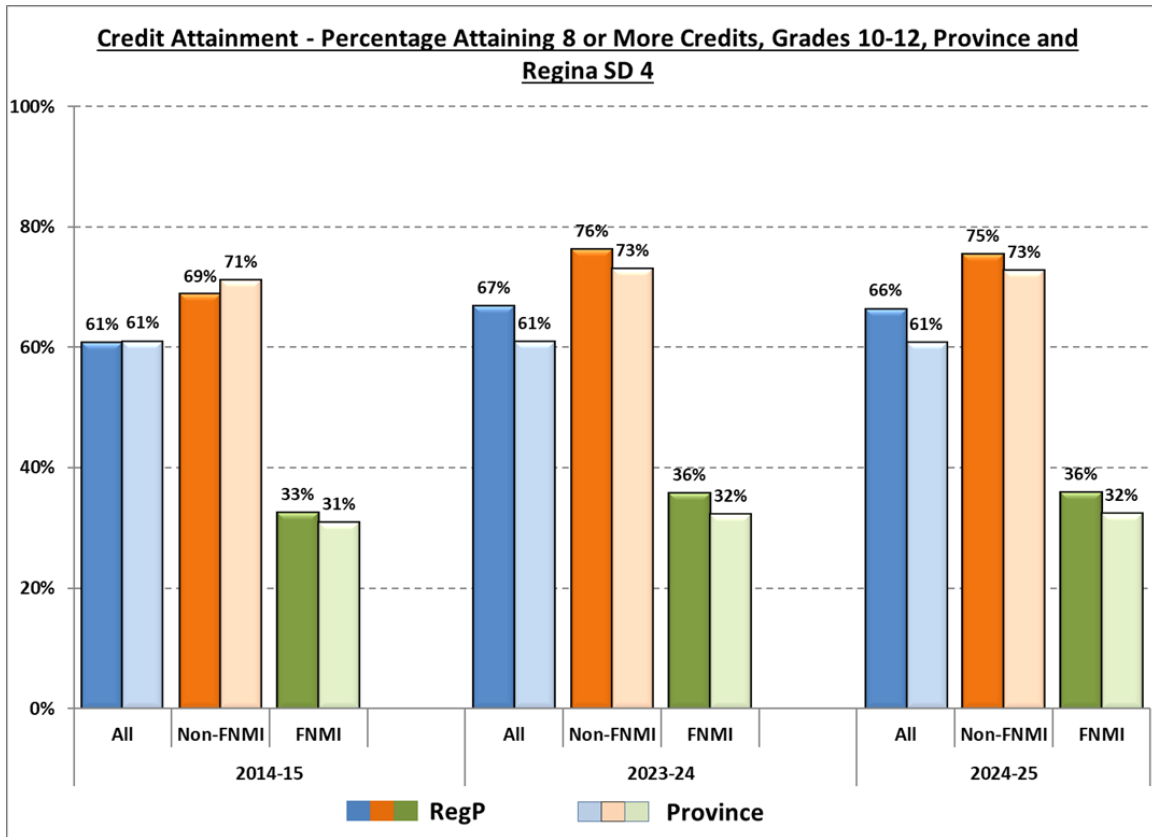
Campbell Collegiate Graduating Students.

Measure:

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

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

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



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

Source: *Ministry of Education, 2025*

Analysis of Results – Credit Attainment

RPS has demonstrated notable improvement in credit attainment over the past decade. In 2014-15, 61% of all students in RPS attained eight or more credits in Grades 10-12, matching the provincial average. By 2023-24, this figure had risen to 67%, and in 2024-25, it remained strong at 66%, consistently outperforming the provincial average of 61% in both years. Non-FNMI students in RPS have shown particularly strong results, with 76% attaining eight or more credits in 2023-24 and 75% in 2024-25, both above the provincial average of 73%. These results reflect the division’s effective strategies, such as credit completion, flexible assessment protocols, and progress monitoring, and commitment to student achievement and are a source of pride for the school division.

For FNMI students, credit attainment has seen modest improvement but remains a significant concern. In 2014-15, 33% of FNMI students in RPS attained eight or more credits, slightly above the provincial average of 31%. This increased to 36% in both 2023-24 and 2024-25, again outperforming the provincial average of 32%. However, the gap between FNMI and non-FNMI results persists, with FNMI students attaining credits at less than half the rate of their non-FNMI peers. While RPS’ FNMI

students perform better than the provincial average, the division recognizes the need for continued focus and targeted support to close this gap.

Overall, the trends for RPS show improvement and sustained high performance for the general student population and non-FNMI students, with results exceeding provincial averages. The division can be proud of its progress and that its actions to support more students in achieving credit attainment goals are working. However, the persistent gap for FNMI students remains an area of concern, highlighting the importance of ongoing efforts to ensure equitable outcomes for all students.



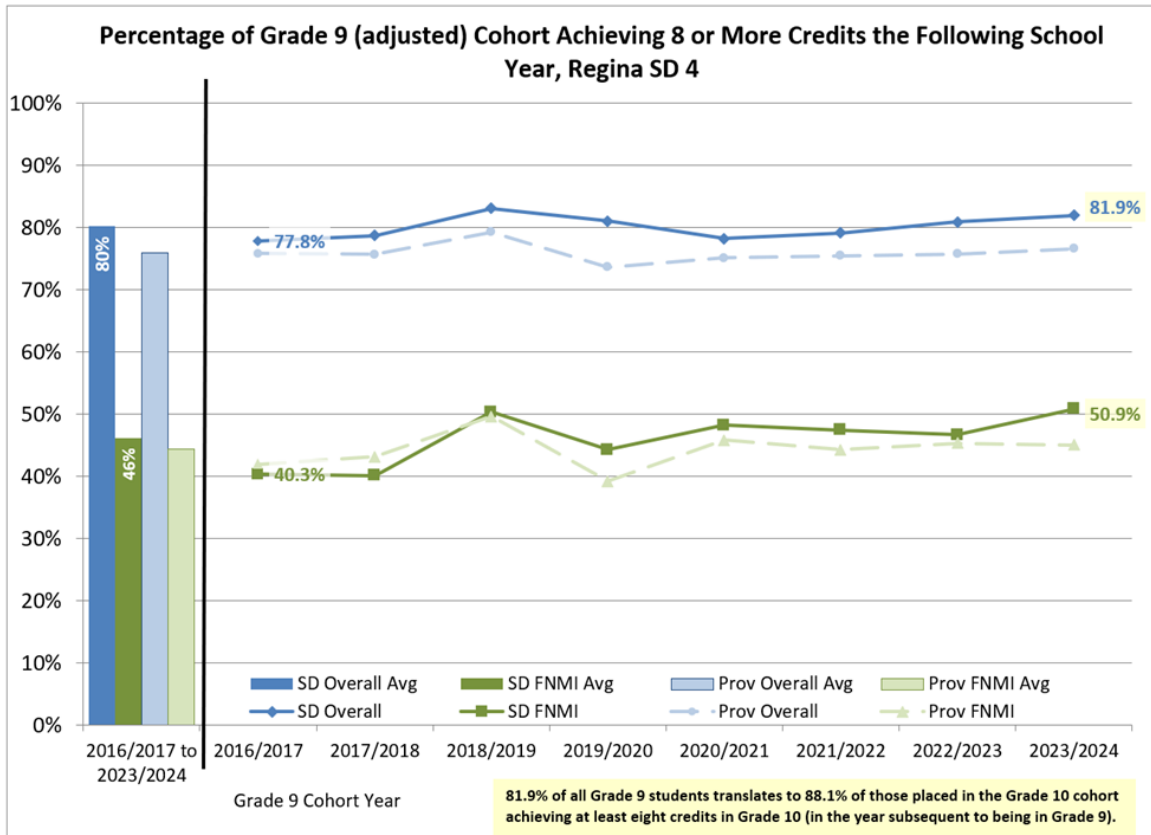
Campus Regina Public student participating in the 2025 Skills Competition

Measure:

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

The transition from Grade 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary and middle grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits in their Grade 10 year indicates a smooth transition to secondary school and a strong start towards three-year graduation.

The following chart displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the school division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight-year average.



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

Analysis of Results – Grade 9 to 10 Transition

For the 2016-17 to 2023-24 grade 9 cohorts, RPS has shown a positive trend in credit attainment the following school year. The percentage of all Grade 9 students achieving eight or more credits the following school year increased from 77.8% for the 2016-17 cohort to 81.9% for the 2023-24 cohort. This improvement is notable and places the division above the provincial average throughout the period, and above the division’s 8-year average of 80%, reflecting strong performance and effective support for student success.

For FNMI students, the results also show meaningful progress. The percentage of FNMI students achieving eight or more credits rose from 40.3% for the 2016-17 cohort to approximately 50.9% for the 2023-24 cohort. While this is a substantial increase, and well above the 8-year average of 46%, the attainment rate for FNMI students remains significantly lower than the overall average, and the gap between FNMI and non-FNMI results persists. Nevertheless, RPS’ FNMI credit attainment typically exceeds the provincial FNMI average, indicating that the division’s targeted supports and interventions are starting to have a positive impact.

The division can be proud of its overall upward trend in credit attainment. These results suggest that RPS' actions, such as responsive instructional practices, transition supports, and early interventions, are effectively helping Grade 9 students transition successfully to Grade 10 and achieve credit benchmarks.

However, the persistent gap for FNMI students remains an area of concern. While the division's FNMI results are better than the provincial average, continued focus is needed to further close the gap and ensure equitable outcomes. The data underscores the importance of ongoing efforts to support FNMI students, align with division goals, and meet provincial targets.

In summary, RPS demonstrates improving trends and strong results in Grade 9 credit attainment, with strengths in supporting successful transitions to Grade 10. The division's progress is evident in both overall and FNMI student outcomes, though continued attention to equity remains.

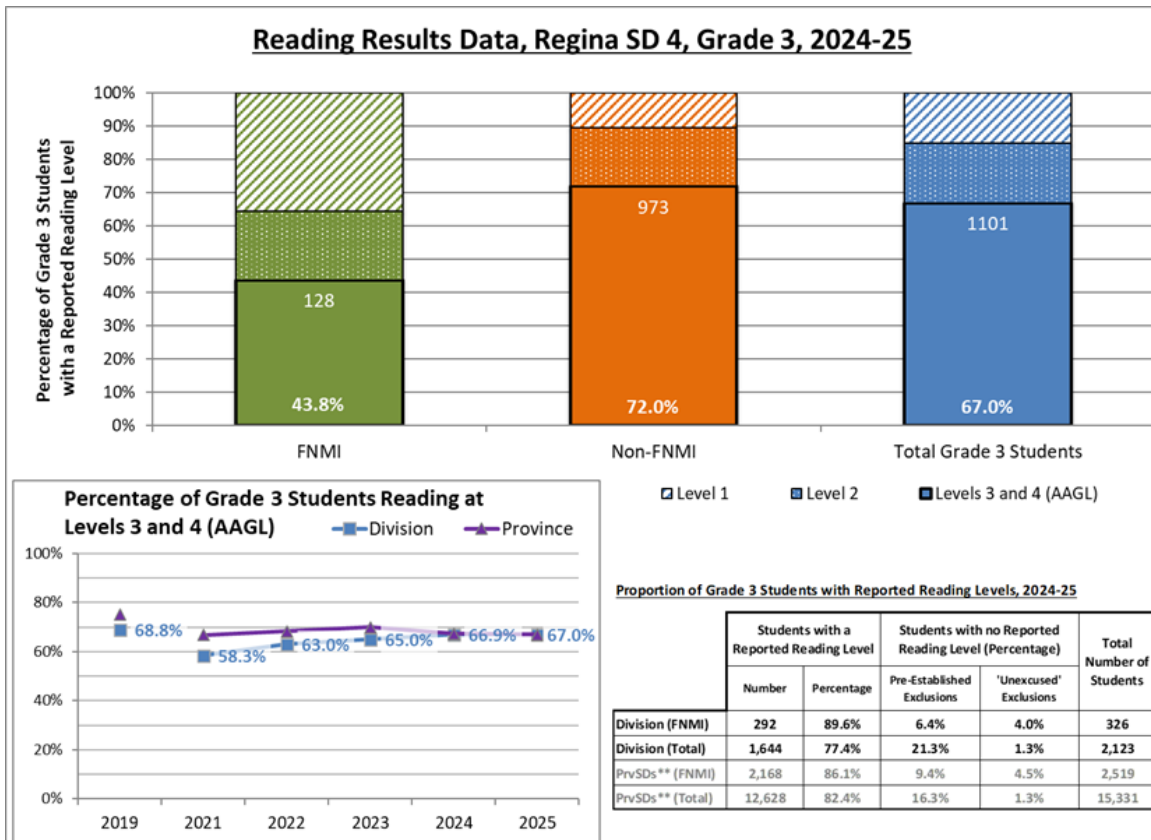
Target: Student literacy and numeracy outcomes will increase year over year.

Measure:

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

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at or above grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results. Saskatchewan students who read at or above the benchmark in Grade 3 had a 24-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

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



Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: *Ministry of Education, 2025*

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

In the 2024-25 school year, 67.0% of Grade 3 students in RPS were reading at or above grade level (Levels 3 and 4, AAGL), with 72.0% of non-FNMI students meeting this benchmark compared to 43.8% of FNMI students. This reflects a persistent achievement gap of nearly 30 percentage points between FNMI and non-FNMI students. However, the FNMI results show a clear upward trend: in 2022-23, only 34% of FNMI Grade 3 students were reading at or above grade level, which increased to 47% in 2023-24, and to 43.8% in 2024-25 based on current reporting. While the 2024-25 figure is slightly lower than the previous year, it still represents a significant improvement over earlier years and suggests that targeted literacy supports are beginning to yield results.

The division's overall reading performance has also rebounded from pandemic-related setbacks. Data tracking reading proficiency from 2019 -25 shows that RPS' reading levels dipped to 58% in 2021 but recovered to 67% in 2025. These results are consistent with provincial trends and indicate that the division's literacy initiatives—such as early intervention, consistent assessment practices, and culturally responsive instruction—are helping most students succeed.

While the division is proud of its overall reading achievement and the steady improvement among FNMI students, the gap in outcomes remains a critical concern. Continued focus on equity, culturally relevant teaching, and early literacy supports will be essential to ensure that all students, particularly FNMI students, are positioned for success in future grades.



Thomson School student

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

Measure:

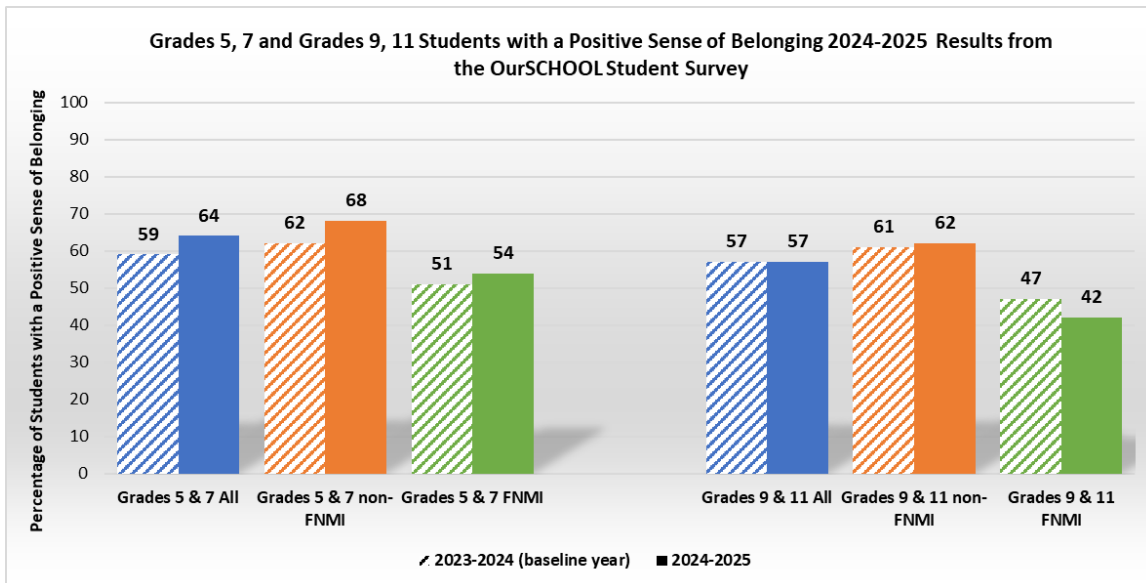
- **The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey.**

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

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

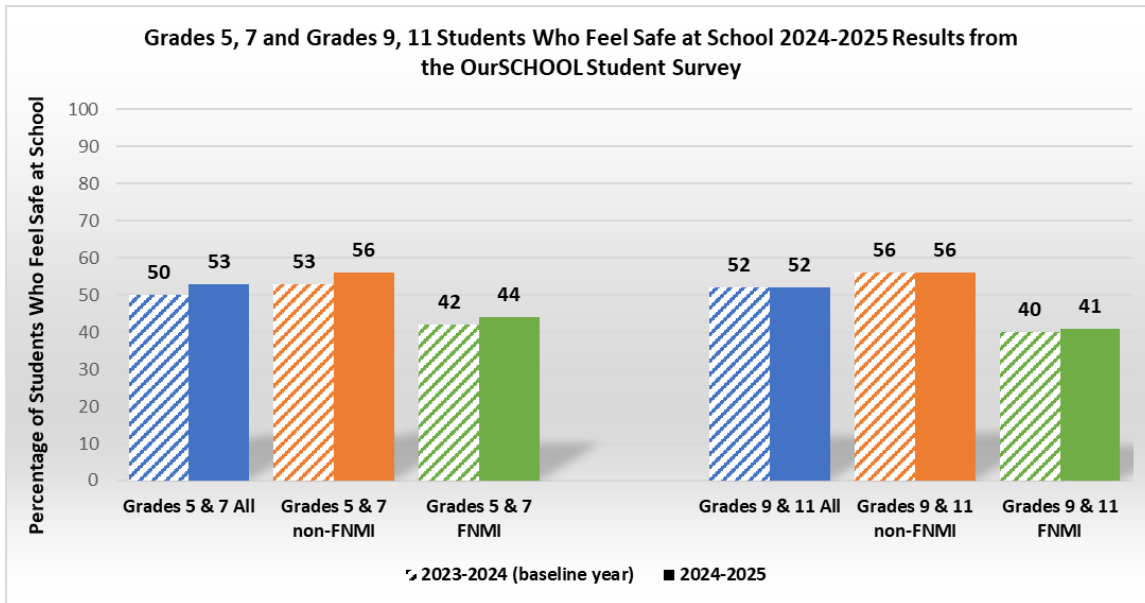
Each year, middle-years and high school students respond to the OurSCHOOL survey, which seeks to capture perceptual data through the voices of students. One of the measures included in the OurSCHOOL survey captures students’ sense of belonging. A student’s sense of belonging refers to the extent to which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

The following bar chart displays the percentage of students in Grades 5 and 7, and in Grades 9 and 11 (all, non-FNMI and FNMI) with a positive sense of belonging. The results shown are for 2023-24 (baseline) and 2024-25.



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

The following bar chart displays the percentage of students in Grades 5 and 7, and in Grades 9 and 11 (all, non-FNMI and FNMI) who feel safe at school. The results shown are for 2023-24 (baseline) and 2024-25.



Analysis of Results

Sense of Belonging

The division’s results for positive sense of belonging show encouraging trends overall. For Grades 5 and 7, the percentage of students reporting a positive sense of belonging increased from 59% in 2023-24 to 64% in 2024-25. Notably, non-FNMI students in these grades saw a strong improvement, rising from 62% to 68%. FNMI students also improved, from 51% to 54%, though their sense of belonging remains below the division average. In Grades 9 and 11, the overall percentage stayed steady at 57%, with non-FNMI students increasing slightly from 61% to 62%. However, FNMI students in 9 and 11 grades experienced a decline, dropping from 47% to 42%.

The division is proud of the gains among younger students and non-FNMI groups, which align with school goals to foster belonging. The gains could be attributed in part to strategies like providing transition supports for newcomer families, a collaborative partnership with the Regina Open Door Society, celebrating cultural events, and hosting student forums. The persistent gap for in results FNMI students, especially the decline in older grades, is an area of concern and highlights the need for targeted support to ensure all students feel included and valued.

Feeling Safe at School

RPS’ feeling safe attending schools results for students in grades 5 and 7 show a positive trend: the overall percentage of students feeling safe increased from 50 to 53, with both non-FNMI and FNMI students showing improvements (non-FNMI: 53 to 56, FNMI: 42 to 44). This suggests that efforts to improve school safety are having a beneficial impact, especially for younger students. For Grades 9 and 11, the overall percentage remained steady at 52, with non-FNMI students unchanged at 56, and FNMI students showing a slight increase from 40 to 41.

RPS is proud of the upward trend in safety perceptions among Grades 5 and 7 students, particularly the gains for FNMI students, which may reflect successful initiatives aligned with division goals such as providing access to Elders and Knowledge Keepers. However, the results for Grades 9 and 11 indicate a plateau, and the gap between FNMI and non-FNMI students persists, especially in the older grades. This highlights an area of concern and suggests a need for continued focus on

supporting FNMI students and ensuring all students feel safe, especially as they progress to higher grades.



Student members of the Glen Elm School Kindness Club

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

Measures:

- **The percentage of students at Kindergarten exit ready for learning in the primary grades (Tier 1).**
- **The percentage of fall-identified Tier 2 students leaving Kindergarten at Tier 1.**
- **The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 2.**
- **The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 1.**

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

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.

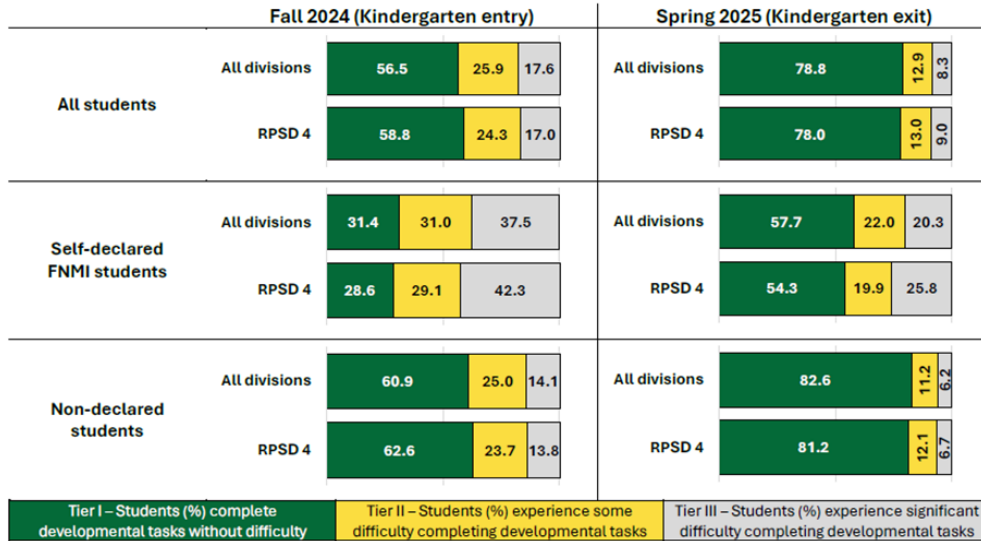
2022-23 EYE-TA results displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

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

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

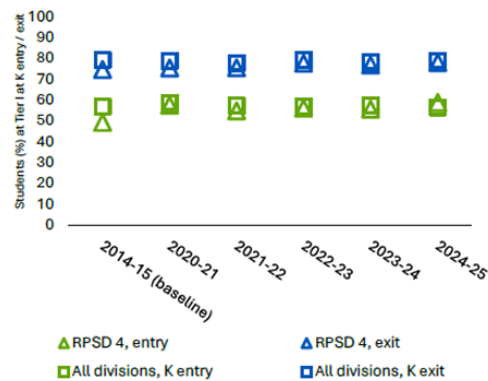
Percentage of students with valid EYE result at Kindergarten entry / exit compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a universal assessment for learning (every student, every classroom) in provincial Kindergarten programs since 2014-15. These figures are the percentage of students validly assessed against September 30th *Official & Reconciled Kindergarten Enrolments* (*).

2024-25 EYE-TA results – Regina Public SD 4 (RPSD 4)

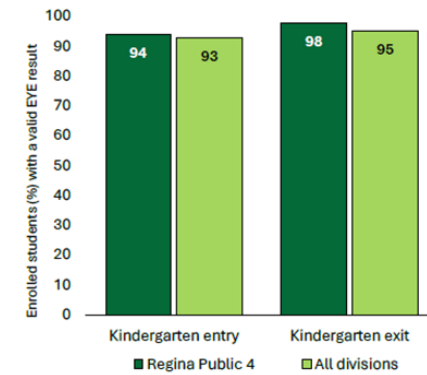


Effectiveness metrics	2023-24 (previous year)		2024-25 (latest)	
	RPSD 4	All divisions	RPSD 4	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	70%	72%	72%	74%
Fall-identified Tier 3 students (%) who improved to Tier 2	35%	37%	35%	36%
Fall-identified Tier 3 students (%) who improved to Tier I	19%	22%	20%	24%

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



Percentage of students* with a valid EYE result at Kindergarten entry / exit, 2024-25



*against official, reconciled September 30th 2024 Kindergarten Enrollment

Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs can complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

2024-25 EYE-TA results figures show results for self-declared First Nations, Métis or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: *Ministry of Education, Early Years Branch, 2025*

Analysis of Results – Early Years Evaluation

Regina Public Schools has maintained consistent performance in the EYE-TA since the 2015-16 baseline year. In the 2024-25 school year, 58.8% of Kindergarten students were assessed at Tier 1 upon entry, a figure that aligns with the historical range of 55-59% yet is three percentage points higher than last year (55.7%). By the end of the year, 78% of students were assessed at Tier 1 upon exit, again consistent with the historical range of 75-79%. These results are close to the provincial average, indicating that RPS continues to mirror provincial results in early learning readiness.

The division has demonstrated strong instructional effectiveness, particularly in supporting students who begin the year at lower tiers. In 2024-25, 72% of students initially assessed at Tier 2 improved to Tier 1, 35% of Tier 3 students moved to Tier 2, and 20% of Tier 3 students advanced to Tier 1. These improvement metrics reflect the success of RPS' responsive assessment and instructional practices and are a point of pride for the division. A persistent achievement gap remains between self-declared FNMI students and their non-FNMI peers. In 2024-25, only 54.3% of FNMI students exited Kindergarten at Tier 1, compared to 81.2% of non-FNMI students. Additionally, FNMI students were approximately four times more likely to exit Kindergarten at Tier 3 than non-FNMI students. This disparity has remained consistent over time and is a significant concern for the division.

While RPS is effective in helping many students reach Tier 1 readiness for Grade 1, the division has not yet met its target of increasing Tier 1 exit rates year-over-year. The flat trend in Tier 1 exit percentages, combined with the ongoing gap in outcomes for FNMI students, highlights the need for continued focus and targeted support. Nonetheless, the division's strategic plan, which emphasizes early learning and continuous improvement, provides a strong foundation for addressing these challenges and advancing success for all students.



Arcola School Pre-Kindergarten Students

Progress in 2024-25: School Division Strategic Activity in support of the Provincial Education Plan Priority Actions

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

The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.

- **Provincial Early Years Transition Roadmap:** In collaboration with Regina Catholic Schools and the Regina Early Years Family Resource Centres, Regina Public Schools (RPS) connected with a sample of local early learning programs, services, and supports for families with children aged 0-5. Information gathered about current transition processes was used to create Community and Family Experience Maps for the Regina community.
- **Supporting Early Years Growth:** RPS led a collaborative effort to increase awareness and understanding of the importance of the early years among partners, families, and children aged 0-5. This work involved engagement with 24 educational partners and community organizations—13 continuing and 11 new. The collaboration resulted in the development and launch of new documents, online supports, outreach initiatives, and community engagement events.
- **Middle Years Engagement:** RPS expanded Science, Technology, Engineering, Arts, and Mathematics (STEAM) opportunities by establishing additional STEAM classrooms in elementary schools, bringing the total to six. Twelve new STEAM kits were also introduced at the middle years level, focusing on Coding, 3D Printing and Computer-Aided Design, Hydraulics, Makerspace, Video Production, and Podcasting.
- **Elementary to High School Transition:** A working group was established to review transition processes between elementary and high school in support of smooth progression for all learners, with a focus on students moving from grade 8 to grade 9. This work led to the development of renewed transition processes which are yet to be completed. This work intends to provide a common language and consistent practice for use across schools in RPS.
- **Career and Engagement-Centered Innovative Programming:**
 - *Balfour Collegiate* continued to offer the Balfour Arts Collective, a program for dancers, actors, artists, and performers passionate about the arts.
 - *Campus Regina Public* maintained its experiential model of curriculum delivery and career-based programming.
 - *F.W. Johnson Collegiate* expanded its STEAM program from Grade 9 to include Grade 10.
 - *Martin Collegiate* added a soccer option for elementary students enrolled in the Junior Academy, part of the Martin Academy.
 - *Scott Collegiate* expanded its Pathways Program to include after-school employment opportunities for students, providing mentorship to youth from the community.

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

The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.

- **Framework Completion, Roll Out, and Professional Development:** The Mental Health and Well-Being Framework was completed and shared with senior leaders prior to it being shared division wide during the May Professional Development Day. The framework was developed with a foundation of trauma-sensitive practices and focuses on developing mental health literacy and reducing stigma. It is divided into the areas of Promotion, Prevention, and Intervention.
- **Mental Health Capacity Building (MHCB):** Regina Public Schools was approved for inclusion into the MHCB initiative. The focus of this initiative is to provide Tier 1 presentations and information to students, staff, and community members. During the 2024-25 school year, the MHCB team conducted 49 classroom presentations in 8 schools across the school division. The MHCB team also facilitated 45 noon hour programs at Balfour Collegiate and hosted an informational booth at the Regina Farmers Market.
- **Training and Professional Development:** Mental Health First Aid for Adults Who Interact with Youth was offered 3 times during the 2024-25 school year. Participants in the training encompassed a variety of our employee groups as well as a number of School Resource Officers from the Regina Police Service.
- **Applied Suicide Interventions Skills Training (ASIST):** Year 2 of a 3-year initiative to ensure that all mental health professionals within the division have updated Applied Suicide Intervention Skills Training was completed. This training was facilitated by professionals from Child & Youth Services of the SHA as well as a member of our MHCB team. 26 division professionals participated in the 2-day training session.
- **Community Threat Assessment and Support Protocol:** Regina Public Schools remains a committed member of the Community Threat Assessment and Support Protocol. During the 2024-25 school year division staff organized and hosted VTRA Level 1 and VTRA Level 2 training for division staff as well as staff from other members of our community protocol. In total 108 individuals attended this valuable training. In addition, Regina Public Schools updated the VTRA documentation process to reflect changes made to the protocol by the leadership team at the Centre for Trauma Informed Practices (CTIP).

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

The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.

The five goals of *Inspiring Success* are:

1. First Nations and Métis languages and cultures are valued and supported.
 2. Equitable opportunities and outcomes for First Nations and Métis learners.
 3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
 4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
 5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.
- **(Goal 2) Indigenous Advocates:** RPS maintained Indigenous Advocate support by assigning staff to eight high schools and four elementary schools. Indigenous Advocates act as a liaison between home and school, addressing food security; promoting post-secondary opportunities; sharing outside school activities; and are contacts for Elders in Residence and Knowledge Keepers.
 - **(Goal 3) Elders Council:** RPS continued to work closely with the Elders Council consisting of seven Elders and Knowledge Keepers. The Elders Advisory Committee meets three times throughout the year with the Board of Trustees and Division Management to provide clarification and insight regarding a variety of issues.
 - **(Goal 1) Indigenous Language Offerings:** A half-day Kindergarten and a Prekindergarten Michif Early Learning programs were again offered at McDerimid School in support of revitalizing Métis language, culture, and history through a grant and partnership with Metis Nation-Saskatchewan from the Métis Nation-Saskatchewan. Language acquisition was gained through Michif activities, songs, and play. The Métis Nation-Saskatchewan provided funding for one full-time teacher, an educational assistant, and one part-time language speaker. The division also offered Cree in three schools as part of culture/language classes.
 - **(Goal 4) Following Their Voices (FTV):** To raise the educational achievement and participation of Saskatchewan's First Nations, Métis, and Inuit students, RPS continued to offer FTV at Scott Collegiate and Balfour Collegiate supported by grant funding through the Ministry of Education.
 - **(Goal 1) Land-based Learning:** Land-based learning was offered at Campus Regina Public (miskasowin askihk) for Grade 11 and Grade 12 students. This program also offers an Indigenous Studies 100 credit, and a Cree 100 credit offered in partnership with the First Nations University of Canada. École Centennial offered land-based learning for Grade 6 students, and Thomson School also offered land-based learning throughout the entire school with land-based activities, and the grade 7&8 classes took part in activities with on the land excursions.
 - **(Goal 5) Indigenous Education Responsibility Framework (IERF):** The division established leadership training for all Principals to better understand the IERF and how to assess and deliver training to their staff to increase their level of awareness and understanding of the Indigenous content being taught in the schools they manage. The IERF is completed by all schools in the division.

- **(Goal 3) Elders In Residence:** 12 Elders and Knowledge Keepers in 34 schools were involved and promoted culture, Indigenous pedagogy, student needs and staff supports throughout the year. 3 meetings are held during the year to address concerns, promote ideas and provide support.
- **(Goal 4) Development of a Plan to Report Treaty Education Outcomes on Report Cards** (Culturally Appropriate Assessment that Foster Improved Education Opportunities and Outcomes). Developed a formal plan for reporting student progress on Treaty Education outcomes through the K-8 report card. This initiative supports the division’s commitment to Truth and Reconciliation and the Indigenous Education Responsibility Framework. The plan focuses on: identifying grade-level expectations for Treaty Education; aligning assessment practices with curricular outcomes; and, ensuring culturally responsive reporting language. Collaborative teams, including Indigenous and non-Indigenous educators, contributed to the design to ensure reporting is meaningful, respectful, and supportive of student learning. Accountability with reporting will begin with professional learning and communication strategies provided for educators and families throughout the transition.



Thomson School Land-Based Learning Students



École Wilfrid Walker Students

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

The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.

Collaborative Use of Division-level Achievement Data for Improvement

- Achievement data was actively utilized in collaborative inquiry processes involving teachers, school administrators, and division office staff.
- Data-informed discussions guided decisions regarding instructional improvement, resource allocation, and programming.
- Assessment data was integrated into strategic planning at both the school and division levels.
- Instructional practices were made more responsive to student needs and were aligned with the Provincial Education Plan.
- Where possible, individual student results were shared with parents/caregivers during three-way conferences.
- Professional learning sessions regarding using data to create actionable goals were offered to school principals.

Responsive Instructional Coaches in Literacy and Numeracy

- Leveraged effective assessment practices to guide and enhance responsive instruction.
- Built team expertise in data-driven instruction.
- Expanded pedagogical and content knowledge within schools.
- Provided ongoing feedback and accountability through continuous data review.
- Applied adult learning theories to ensure instructional improvements are sustained.
- Committed to ongoing professional learning, reflection, and collaboration.
- Fostered a culture of co-learning among staff.
- Acted as change agents who address classroom complexities and drive improved student learning.

Phonological Awareness and Phonics Assessments Implemented

- New phonological awareness and phonics assessments for PreK to Grade 3 were implemented as part of the division's common assessment suite.
- These tools complemented existing assessments, including EYE-TA (Kindergarten), Fountas & Pinnell (Grades 1-3 English), and GB+ (Grades 1-3 French).
- The new assessments provided educators with more granular data on foundational literacy skills and enabled earlier identification of learning needs and more targeted instructional responses.
- Teachers and school administrators received targeted professional learning and support to implement assessment initiatives effectively.
- The addition of the assessments was informed in part by recommendations made by the Saskatchewan Human Rights Commission's report on equitable education for students with reading disabilities.

The Early Learning Foundations Framework (ages 0-5), Literacy Framework (Grades 1-3), and Numeracy Framework (Grades 4-8) are now operational in classrooms.

- The Early Learning Foundations Framework (ages 0-5), Literacy Framework (Grades 1-3), and Numeracy Framework (Grades 4-8) were implemented in classrooms.

- All frameworks are grounded in responsive assessment and instructional strategies, and they apply to both English and French Immersion programs.
- The development of these frameworks was guided by the Indigenous Education Responsibility Framework to ensure culturally responsive teaching.
- Teachers used the frameworks to plan, instruct, and assess, with a consistent emphasis on equity and student engagement.
- Teachers and administrators received focused training to implement the frameworks.

PreK-Grade 8 Assessment Model and Guide Implemented

- The newly developed PreK-Grade 8 assessment model and guide was implemented across all PreK-Grade 8 programs.
- This model was grounded in the provincial document *Supporting Student Assessment in Saskatchewan*.
- School-based administrators helped support the integration of this model into instructional practice.
- The guide delivered a consistent framework for formative and summative assessment, aligned with provincial expectations.
- Staff underwent targeted training to adopt and apply the new practices.
- Information regarding the changes to grading and reporting was communicated to parents/caregivers.

Infrastructure and Transportation

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

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

School	Grades	Location
M.J. Coldwell School	PreK-8	103 Fairview Road
MacNeill School	K-8	6215 Whelan Drive
Marion McVeety School	PreK-8	38 Turgeon Crescent
Martin Collegiate	9-12	1100 McIntosh Street
McDermid School	PreK-8	139 Toronto Street
McLurg School	PreK-8	125 Paynter Crescent
Plainsview School	PreK-8	7741 Mapleford Boulevard
Regina Christian School	K-12	2505 23rd Avenue
Regina Huda School	K-12	40 Sheppard Street
Rosemont School	PreK-8	841 Horace Street
Ruth M. Buck School	K-8	6330 7th Avenue N.
Ruth Pawson School	K-8	40 Weekes Crescent
Scott Collegiate	9-12	3355 6th Avenue
Seven Stones School	PreK-8	1101 Princess Street
Sheldon-Williams Collegiate	9-12	2601 Coronation Street
The Crescents School	K-8	2401 Retallack Street
Thom Collegiate	9-12	265 Argyle Street N.
Thomson School	PreK-8	2033 Toronto Street
W.F. Ready School	K-8	2710 Helmsing Street
W.H. Ford School	PreK-8	480 Rink Avenue
Walker School	PreK-8	5637 7th Avenue
Wilfred Hunt School	K-8	101 Mayfield Road
Winston Knoll Collegiate	9-12	5255 Rochdale Boulevard

Infrastructure Projects

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

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

RPS made progress on the following capital projects during the 2024-25 school year based on Ministry of Education approval.

Major Capital Project	2024-25 Activity
Harbour Landing West Joint-Use School	Project tendered and awarded. Site work started in May 2025.
North Regina Joint-Use School	Constructed continued throughout the 2024-25 year with the school opening to students September 2025.
Campbell Collegiate Vocational Wing Foundation	Project management awarded.
Southeast Joint-Use Elementary School	Project management and design team awarded.
Southeast Joint-Use High School	No further work in the 2024-25 year since site planning and school requirements pre-planning in 2023-24.

Preventative maintenance and renewal (PMR) funding is provided for repairs and enhancements to existing facilities.

The following infrastructure projects (exceeding \$200,000) were undertaken in 2024-25.

Infrastructure Projects			
School	Project	Details	2024-25 Cost
Thom Collegiate	Boiler	Replace boiler and asbestos removal	\$349,551
Thom Collegiate	Boiler	Boiler and piping	\$574,406
Judge Bryant School	Boiler	Replace boiler and asbestos removal	\$202,776
Dr. L.M Hanna School	Upgrade	Replace roof section A	\$365,584
École Massey	Upgrade	Upgrade flooring	\$319,226
Martin Collegiate	Upgrade	Roof replacement	\$629,942
Martin Collegiate	Upgrade	Roof replacement	\$310,791
F.W. Johnson Collegiate	Upgrade	Stair work	\$455,266
Total			\$3,207,542

Facilities and Information Technology initiatives in 2024-25 that supported the Strategic Plan include the following.

GOALS	ACTIONS	2024-25 RESULTS
Create accepting, safe, inclusive, and accountable learning and working spaces.	Develop accessible, inclusive, and functional congregated program spaces.	<ul style="list-style-type: none"> Completed review of current and potential intensive support spaces across the division; PMR funding allocations were made spanning into 2028 to allow for future needs.
	Develop culturally affirming spaces across the division.	<ul style="list-style-type: none"> Completed F.W. Johnson Collegiate outdoor space and the tawâw cultural shared space.

GOALS	ACTIONS	2024-25 RESULTS
	Build capacity and competency in staff on division-standard technology tools and applications.	<ul style="list-style-type: none"> Started a system software training series for the principals. The focus is to provide training on deployed Microsoft 365 services to assist principals in their daily work. Renewed online IT training platform for IT staff to upgrade skillsets on new technologies. Enhancement of the Cybersecurity training program to provide additional training. Performing regular phishing simulation tests for all users.
Provide targeted and high-quality staff professional development and skills training.	Develop and implement information technology service standards and processes to support reliable service delivery and strengthen accountability.	<ul style="list-style-type: none"> Created OneNote notebook to begin to compile internal IT processes into a single location to allow easy access for the team to provide consistent and reliable service delivery. Developed a process to automatically assign incidents from Cybersecurity monitoring platform to the service desk in the IT service management tool. This allowed for faster processing of security related incidents.
Leverage technology to inform, engage, connect, and protect.	Develop and implement information technology hardware and application standards to ensure reliable and sustainable technology for students and staff.	<ul style="list-style-type: none"> Reviewed hardware list and refresh cycles to determine adjustments required to operate within budget allocation. Evaluated and selected alternative laptop and network equipment manufacturers to continue to provide reliable and sustainable infrastructure while reducing costs.
	Develop and implement enhanced information technology security standards.	<ul style="list-style-type: none"> Enhanced reporting for Cybersecurity training and phishing simulations to enhance cybersecurity skillset for staff. Implemented security enhancements in the Microsoft 365 infrastructure based on recommendations from Cybersecurity partner.
	Improve client service by developing and implementing service standards and updating Service Desk tools and processes.	<ul style="list-style-type: none"> Evaluated and updated service level standards to improve service level response and resolution times for Urgent, High, Medium and Low priority level incidents. Implemented ticket automation rules for automatically assigning incidents to the correct team for faster processing.

GOALS	ACTIONS	2024-25 RESULTS
	Effectively manage approved major and minor capital projects.	<ul style="list-style-type: none"> Approved capital projects are underway. tawâw school has been completed. Construction has begun at the Harbour Landing West school site and Design planning is underway for the South East Joint Use Elementary.
<p>Create safe, healthy, functional, and modern learning and working spaces.</p>	Evaluate the effectiveness of new school design features by seeking feedback from staff to guide future new school design.	<ul style="list-style-type: none"> Released the feedback survey on new school design features to obtain front-line staff feedback. Information was reviewed and will be taken into consideration.
	Develop and implement standardized, equitable processes for school facility project requests and prioritization.	<ul style="list-style-type: none"> Continued use of Minor Project Request form has allowed us to streamline and prioritize school projects. Department reviews and prioritization have created efficiencies within the department.
	Evaluate safety measures to update and improve building safety and security protocols and practices.	<ul style="list-style-type: none"> Continued work on new administrative procedures.

Transportation

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

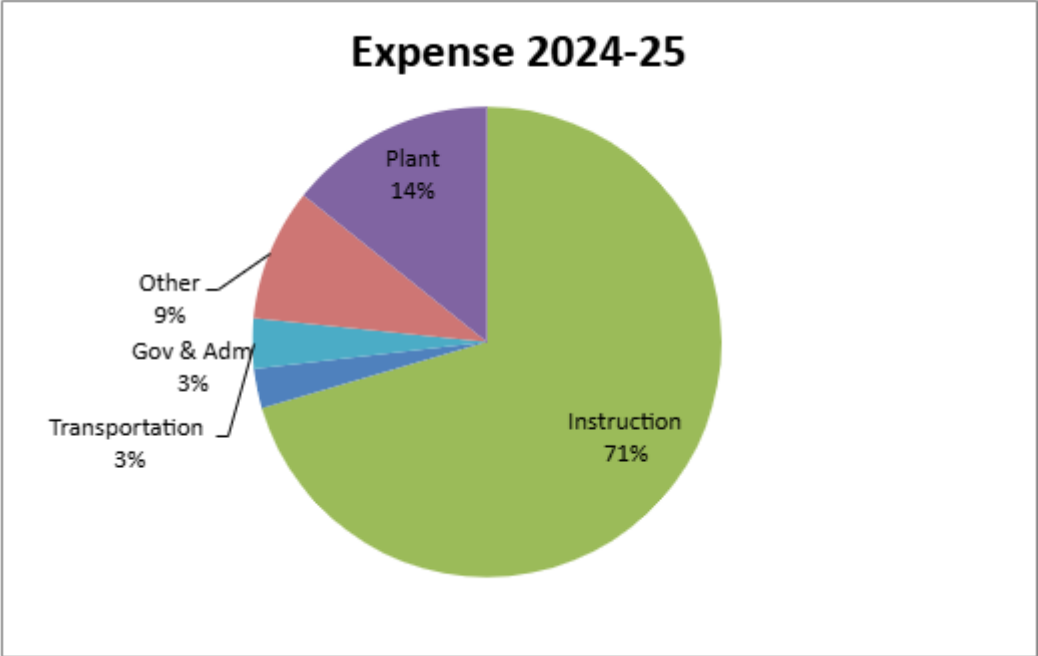
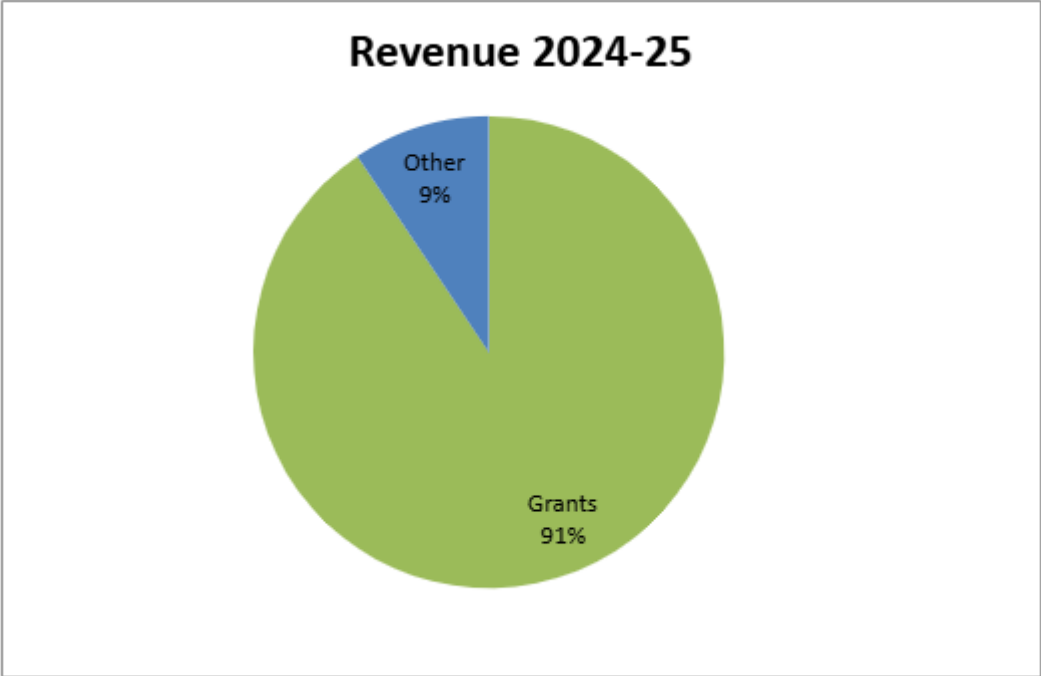
Transportation initiatives in 2024-25 that support the RPS Strategic Plan include the following:

GOALS	ACTIONS	2024-25 RESULTS
Provide safe and efficient transportation services.	Analyze transportation logistics and processes and develop new approaches to promote light vehicle and bussing efficiency.	<ul style="list-style-type: none"> • Confirmed net positive impacts from the 2024-25 efficiency strategies. • Review of transportation boundaries for east side schools and tawâw school.

2023-27 RPS STRATEGIC PLAN TRANSPORTATION PERFORMANCE MEASURES
<ul style="list-style-type: none"> • Percent of bused students riding 45 minutes or less one way. • Percent of bused students transported on buses compared to light vehicles. • Bus utilization rates. • Number of bus accidents reported to SGI.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2025 Budget	2025 Actual	2024 Actual	Budget to Actual Variance Over/(Under)	Budget to Actual % Variance	Note
REVENUES						
Grants	288,209,317	294,750,576	268,928,144	6,541,259	2%	
Tuition and Related Fees	969,000	776,263	518,751	(192,737)	-20%	1
School Generated Funds	4,786,000	5,894,765	5,068,476	1,108,765	23%	2
Complementary Services	4,569,700	5,363,276	4,769,738	793,576	17%	3
External Services	13,413,595	15,513,388	13,456,304	2,099,793	16%	4
Other	2,248,400	3,121,505	3,012,879	873,105	39%	5
Total Revenues	314,196,012	325,419,773	295,754,292	11,223,761	4%	
EXPENSES						
Governance	898,468	889,918	695,677	(8,550)	-1%	
Administration	7,460,380	7,690,303	7,342,213	229,923	3%	
Instruction	215,612,623	221,991,073	203,244,325	6,378,450	3%	
Plant	44,352,929	44,975,643	43,285,723	622,714	1%	
Transportation	10,602,189	10,849,140	9,467,547	246,951	2%	
Tuition and Related Fees	279,500	319,690	251,727	40,190	14%	6
School Generated Funds	3,687,000	4,746,077	4,197,915	1,059,077	29%	7
Complementary Services	5,907,283	6,990,708	6,475,470	1,083,425	18%	8
External Services	13,413,595	15,392,671	13,440,032	1,979,076	15%	9
Other Expenses	963,107	1,247,902	1,004,657	284,795	30%	10
Total Expenses	303,177,074	315,093,125	289,405,286	11,916,051	4%	
Surplus for the Year	11,018,938	10,326,648	6,349,006			

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

Note	Explanation
1	Under budget as a result of fewer than estimated students from Ranch Ehrlo.
2	Over budget as a result of higher collection of funds from schools for curricular and non-curricular activities.
3	Over budget as a result of additional grants received to expand the Early Learning Intensive Support Program, mental health capacity building, nutrition, youth in custody and hospital schools.
4	Over budget as a result of an increase in operating budget for the Associate schools and revenue received from SGI for the driver education program.
5	Over budget as a result of higher interest income than budgeted and Saskatchewan School Board Association general insurance excess payment.
6	Over budget due to an additional student at Ranch Ehrlo.
7	Over budget as a result of higher collection of funds from schools for curricular and non-curricular activities resulting in higher expenses.
8	Over budget due to higher budgeted salaries and expansion of the Early Learning Intensive Support Program.
9	Over budget as a result of an increase in operating budget for the Associate schools and increase in SGI driver education program payments (cost-recovery).
10	Higher than budget as a result of a loss on the disposal of capital assets.

Appendix A – Payee List

Board Remuneration

The following lists all payments made to and on behalf of board of education members.

Name	Remuneration (\$)	Travel		Professional Development		Other (\$)	Total (\$)
		In Province (\$)	Out of Province (\$)	In Province(\$)	Out of Province (\$)		
ANDERSON, CINDY	35,359	-	-	1,259	-	-	36,618
HICKS, ADAM*	39,417	-	-	1,631	-	-	41,048
JALETA, TED	33,570	-	-	592	-	-	34,162
MCMURCHY, TRACEY	35,359	-	-	2,564	-	-	37,923
MOLSON, TARA**	8,474	-	-	-	-	-	8,474
MUTALA, BRANDON-SHEA	26,865	-	-	2,417	-	-	29,282
TRUSZKOWSKI, SARAH CUMMINGS	36,641	-	-	2,215	-	-	38,856
WEEKES, LACEY	35,688	-	-	2,573	1,016	-	39,277

* Adam Hicks is the Chairperson of Regina Public Schools Board of Education.

** Tara Molson's term ended November 12, 2024.

Personal Services

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

Name	Amount (\$)
AAMIR, HINA	60,917
ABBOTT-SAULTEAUX, SEQUOIA	71,392
ABDULHADI, AMIRA	81,406
ACERON, GLEN	65,314
ACHEMICHUK, DANITA	106,503
ACKERMAN, JASON	97,617
ADAM, BRENT	107,273
ADAMS, CINDY	114,670
ADAMS, KELLY	107,203

Name	Amount (\$)
ADAMS, KYLA	139,964
ADAMS, SARAH	104,057
ADEDE, OCHIENG	83,233
ADELMAN, SCOTT	106,169
ADEMA, ELINOR	105,075
ADEMA, RUTH	113,138
AGARAND, ANGELA	108,255
AGECOUTAY-SWEET, NATALIE	116,419
AGOPSOWICZ, SANDRA	102,558

Name	Amount (\$)
AGOPSOWICZ, TIFFANY	105,065
AGUSTIN, ANGELITO	54,088
AHMED, SADRAH	75,352
AIGINITIS, MARIA	102,302
AINSLEY, RENEE	102,229
AITKEN, JUSTIN	118,614
ALEXANDER, BROOKE	77,381
ALEXANDER, HOLLY	108,305
ALEXANDER, JENNIFER	104,507
ALLEN, MICHAEL JOHN	90,945
AMBLE, CHETAN	97,021
AMBROSIA, JEFFREY	115,227
AMON, PATRICK	82,676
AMYOTTE, BREANNE	80,627
ANDAL, MILISSA	109,999
ANDERS, SHERI-LYNN	101,631
ANDERSEN, KIMBERLY	109,616
ANDERSON COBB, KIMBERLY	106,860
ANDERSON, DELAINE	112,621
ANDERSON, KAREN	121,897
ANDERSON, KATHERINE	107,203
ANDERSON, MARIA	107,904
ANDERSON, MEG	77,049
ANDERSON, NICOLE	89,956
ANDERSON, QUINN	83,266
ANDERSON, TRISTEN	105,387
ANGUE, ARTHUR	56,341
ANSARI, MYRA	67,388
ANTAL, SHARLA	104,162
ANTONINI, CORY	130,308
ANTONOWITSCH, JUSTIN	87,844
ANTROBUS, LEANNE	81,667
APPEL, TAMELA	103,322
APPERLEY, DEANNA	109,545
APPLEBY, JAMES	103,174
ARACKAL ANTONY, JOSE	57,454

Name	Amount (\$)
ARANEDA, ANDRES	96,862
ARCARI, MELISSA	60,005
ARCHAMBAULT, MARIE- PIER	111,630
ARCHAMBAULT, MONICA	107,670
ARCHIBALD, RYAN	69,679
ARDELAN, DARA	102,353
ARGUE, LANA	111,099
ARGUIN, BREE	127,791
ARMBRUSTER, BONNIE	54,211
ARMBRUSTER, JOCELYN	104,250
ARMBRUSTER, LEIGHTON	98,444
ARMSTRONG, JAMIE	108,673
ARMSTRONG, JENNIFER	53,992
ARMSTRONG, NANCY	56,282
ARSCOTT, SARAH	71,584
ARSENAULT, MARCY	53,269
ASH, CARLA	75,896
ASH, DANIELLE	108,062
ASHTON, LISA	83,380
ATCHISON, JES	105,983
ATEM, MARTINO	97,670
ATKINS, ANITA	81,925
AUBICHON, DEANNA	76,213
AUDET, KRISTINE	105,122
AUDET, MORGAN	81,909
AUSMUS-DIETRICH, COURTNEY	63,701
AVRAM, LISA	107,532
AYI-BISAH, LISA	72,340
BABER, RACHEL	82,296
BACHIU, BRENT	153,061
BACHYNSKI, CAROL	53,371
BACK, COLIN	105,811
BACK, JILL	107,626
BACON, SHANNON	111,840
BAETE, MONIQUE	105,664

Name	Amount (\$)
BAHT, JEREMY	68,628
BAILEY, KELSEY	94,115
BAKFALOUNI, RAMI	81,009
BALAS, DON	142,697
BALDO, ERIKA	121,239
BALDWIN, CORY	100,919
BALDWIN, MEGAN	113,900
BALI, JORDAN	89,024
BALKWILL, ANGELA	159,973
BALLIU, SUZANA	53,476
BAMFORD, STEPHANIE	104,984
BANSLEY, SCOTT	127,081
BARAN, JACQUELINE	62,371
BARBER, JANEEN	105,885
BARBER, MARLEE	77,394
BARBER, NEIL	104,973
BARIUAN, JOSE	64,807
BARNES, MADISON	52,399
BARNES, NICHOLAS	105,858
BARON, SHAWNA	53,285
BARRETT, SARAH	106,358
BARROW, MARY	130,308
BARTH, JAMIE	104,788
BASI, HARBINDER	113,311
BASNICKI, ERINN	84,157
BATIUK, RHONDA	94,688
BAUCHE, DANIELLE	92,667
BAUER, CHELSEA	78,157
BAUMGARTNER, AARON	185,112
BAUMGARTNER, SARAH	108,580
BAUTISTA CHERNICK, ALLENE	88,260
BAXTER, LEE	51,228
BAY, BREHANNA	74,633
BEAR, DAWN	98,557
BEATTIE, JENNIFER	111,687
BECKMANN, LEE	109,907
BEDARD, FRANCE	112,303

Name	Amount (\$)
BEDORE, HAYLIE	91,327
BEESEY, BRUCE	67,354
BEKKER, JOSHUA	107,203
BELICK, LAURIE	87,070
BELIVEAU, KENDRA	122,390
BELL, COURTNEY	80,613
BELLE, JAMES	107,203
BELLE, SHELBY	109,276
BELLEGARDE, MACKENZIE	74,209
BELLISLE, WILLOW	89,778
BELVEDERE, CHELSEA	101,700
BELYK, BRITTON	71,826
BENESH, AMANDA	94,512
BENJAMIN, ERIC	127,822
BENJAMIN, ERIN	110,200
BENKO, SAVANNAH	81,126
BENOIT, LORI	107,338
BENSON, BRETT	114,237
BENSON, ELIZABETH	109,381
BENSON, SHAYLYN	59,824
BENTZ, ANGELA	102,402
BERGEY KAIP, KIMBERLY	106,801
BERGSTEINSON, TYLER	50,860
BERMUDEZ, MARIA	50,172
BERMUDEZ, MARK	53,389
BERMUDEZ, SOCORRO	53,021
BERNHAUSER, KELSEY	82,161
BERRIAULT, HEATHER	107,203
BERRIAULT, MARI-ANNE	91,725
BERUBE, DANIEL	97,916
BEST, JORDAN	57,728
BETSON, ERIN	141,391
BIDULKA, ZVEZDANA	56,497
BIEBER, LAURA	80,440
BILOKURY, KAYLA	114,168
BIRD, LEATHA	108,069

Name	Amount (\$)
BIRGAN DEACON, YASEMIN	121,528
BIRNIE, LANA	124,642
BISHOFF, ERIN	102,499
BISSET, CHANELLE	59,253
BISSONETTE, YVETTE	53,856
BLACK, JEREMY	142,847
BLAIR DUECK, LAURIE	110,365
BLAIR, DOUG	102,077
BLAKE, TAYLOR	67,723
BLAKE, TINA	106,956
BLAMPIED, LEANDRA	63,560
BLENKIN, PAMELA	102,474
BLENKIN, ROBERT	87,024
BLOCH, SWEYN-ERIC	64,140
BLONDEAU, LUCAS	103,318
BLONDEAU, RICHARD	55,456
BLYTH, JANINE	141,046
BODNAR, COURTNEY	107,604
BODNARCHUK, RYAN	87,117
BOE, TRACY	53,507
BOEHME, LORI	102,281
BOHACH, DOMINIK	69,798
BOHAY, LEXY	96,283
BOLANOS, MARK	53,995
BOLDU CORREA, DEJANIRE	78,241
BOLEN, CHRISTINE	102,077
BOLEN, SHEILA	62,843
BOLIANATZ, ROBERTA	83,156
BOLTON, KENNETH	57,904
BONNEAU, VICTORIA	127,064
BONNOR, CHAS	107,576
BONUS, KEVIN	84,016
BOOTH, TABITHA	120,673
BORLAND, SIENNA	94,985
BORYS, JANELLE	105,858
BOSCHE, AMY	88,599

Name	Amount (\$)
BOSLEY, BLAYNE	106,101
BOULANGER, ALLISON	117,011
BOURQUE, NADINE	102,322
BOUTIN, JANELLE	72,434
BOWES, MONIQUE	144,723
BOYCHUK, ORISHA	96,478
BOYD, MASON	62,944
BOYD, NEEJA	105,727
BOYD, SYDNEY	81,735
BOYDE, CHRISTINE	82,546
BOYNTON, KARLA	72,084
BRACE, AMANDA	122,601
BRACE, GRAHAM	79,175
BRADLEY, JESSE	135,079
BRADLEY, SHANNON	98,138
BRADLEY, STACEY	129,632
BRAITHWAITE, STACEY	116,015
BRANDT, ANDREW	95,216
BRANDT, SYDNEY	95,630
BRAUN, LUKE	119,714
BRAY, CRYSTAL	103,521
BREITKREUZ, TROY	111,115
BRETNELL, CARLIE	55,387
BRESCIANI, EMILY	88,967
BREWER, JOLIE	102,241
BREZINSKI, DORI-LYN	92,850
BREZINSKI, GWENDOLYN	150,013
BREZINSKI, JACKSON	51,547
BREZINSKI, KELLY	129,965
BRIDGEMAN, JANNAE	108,257
BRIDGEMAN, SCOTT	103,855
BRIERE, JENNIFER	103,554
BRITTON, SHAWNA	102,229
BROCK, ADAM	91,151
BROCK, SIDNI	96,861
BRODZIAK, SHELLEY	118,058
BROWN, JODEY	59,754
BROWN, JOSHUA	64,126

Name	Amount (\$)
BROWN, KIM	81,986
BROWN, KYLE	88,474
BROWN, NADINE	72,443
BROWN, SHANNON	108,267
BROWNE, DAKOTA	87,751
BRULE, FRANCINE	88,790
BUBB, SENTILLA	75,840
BUCHAN, SARAH	101,711
BUCHANAN, DEVAN	86,635
BUCHKO, DALE	53,332
BUHLER, TYSON	107,230
BURGESS, BREE	51,114
BURGESS, GARY	87,940
BURKHOLDER, SHYLOA	101,366
BURKHOLDER, THERESSA	59,391
BURNETT, MELISSA	116,145
BURNS, BEVERLY	105,689
BURZMINSKI, DALTON	93,929
BUSSIERE, DARRYL	121,106
BUTLER, MICHAELA	78,277
BYLSMA, RENAE	104,659
BZDEL, MARK	107,203
CALAMAAN, ELMER	58,577
CAMPBELL, KASSANDRA	124,613
CANLAS, JOEL	67,033
CANLAS, PAUL	55,775
CAPPO, JEFFERY	107,386
CARIGNAN, DARLA	102,238
CARLSON, GISELE	130,332
CARON, KYLE	54,897
CARR, JOCELYN	116,932
CARSWELL, BRITTANY	91,831
CARTER, JOHN	55,444
CARTERI BALASKI, JOELLE	79,446
CARTERI, LINDA	90,970
CASPER, JACQUELINE	107,154

Name	Amount (\$)
CASSWELL, CAROL	84,983
CASTILLO, LAICIL	53,188
CASTILLO, RODERICK	62,949
CASTLE, CLAIRE	116,467
CASWELL, RYAN	106,820
CAWKWELL, JASON	72,193
CENDANA, JOHNNIE	56,810
CHAKARANI, KIRAN	53,663
CHAMBERS, KELLY	96,397
CHAMMARTIN, MICHEL	60,921
CHAMORRO, HELMERTS	55,468
CHAN, HENRY	54,271
CHAN, ROANNA	105,338
CHANG, MICHAEL	71,641
CHAPMAN, LESLIE	113,336
CHASE, JACQUELINE	118,857
CHASE, MELISSA	112,281
CHATANI, KRISTEN	86,270
CHEAH DELNEA, VICKI	53,045
CHEN, PEIYAN	52,431
CHEREPUSCHAK, NATASHA	102,229
CHEREPUSCHAK, ROBERT	108,632
CHERKAS, LAKEN	102,715
CHERKEWICH, ALLISON	138,894
CHERNICK, ELIZABETH	82,213
CHERNOFF, LINDSAY	100,158
CHILD, NEIL	113,311
CHISHOLM, ANGELA	93,844
CHITTICK, CHELSEA	102,940
CHRISTIANSEN, JODI	108,276
CHRISTIANSEN, KYLA	104,907
CHRISTOFFEL, KATHLEEN	132,751
CHRISTOPHERSON, JOEL	107,203
CHRISTOPHERSON, KELLEY	102,229
CHURCH, JASON	107,203
CHURKO, KIMBERLY	53,054

Name	Amount (\$)
CLAKE, MEGAN	102,770
CLAMPITT, DAVID	107,187
CLARK, AMY	78,771
CLARK, ERICA	81,419
CLARO, MARIA	107,412
CLAUSON, KELSEY	109,504
CLAYARDS, HEIDI	124,642
CLAYTON, ASHLEY	111,139
CLEMENT, ALEXANDRE	85,342
CLEMENTS, CRYSTAL	107,259
CLEVELAND, TRACI	119,906
CLIFFORD, CHELSEY	91,096
CLIFFORD, DENA	50,316
CLIFFORD, KEVIN	66,598
CLIFTON, EVAN	92,419
CLYNE, DELAINE	60,033
COBB, CHELSEY	79,953
COCHRANE, TERA	74,267
COFFIN, TIA	111,565
COLEMAN, GLENNA	94,546
COLEMAN, JASON	194,614
COLEMAN, JENNIFER	112,931
COLERIDGE, NICOLE	102,284
COLLADO, AMY	105,539
COLLER, HOLLY	93,992
COLLIER, ANDREW	73,469
COLLIER, NAOMI	109,608
COMANIUK, SANDRA	69,683
COMPAIN, MARGARET	87,312
CONWAY, VICKI	102,312
COOK, DEANNA	108,774
COOK, LACEY	103,038
COOKE, NICOLE	69,793
CORBETT, LEAH	102,229
CORBIN, MONICA	117,709
CORNELIUS, KRYSTAL	88,976
CORNWALL, JULIE	108,347
CORTEZ, KISH	54,284

Name	Amount (\$)
COSTANZA, CHRISTINA	102,986
COUNIOS, EVANGELIA	106,629
COWPER, KAITLYN	63,054
COWPER, ZACHARY	81,399
CRAIG, LINDSEY	100,899
CRAIG, VIVIAN	61,244
CRAIGEN, TRACEY	59,356
CRAMER, JOCELYN	73,460
CRAWFORD, KYLA	61,171
CRAWFORD, TRINA	101,774
CRICLOW, SHIANNE	120,399
CROSS, CAMERON	53,096
CROSS, HANNAH	88,519
CROSS, JAMIE	107,203
CROSSMAN, MANDY	102,248
CROWE, NICOLE	90,528
CRUMLY-WELLINGTON, MICHELLE	101,045
CRUSE, BRITTNEE	109,493
CRUSE, KELLY	89,102
CRUSE, RYAN	106,820
CSADA, RYAN	54,289
CULBENGAN, ERNESTO	69,453
CULLETON, JENNIFER	76,510
CULLINS, TRACY	102,590
CUNNINGHAM, NICOLE	105,233
CURTIS, ANDRA	104,606
CURTIS, JOCELYN	105,153
CUSHWAY, ALISON	102,210
CUSHWAY, RUSSELL	102,229
CUTTING, CAMBRI	111,863
CUTTING, PAUL	85,647
CYR, JACOB	63,272
CYR, KEN	77,240
CYR, VANEA	159,973
CZEMERES, KAYLA	86,054
DACEY, MICHAEL	107,698
DADIE, KOUABRAN	99,690

Name	Amount (\$)
DAELICK, CAMBRI	67,841
DAELICK, LORI	180,446
DAHL, DOUGLAS	123,202
DAHLGREN, WAYNE	136,047
DAKA, ALLISON	107,238
DALY, KIMBERLY	69,502
DANIELS, BRANDEN	82,038
DANIELS, DUANE	158,739
DANYLUK, CARMEN	113,606
DAS, CHITRALEKHA	53,658
DAVENPORT, CARTER	81,511
DAVID, RHONEIL	66,314
DAVIDSON, LISA	100,803
DAVIDSON, TROY	115,055
DAVIES, JENNIE	113,311
DAVIS, JACQUELYN	100,110
DAVIS, KELSEY	80,370
DAVIS, SHANNON	75,645
DAVIS-YAU, STEPHANIE	103,221
DAWSON, ALEXANDRA	71,992
DAWUDA, ALHASSAN	106,838
DAY, NICHOLAS	83,852
DAYMAN, KELSEY	97,765
DE LA CRUZ, DENNIS	65,953
DE LA CRUZ, GEORGE	66,572
DE LA CRUZ, NOEL	56,588
DE PAZ, RAFAEL	58,004
DEADLOCK, LENA E	71,654
DECK, KELLY	63,184
DEIS, JAMIE	55,813
DEIS, KELLY	104,928
DELA SANTA, WELL	78,542
DELORME, ALANA	110,564
DELORME, RUTH	102,254
DEMYEN, GALE	68,635
DENNIS, AMY	108,567
DENNIS, CONNIE	101,905
DEREN, AMERY	101,569

Name	Amount (\$)
DERENISKY, KATHRYN	68,984
DERENISKY, SANDRA	102,432
DERINGER, DONARAE	104,055
DERKATCH, MINDY	113,320
DERKITT, LYNN	105,542
DERMODY, KAREN	102,229
DERZAPH, PATRICIA	65,902
DESJARLAIS, BROADRICK	102,248
DESJARLAIS, DANIELLE	99,831
DESJARLAIS, JENNIFER	110,081
DESNOYERS, MADISON	101,200
DEWITT, JILLIAN	91,278
DIALLO, MAMADOU	97,879
DIEBEL, KELLY	55,896
DIEWOLD, NICHOLE	106,897
DIGNESS, DIANNE	56,097
DINSMORE, DEANNE	112,547
DIXIT, SWATI	93,720
DOELL, HOLLY	96,263
DOERING, CASSANDRA	117,405
DOLMAGE, HEATHER	65,680
DONDA, DEZIRA	53,714
DONOVAN, ANNA-MARIE	107,603
DONOVEL, CHRISTINA	103,740
DORE, CLAIRE	109,318
DOYLE, EILEEN	50,695
DRACKETT, SHAUNA	105,448
DREHER, ANNE-MARIE	101,569
DREHER, KAYCEE	109,339
DRENNAN, JOSHUA	100,098
DRENNAN, VICTORIA	87,265
DREVER, TRISTA	73,276
DRIVER, DANIELLE	107,216
DRUMM, MACKENZIE	88,090
DRYBURGH, TARA	102,728
DUCHARME, JESSE	69,230
DUCK, MICHAEL	119,203

Name	Amount (\$)
DUECK, MICHELLE	107,400
DUFFIELD, BLAINE	104,363
DUKE, TAMMY	136,791
DUMELIE, DANIELLE	107,203
DUMONT, KYLE	106,234
DUMONT, TENILLE	113,790
DUNCAN, SHARLA	65,984
DURAN, ALEXANDRA	113,282
DUREAULT, ALANA	82,006
DUSARAN, FERNANDO	72,008
DUSARAN, FRANCIS	75,727
DUSYK, CEANE	107,203
DYCK, DAVID	88,090
DYCK, JESSICA	70,907
DYCK, KENTON	77,108
DYCK, MICHAEL	71,584
DYNNA, MICHAEL	91,773
DZUBINSKI, STEPHANIE	98,204
EASHAPPIE, CHARLENE	50,574
EBEL, JANELL	51,587
EBERLE, CANDICE	102,222
EBERLE, KARLEE	50,275
EBERTS, EVA	108,897
ECKERT, ANESSA	82,238
EDEY, GWENDOLYN	100,526
EDGAR, JANELLE	76,193
EGETO, MEGAN	114,389
EISWIRTH, JUSTIN	106,437
ELAYEK, BASSANT	55,297
ELBERG, TANYA	112,928
ELDER, LANCE	135,970
ELLES, JAIHRA	72,208
ELLES, MANDI	102,197
ELLIOTT, JAIMIE	97,474
ELLIS, LAURIE	134,219
ELLIS, TRACEY	141,624
EMPRINGHAM, AMY	107,510
ENDICOTT, JEFFERY	106,609

Name	Amount (\$)
ENDSIN, STEFAN	53,612
ENGBERS, CHRISTINA	100,913
ENGEL, RICHARD	51,666
ENGEN, CHRISTOPHER	116,007
ENION, ASHLEY	106,293
ENION, CONNOR	81,388
EPP, DELANEY	67,206
ERMEL, DONOVAN	56,838
ERMEL, JULIA	83,499
ESCOTT, KYLIE	73,063
ESKDALE, GLORIA	88,109
EURICH, SARAH	74,611
EVANS, KELLI	114,100
EWEN, ANNA	74,750
EWERT-MOLESKY, GWYNETH	60,907
EWERT-MOLESKY, LARA	107,203
EXNER, DANETTE	180,446
EXNER, KELTIE	127,445
EXNER, KRISTIN	101,034
EYRE, STEPHANIE	104,369
FARHAT, UZMA	58,242
FARLEY, STEPHANIE	90,845
FAVEL, SANDRA	107,290
FAY, MEGAN	97,309
FAYANT, SHANNON	145,212
FAZAKAS, MARILYN	61,914
FEDORUS, SHANNON	112,705
FEDYCK, RYAN	71,704
FEHR, MATTHEW	113,138
FEHR-ROSE, RAELEEN	113,311
FELLNER, JADE	103,738
FELLNER, SKYLER	101,236
FELSTROM, NANCY	112,059
FERWERDA, MICHELLE	109,010
FICK, MIRANDA	89,831
FICKO, SARAH	114,150
FICOR, JOCELYN	100,796

Name	Amount (\$)
FIEGE, BECKY	102,077
FIEGE, KIRK	105,955
FILBY, SARAH	108,469
FILSON, JOSEPH	122,676
FILYK, REGAN	99,049
FINDLAY POCKETT, HEATHER	113,144
FINSTAD, PAUL	63,405
FIORANTE, LISA	101,545
FIORANTE, PAULA	102,471
FISCHL, JESSICA	100,938
FISHER, CASSANDRA	94,364
FISHER, DIONNE	78,770
FISHER, RICHANDA	100,281
FLAMAN, TAMMY	107,275
FLENGERIS, MARIA	77,483
FLETCHER, AMBER	103,469
FLOOD, RYAN	107,203
FLOREK, CARLIE	110,092
FLOREK, DONOVAN	96,447
FLOYD, DEVON	99,397
FLUDE, KATHERINE	58,574
FLUTER, DAVID	55,581
FOELL, JENNIFER	114,077
FOKOU AKIFACK, VERONIQUE	54,605
FORAIE, MICHAEL	68,495
FORBES, DARREN	107,203
FORD, HENRY	102,229
FOREMAN, ANDREW	107,974
FOREMAN, DALLAS	113,311
FORNWALD, DENNIE	89,187
FORREST, SALEMA	109,644
FORREST, SHELLEY	103,720
FORSBERG, CARISSA	98,622
FORSYTH, KYLEE	102,229
FOSTER, KENT	101,543
FOSTER, SHERRON	109,047

Name	Amount (\$)
FOX-SCHAFFER, SAGE	73,395
FRAESE, SHARON	106,711
FRANK, BRADY	75,422
FRANK, BRAYDEN	90,560
FRANKLIN, TERRALEE	105,211
FRANSOO, ALYSSA	107,140
FRASER, MIRANDA	99,903
FRASER, PAYDEN	98,850
FRAZER, LISA	110,945
FREDERICKSON, TERRI	107,203
FREDERIKSEN, BRENDA	124,470
FRIDAY, KEENAN	67,827
FRIES, MEGAN	75,586
FRIESEN, TIMOTHY	89,145
FRIGON, JAMES	111,027
FRIGON, LORI	106,820
FROH, LINDA	109,315
FROH, TARA	105,113
FROM, HILLARY	82,635
FRY, JORDAN	58,818
FRY, RENATTA	110,403
FUCHS, ERIN	78,216
FULLER, DESTINY	71,025
FULTON, SCOTT	100,161
FURMAN, DANIEL	94,920
GABEL, AMANDA	101,126
GABOURY, JEREMY	105,088
GAERTNER, LILA	57,139
GALAN, JUSTINE	99,785
GALBRAITH, KRISTY	106,669
GALE, ERIN	53,625
GAMBLE, RICHELLE	77,986
GANES, MARK	100,514
GANS, BOBBI-LYNN	59,536
GANSHIRT, DAWN	93,450
GARDINER, JENNIFER	109,012
GARDINER, SCOTT	113,608
GARDNER, BRENDA	56,064

Name	Amount (\$)
GARNER, LARISSA	104,940
GAROZA, GILBERT BORJA	58,580
GARRATE, AMY	61,087
GARRATT, LINDA-LEA	100,484
GARROW, KIMBERLY	61,749
GASPARIC-BLOCK, KRISTINA	62,798
GATES, NICOLE	114,554
GATIN, BRIAN	113,269
GATTINGER, ANGELICA	67,430
GATTINGER, MEAGAN	92,795
GAUTHIER, SHAWN	78,263
GAUVIN, MATHIEU	73,715
GAZDA, KAYLAN	98,994
GEBERT, JESSE	64,998
GEBHART, BRENT	95,283
GEDDES, ERIN	136,953
GEHL, ELIZABETH	71,784
GEISS, LINDSAY	116,304
GELINAS, KAYLA	98,346
GELLNER, LYNDA	109,357
GELSINGER, BRENT	106,609
GEMMELL, MEGAN	96,718
GEORGACACOS, LINDSAY	108,642
GEORGE, JONATHAN	102,126
GEREIN, TODD	108,990
GERLACH, MELISSA	117,814
GERRAND, ANDREW	97,090
GERRIOR, MICHAEL	118,888
GERRIOR, STEPHANIE	108,302
GERSPACHER, JOCELYN	100,831
GERVAN, TARYN	66,073
GETZ, ALLISON	98,042
GIAMBATTISTA, JORDAN	72,890
GIBSON, CHRISTOPHER	76,859
GIBSON, KELSEY	70,932
GIBSON, LACY	101,846

Name	Amount (\$)
GIESBRECHT, MATTHEW	107,793
GILL, ARASHDEEP	75,174
GILLET, KURT	113,030
GILLIES, KAILEY	105,482
GILLIES, STACEY	52,368
GILLINGHAM, DAVID	148,270
GILROY, RULENE	144,255
GILROY, WARREN	107,077
GINETZ, KARRIE	118,874
GIRODAT, DALE	165,567
GIROUX, STEFANIE	107,203
GLASS, NANCY	61,917
GLASSER, JENELLE	107,038
GLASSER, SHERYL	102,229
GLASSPELL, GEOFFREY	112,352
GLASSPELL, MELISSA	103,263
GLOVER, JUSTINE	117,490
GOBY, BENJAMIN	114,135
GOBY, SONJA	117,643
GODWIN, DINA	98,582
GOEBEL, SCOTT	69,199
GOERTZEN, ASHLEY	103,849
GOGEL, ELIZABETH	68,589
GOODMAN, TRAVIS	89,726
GORDON, SHERI	110,134
GOSKI, BRENNAN	75,969
GOSKI, NANETTE	105,547
GOUDIE, ANASTASIA	91,653
GOULET, KARLA	102,357
GRAD, LESLIE	68,446
GRAF, DAYNA	109,933
GRAJCZYK, KATRINA	102,248
GRANAT, MADELINE	66,765
GRAND, AMANDA	107,519
GRAY-OWEN, KRYSTAL	57,308
GRAYSTON, JASON	102,210
GREEN, DAELYNN	107,984
GREENBERG, STACEY	101,736

Name	Amount (\$)
GREENE, CHRISTINE	103,164
GREENSLADE, JEFFREY	112,625
GREGOIRE, TARYN	131,872
GRODECKI, KATHRYN	113,283
GRODECKI, MICHELLE	113,662
GUEST, KATHLEEN	108,923
GUEST, TARA	112,968
GUILLERMO, RAMSEL	56,288
GULLACHER, PAUL	107,203
GULLICKSON, KELSEY	104,972
HAARMANN, MARK	242,886
HACK, BREANNE	106,777
HACK, KARIN	102,877
HACKEL, DANIELLE	127,725
HACKEL, JORDAN	107,901
HADICAN, STEVEN	107,203
HAGGARD, MELISSA	103,815
HAGMAN, AMANDA	107,203
HAIG, DEANNA	107,070
HAINSTOCK, LORENA	143,251
HALBERT, ALISON	84,582
HALIPCHAK, ANASTASIA	50,792
HALL, ELDON	102,229
HALL, JENNIFER	102,768
HALLADAY, TRACEY	109,827
HALTER, REBECCA	105,199
HALVERSON, ARIANA	93,823
HALVORSEN, REBEKAH	80,796
HALVORSON, JANNA	90,393
HAMANN, PAIGE	69,451
HAMEL, CORY	106,790
HAMEL-SROCHENSKI, CAREY	102,077
HAMILL, KRISTY	113,301
HAMILTON, CHRIS	66,834
HAMILTON, JASON	58,728
HAMILTON, KENNEDY	72,675
HAMILTON, MARLENE	57,792

Name	Amount (\$)
HAMILTON, MEAGHAN	78,182
HAMMETT, REBECCA	102,883
HAMON, ANDREA	101,718
HAMON, CALLAN	100,221
HANIAK, SAMANTHA	102,834
HANNA, BRITTANY	72,010
HANNILA, LIISA	102,427
HANOVER, CAMERON	66,103
HANSEN, KASSANDRA	79,346
HANSLIP, HERMAN	64,854
HARDCASTLE, KAITLIN	90,543
HARDEN, CHRISTINA	111,626
HARLOS, ERIN	101,463
HARRIS, KAREY	137,263
HARRIS, KATHRYN	51,695
HARRISON, JUSTIN	92,052
HARRISON, KATHRYN	127,739
HARRISON, TANIA	104,530
HART, DYLAN	103,857
HARTMAN, CHRISTOPHER	106,217
HARVEY-BROOKS, KATELYNNE	53,909
HAU, STACIE	108,666
HAUS, EMILY	71,567
HAUS, RHONDA	142,064
HAVELANGE, LANTZ	62,904
HAYDEN, ANGELIC	56,028
HAYDUK, HILARY	112,169
HAYKO, KIMBERLEY	61,437
HAYKO, KRISTI	73,882
HEDIN, HEATHER	113,544
HEID, SYDNEY	75,673
HEINEN, LAUNEL	110,056
HEMBROFF, CAELYN	70,705
HENDERSON, CHRISTOPHER	100,777
HENDERSON, DAWNA	105,564
HENDREN, KATHERINE	98,997

Name	Amount (\$)
HENDRY, ADRIANNE	106,843
HENRY, JILL	107,260
HENRY, TYLER	93,469
HENSON, MARGOT	102,597
HERBISON, MORGAN	108,144
HERON, DUSTIN	103,576
HETTERLEY, GREGORY	76,991
HEUCHERT, TANIYA	92,121
HEWARD, WILLIAM	82,411
HEYMEN, JEREMY	59,493
HEYMEN, PETER	65,419
HIBBERT, TERI-LIN	105,763
HICKEY, JORDAN	91,242
HICKS, CHELSEY	106,675
HIGHMOOR, LORI	55,728
HINCKS, JO-ANN	69,614
HINDMARCH, CURTIS	65,015
HINKS, CHARLENE	110,305
HISCHEBETT, KELLY	101,505
HLUSHKO, TREVOR	104,894
HODGINS, LORI	104,106
HODGINS, RYAN	100,185
HODGSON, KIMBERLY	102,944
HODSMAN, JESSICA	109,716
HODSON, HAYLEY	53,731
HOEFT, NESHICA	101,333
HOFFMAN, ANGELA	88,932
HOFFMAN, BRIDGET	64,110
HOFFMAN, MITCHELL	80,633
HOFFMAN, ROBIN	58,229
HOLBROOK, JENNIFER	102,750
HOLBROW, DARRYN	106,860
HOLCOMB, CHRISTOPHER	98,144
HOLLERBAUM, MEGAN	81,888
HOLLINGER, ASHLEY	82,144
HOLLINGER, SHARMAYN	106,258
HOLLINGER, TAYLOR	109,292

Name	Amount (\$)
HOLLYOAK, TARYN	53,472
HOLMES, EMILY	93,832
HOLNESS, KIAH	72,798
HOLOTA, CARMEN	138,089
HOLSTEIN, LEANNE	104,073
HOLTBY, DALLAS	56,042
HOLYWELL, SHELLEY	107,203
HOMINUKE, JAMES	103,801
HONE BEST, JENNIFER	108,913
HORTON, GLENN	69,040
HOUK, TRACY	143,547
HOULDEN, BARRY	107,203
HOUSTON, ROBERT	102,229
HOVANAK, ALEXIS	80,058
HOVE, CARMEN	81,667
HOWARD, APRIL	122,909
HOWARD, KYLEE	85,347
HOWAT, KARLA	181,212
HOWATT, MEGAN	87,498
HOWATT, TYLER	96,277
HOWE, AMBER	67,888
HOWELL, HEATHER	50,879
HOWELL, MAUREEN	53,695
HOWIE, KEILYN	91,259
HOWIE, LORI	104,158
HOWLETT, JANELLE	105,864
HOWLETT, VALERIE	66,200
HOWSE, JASON	110,146
HOWSE-MEISTER, DALE	105,779
HOYT, TANYA	89,538
HUBBARD, MARNIE	110,203
HUBBARD, TRACY	107,216
HUBENIG, JEFF	145,186
HUBER, CHRISTINE	114,839
HUBER, JENNIFER	110,919
HUBER, JENNIFER	113,311
HUBER, MORGAN	55,546
HUFNAGEL, KARLI	79,225

Name	Amount (\$)
HUGHES, CHLOE	105,801
HUGHES, WILLIAM	78,019
HUNT, CHANTALLE	104,164
HUNT, JARED	76,649
HUNT, ROBIN	103,385
HUNTER, CATRINA	108,632
HUNTER, MORGAN	111,202
HUNTER, RENAE	112,136
HUNTER-REAVIE, LEAH	125,515
HUNTINGTON, JENNIFER	95,253
HURFORD, KENT	70,265
HURLBERT, NINA	107,203
HUSBAND, MARK	103,122
HUTCHISON, PAIGE	68,910
HUTT, TAYLOR	89,166
HUTTON, ANGELA	135,513
HWANG, FIONA	66,733
IBBOTT NEISZNER, HILLARY	139,394
IGMEN, GERARDO	53,339
IKERT, KAITLYN	73,374
IQBAL, RASHED	53,599
IRFAN, ALINA	93,043
IRVINE, JESSICA	107,759
ISTACE, DANIELLE	135,877
IVENS, CLAIRE	63,009
IVERSON, MADISON	53,841
JACKSON JENSEN, KRISTOPHER	71,551
JACKSON, ALEXANDRIA	89,868
JACKSON, JANINE	51,130
JACKSON, KAREN	110,290
JACKSON, KIRSTEN	100,933
JACKSON, LINDSAY	118,549
JACOBS, MARK	61,437
JAN, KRISTOPHER	111,344
JANSSEN, JASON	135,463
JANZEN, JODIE	93,353

Name	Amount (\$)
JANZEN, LARA	106,083
JAY, MICHELLE	94,620
JEANNOT, ARMAND	104,068
JENSEN, COLIN	113,755
JENSEN, DIANA	85,549
JESSOP, MARISSA	53,938
JEWORSKI, VANESSA	112,868
JING, XIAOQING	63,134
JO, JAMES	113,311
JOHNS, BRITTANY	98,490
JOHNS, DYLAN	136,992
JOHNSON BECHARD, MYVANWY	107,453
JOHNSON, DONALD	77,116
JOHNSON, SARA	88,890
JOHNSON, SCOTT	107,203
JOHNSON, TRACY	110,167
JOHNSTON, MARIE- FRANCE	53,270
JOHNSTON, TERESA	96,476
JOHNSTONE, SHANNON	90,317
JONES, AMY	114,739
JONES, EMILY	80,201
JONES, ESTHER	54,812
JONES, LISA	102,259
JONES, LYNN	90,538
JONES, MARK	70,196
JONES, TAMMY	99,735
JONES, TYLER	105,367
JONES-LEIBEL, KIMBERLY	106,683
JORDENS, SHARON	99,538
JOSEPHSON, RYAN	130,611
JOST, SANDRA	54,388
KAINZ, JACQUELYN	58,778
KALPAVRAKSH, RESHMI	51,471
KALUZA-HUGHES, CHRISTINA	115,688
KAMBOZ, INDERJIT	113,368
KAMDEM, JEAN-PAUL	91,219

Name	Amount (\$)
KAMINSKY, JENNIFER	112,602
KAMPMAN, JENNA	66,795
KANELLOPOULOS-PERENTES, FOTINI	107,203
KANKINDI, ALICE	96,597
KANNENBERG, BRETT	114,760
KARDYNAL, RYAN	102,229
KASPRICK, JASON	107,203
KASZAS, DARIAN	69,870
KATCHUK, RYAN	72,372
KEEFE, SARAH	113,311
KEIL, TRUDY	112,461
KEIR, KELLY	102,229
KELLN, DANIELLE	83,675
KELLN, MATTHEW	77,860
KELLN, TAMMY	98,772
KELLYMAN, JENNIFER	102,229
KEMP, BROOKE	85,056
KERIMOV, KELI	76,737
KERR, EMMA	109,537
KERR, HEIDI	81,094
KERR, INGRID	104,270
KERSTER, DARIAN	107,174
KESSEL, JAYA	70,193
KILBACK, SHEA	106,660
KIMBLEY, ALISON	87,967
KING, JOCELYN	67,441
KINNEY, SUSAN	110,349
KINVIG, HEIDI	61,451
KIOSSES, CHRISTOS	87,817
KIRSCH, KAELA-LEE	102,720
KISSICK, DARRYL	107,203
KIVELA, DEBORAH	72,800
KJELDEN, DAVIN	101,335
KLAPTCHUK, MELISSA	93,226
KLASSEN, TRACEY	108,845
KLASSEN, TRUDY	107,603
KLATT, ALICIA	73,688

Name	Amount (\$)
KLEIN, JOELLA	127,733
KLEIN, LINDA	55,779
KLEPPE, STEFANI	98,077
KLETCHKO, BRYDEN	50,206
KLOVANSKY, DAYTON	68,558
KLUS, ERIN	83,160
KNELSEN, CORINNE	137,808
KNOLL, AIMEE	101,817
KNOLL, MICHAEL	104,999
KODAS, MARY	113,227
KOHUCH, FREDRICK	93,954
KOLISH, ERIN	117,563
KOLLYBABA, STEWART	59,737
KOLODZIEZAK-JAMIESON, DELORES	59,124
KONDRATIUK, JILLIAN	104,793
KOPEC, SYNDEE	107,203
KORCZAK, PAMELA	134,074
KOROLUK, KRISTIN	52,867
KOROLUK, ROBYN	102,229
KORONKIEWICZ, TAYLER	73,428
KORONKIEWICZ, TRISTIAN	89,913
KORPAN, GREGORY	124,876
KORPAN, JASMINE	87,816
KOSHMAN, ARNOLD	59,754
KOSKIE, AMANDA	89,392
KOSSATZ, TEIGHAN	82,105
KOT, JANIS	114,695
KOTYLAK, MARLEY	104,770
KOUADIO, CHRISTELLE	102,064
KOUASSI, JEAN-CLAUDE	73,232
KOWALCHUK, SOPHIA	75,318
KOWALSKY, STEPHANIE	114,163
KOWALYSHYN, LISA	137,339
KOZA, JOSHUA	80,649
KOZACK, BARBARA	60,727
KOZACK, TODD	102,229

Name	Amount (\$)
KOZEY, AMANDA	77,684
KRAMER, JENNIFER	113,767
KRASSMAN, TRISTA	106,287
KRENBRINK, TRACY	126,164
KRETSCHMER, MARDI-JANE	107,820
KROGSGAARD, TORI	111,318
KUCHNIO, JOANNA	88,235
KUKURA, LORI	144,771
KULAK, DANA	70,653
KULLMAN, ELAINE	108,424
KUNTZ, ASHLEY	188,850
KUNTZ, JOEL	87,895
KUNTZ, KELSEY	101,887
KUNTZ-ZECH, SHAELA	114,977
KUPPENBENDER, LINDSAY	106,863
KUSHNIRUK, VANESSA	91,353
KUZ, KELSEY	93,141
KUZ, NOLAN	75,190
KWAN, DEREK	123,082
KYDD, AMANDA	95,724
KYDD, SARAH	126,382
LABANIEGO, RONALD	53,447
LABAR-AHMED, LAUREL	105,264
LABAS, JILL	107,203
LABATT, AMANDA	124,642
LABUIK, TARA	116,004
LACEY, BARRY	117,575
LAFONTAINE, LANA	125,826
LAGUE, ELLEN	113,379
LAKE, ELORA	122,351
LAM, DALTON	78,883
LAMB, MICHAEL	107,615
LAMON, PAMELA	60,990
LAMPORT, ERIN	108,027
LANDGRAF, LISA	112,933
LANE, JENNIFER	53,504

Name	Amount (\$)
LANG, BRITTANY	94,240
LANG, NATASHA	54,369
LANG, RHONDEAN	107,666
LANGILL, JARA	106,523
LANGMAIER, ANDY	70,557
LANGMAIER, WOODROW	72,523
LANIGAN, MIRIAM	107,122
LAPCHUK, SASHA	111,393
LAPCHUK, WANDA	118,865
LAPLANTE, TERESA	105,379
LAROCQUE, MEREDITH	105,198
LARSON, ERICA	106,619
LAUAGAN, JIZELLE	78,096
LAWRENCE, DARCY	111,151
LAYCOCK, KATHLEEN	69,050
LAZAROU, THEODOROS	124,191
LAZORKO, JAYME-LEE	112,242
LAZURKO, TARA	106,643
LE DREW, KAILEE	64,192
LEACH, JENNIFER	104,027
LEARNED GARRITTY, AMBER	98,983
LEBLANC, CHANTAL	102,229
LEDDING, TRACY	55,152
LEE, GEORGINA	112,478
LEE, NIGEN	89,970
LEE, RORI	117,924
LEGAULT, ASHLEY	76,017
LEGAULT, DANIELLE	68,546
LEIB, SHANNON	101,375
LEIER, ANDREA	103,285
LEIER, KENDRA	91,717
LEIER, MICHAEL	119,714
LEIPPI, STACY	102,241
LEITNER, JOANNE	101,419
LEITNER, PERRY	110,807
LEKIVETZ, JENNIFER	87,743

Name	Amount (\$)
LEMIEUX, SYDNEY	93,060
LEMMONS, JASON	78,355
LENIHAN, KELSIE	119,760
LENZEN, ASHLEY	107,213
LESLIE, DENISE	58,670
LEUGNER, TAYLOR	73,458
LEUNG, LYDIA	106,534
LEUNG, ROXANNE	114,246
LEUPOLD, MATTHEW	88,556
LEURER, KIMBERLY	104,695
LEUSINK, KARIN	51,216
LEVERS, TRENT	107,203
LEVESQUE, BRIANNA	90,828
LEVESQUE, MARIO	127,461
LEVY, LEAH	104,468
LEWIS, BRIAN	56,666
LEWIS, HEATHER	107,203
LEWKO, KELLI	112,668
LEWRY, CALANDRA	124,370
LILLEJORD, AUTUMN	104,243
LIMJOCO, JAN	64,060
LIMOSNERO, CARLO	85,152
LINDBLAD, JESSICA	76,712
LINDEMANN, JENNIFER	107,222
LINKE, LORELL	109,205
LINNER, PATRICIA	104,318
LISOWAY, MIRANDA	82,783
LITKE, MATTHEW	74,138
LITTLE, JAMES	107,203
LITZENBERGER, BLAIR	144,636
LLOYD, DARREN	122,843
LOBB, BRIAN	113,653
LOCK, MELISSA	105,881
LOCKERT, JASON	79,974
LOEPPKY, CHERYL	110,413
LONGMOORE, DYLAN	107,426
LONGMUIR, CASSANDRA	77,952
LOOYSEN, JEFFREY	109,360

Name	Amount (\$)
LOSZCHUK, MARC	102,312
LOTHIAN, CURTIS	86,339
LOUGHEED, CHRISTINA	90,879
LOUTTIT, KIRSTEN	92,205
LOVAS, ERIN	54,895
LOVE, CHANTELE	75,216
LOWE, REAGAN	188,113
LOWE, STEPHANIE	57,896
LOWEY-CHIMILAR, TANNIS	143,458
LOZINSKI, DELEE	102,425
LOZINSKY, JANELLE	90,957
LUCYK, TESSA	61,455
LUDTKE, NICOLE	104,172
LUECK, CALEB	62,976
LUECK, GILLIAN	71,224
LUEKE, TOVE	78,795
LUTERBACH, DONNA	110,032
LUU, ALEXANDER	82,406
LUU, LYNDON	56,701
LYNCH, JESSICA	110,810
LYNNES, JORDAN	101,568
LYON, AMY	85,737
MABUNDU, ANNE- MARIE	100,235
MACAULAY, HANNA	88,504
MACAULAY, SUSAN	112,585
MACAULAY, WILLIAM	112,627
MACDONALD, KAREN	107,802
MACDONALD, MITCHELL	102,152
MACDONALD, TRACY	107,282
MACHIN, KEVIN	107,203
MACHMER, LAURIE	103,122
MACHNAIK, LISA	107,203
MACMILLAN, BONNIE	77,389
MACPHAIL, THERESA	61,914
MACPHERSON, BETSY	101,887
MACPHERSON, KATHERINE	107,203

Name	Amount (\$)
MADHUR, DAYA	109,877
MADIRATTA, JESSICA	112,991
MAERTENS, DARREN	60,120
MAERTENS, LAURIE	65,895
MAERTENS, MATTHEW	118,203
MAGOTIAUX, TANYA	102,846
MAH, MELISSA	58,677
MAIER, MARIAN	117,447
MAIER, MILES	53,159
MAIER, STEPHANIE	92,828
MAILHOT, JONI	104,455
MAKNOJIA, ASMA	71,888
MAKNOJIA, ZOHA	58,661
MAKRIS-NAGEL, MARIA	107,203
MALAGRIDE, THEODORE	85,556
MALCOLM, SEAN	55,942
MALCOLMSON, KIMBERLY	52,575
MALEY, DANIELLE	54,123
MALLORY, ANGELA	132,104
MANASTYRSKI, KAYLEIGH	113,588
MANESIYA, SEEMA	79,838
MANKOTIA, KANCHAN	67,644
MANN, LISA	105,406
MANNING, TUSAUNA	109,896
MANTYAK, KELLY	65,302
MANZ, JIM	108,426
MARANAN, JOSELITO	63,450
MARCELA, ROGER	53,349
MARCHANTALER, JASON	107,703
MARCHANTALER, SHAUNE	107,203
MAREDA, SANAM	51,296
MARIN PEREZ, LUIS	53,785
MARK, CAITLIN	102,579
MARKOSKI, RAYLENE	52,805
MARKWART, KIMBERLEY	145,102
MARSDEN, CHRISTOPHER	68,392

Name	Amount (\$)
MARSHALL, CHAD	103,550
MARSHALL, JILLIAN	51,672
MARTINEZ, ELMER	58,411
MARTINSON, SHERMAN	101,494
MARWICK, LISA	55,658
MASON, CHRISTIE	74,303
MASON-POITRAS, AMBERLEE	107,025
MASTEL, TRACY	113,311
MASTERS, SAMANTHA	94,291
MASUR, MELONY	102,077
MATECHUK, CARLEY	87,818
MATERI, LINNEA	71,798
MATHESON, KRISTY	104,520
MATHIES, JENNIFER	92,859
MATIC, RACHELLE	111,968
MATICHUK, HEATHER	119,331
MAURER, ANGELINA	50,971
MAURER, ASHLEY	88,499
MAXIE-POITRAS, TANJA	115,084
MAXWELL, JEFFREY	108,632
MAYER, JULIE	86,424
MAYER, SARA	98,365
MAYER-LOUTIT, SARA	81,005
MAZHAR, RASHIDA	113,784
MCALEESE, RYAN	82,387
MARTHUR, AMANDA	101,673
MCCANN, LEANNE	59,637
MCCASHIN, KYLA	109,950
MCCAWE, KRISTA	139,339
MCCAWE, MATTHEW	124,642
MCCHESENEY, ELANN	113,311
MCCLELLAND, LYANE	52,910
MCCORMICK, JOLENE	107,968
MCCORMICK, PARKER	77,577
MCCREDIE, KATHERINE	89,353
MCCRISTAL, HAILEY	102,038
MCCUTCHEON, ASHLEY	85,987

Name	Amount (\$)
MCDONALD, ALLYSON	114,096
MCDONALD, AMY	109,744
MCDONALD, LEANNE	86,942
MCEWEN, CONNOR	84,464
MCFADDEN, TIMOTHY	107,203
MCFADYEN, CINDY	117,581
MCFETRIDGE, BRIANNE	109,526
MCGEE, WILLIAM	54,516
MCGEOUGH, BRITTANY	112,207
MCGEOUGH, LAURIE	61,370
MCGILLIS, STACEY	106,223
MCGILLIVRAY, COLLEEN	103,574
MCGILLIVRAY, MELODY	112,566
MCGONIGAL, AMBER	50,381
MCGOURTY, KATHLEEN	82,393
MCGURRAN, JOSEPH	135,916
MCINTOSH, RAEGYN	96,800
MCIVER, KAREN	85,183
MCIVOR, NICHOLAS	70,417
MCKAY, ALLISON	92,705
MCKAY, KERRI	108,161
MCKELLAR, CARMEN	84,310
MCKENZIE, JANINE	102,949
MCKENZIE, KOLA	124,441
MCKENZIE-COX, MAXINE	130,308
MCKEOWN, DARCY	153,050
MCKILLOP, IAN	160,216
MCKILLOP, MICHELLE	102,057
MCKILLOP, SCOTT	107,203
MCKIM, LAUREN	102,873
MCKINNA, ALISSA	107,012
MCLAIN, BRADLEY	65,731
MCLAREN, IAN	108,474
MCLAREN, LAINE	89,156
MCLAUHLAN, ERIN	99,766
MCLEOD, DARLA	65,500
MCLEOD, ERIN	56,656
MCMANN, BRET	115,104

Name	Amount (\$)
MCMARTIN, JODI	106,421
MCMILLAN, TEAGAN	94,732
MCMILLEN, KRISTA	107,571
MCMILLEN, SHAYNE	123,284
MCMULLEN, ALYSSA	110,180
MCMURDO, KIMBERLEE	106,032
MCNAB, IRA	82,113
MCNABB-SINCLAIR, ALEXANDRA	78,371
MCNAIR, TRICIA	107,203
MCNALL, DAYNA	51,786
MCNEVIN, MEIRA	117,464
MCNUTT, KRISTEN	94,858
MCPHERSON, DALLAS	107,771
MCPHERSON, KRISTAL	146,494
MCPHERSON, ROSE	66,550
MCQUEEN, ALLISON	87,968
MCTAGGART, SCOTT	88,678
MCWILLIAMS, ALLEN	100,969
MEAGHER, JAMES	118,952
MEASNER, CASSIA	101,475
MEDL, DEREK	115,875
MEENAN, DARLA	109,302
MEGAW, KRISTI	108,825
MELLOR, NAOMI	129,799
MELNECHENKO, BRANDAN	106,118
MELNYK, HEATHER	64,399
MENDOZA, ARNOLD	55,998
MEREDITH, SHARON	75,038
MERK, CHRISTOPHER	75,379
MERK, JENNIFER	102,175
MERRYWEATHER, BRIAN	107,111
MESSER, KAITLYN	108,033
MEYER, KELLEY	111,452
MEYERS, LANA	106,077
MIDDAGH, KELSEY	80,080
MIEZIANKO, DEAN	151,584

Name	Amount (\$)
MILLAR, JEFFREY	77,961
MILLAR, LEE	101,315
MILLAR, TYRONE	103,174
MILLER, BLAINE	92,863
MILLER, CHARLEN	107,487
MILLER, CHERA	108,220
MILLER, HALEY	76,422
MILLER, MARILYN	136,777
MILLER, MIRANDA	102,077
MILLER, SANDRA	73,882
MILLIGAN, LORI	84,344
MINTER, JENNIFER	113,311
MINTZ, MELANIE	106,381
MISSAL, AMY	89,534
MISSAL, ELLEN	68,102
MITCHELL, IAN	134,970
MITCHELL, RENEE	77,327
MITCHELL, TANA	138,128
MLAZGAR, RACHELLE	63,384
MOHAMED, MONAH	80,253
MOLANO, ROCKY	58,160
MONTAGUE, NICOLLE	107,203
MONTAGUE, RENEE	102,238
MONTGRAND, WINSTON	106,861
MONZ, KRISTIN	106,860
MOORE, LISE	51,011
MOORE, PATRICK	107,203
MORAN, ROBERT	78,187
MORGAN, MARSHALL	93,829
MORPHY, ANDREA	129,933
MORRIS, COLLEEN	102,229
MORRISON, JENNA	103,980
MORROW, DORA	88,695
MORROW, ELISE	105,877
MORROW, NICOLE	103,185
MORTLEY, PHILIP	86,462
MOSER, JESSICA	119,788
MOSEWICH, COURTNEY	94,810

Name	Amount (\$)
MOSIONDZ, LANDON	107,077
MOSKAL, LYNDSAY	102,229
MOSKAL, TREVOR	52,881
MOURRE, JENNIFER	128,772
MUCHA, SANDRA	115,671
MUDOGO, KASEREKA	57,179
MUELLER, JENAYA	103,539
MUENCH, ANDREW	82,314
MULHOLLAND, IAN	107,228
MULLER, JASON	107,478
MULLIE, MACKENZIE	72,280
MULVOGUE, MYRIAH	118,019
MUNRO, JASON	132,940
MUNROE, CRAIG	95,503
MUNSON, KRISTA	135,333
MURRAY, ASHLEY	110,708
MUSHYNSKY, TAYLOR	55,859
MUSLEH, JUDY	101,846
MVOULA, DIVIN	81,692
MYERS, KIMBERLEY	90,675
MYMRYK, WENDY	63,426
MYRAH, ASHLEY	107,930
NADARAJAH, NOLAN	81,229
NADOROZNICK, KATIE	79,261
NADOROZNICK, SAMIRA	102,284
NAGEL, KARI	116,909
NAGEL, WILLIAM	102,749
NAMETH, TRICIA	110,792
NASH, PATRICK	50,277
NEETZ, CLAUDINE	117,578
NEGI, BABITA	85,342
NEITHERCUT, LORNE	106,861
NELSON, ALANA	108,023
NELSON, CHANTELE	127,687
NELSON-GOETZ, DIXIE	153,627
NENSON, BRIAN	107,203
NESBITT, BRITTANY	110,818
NESLAND, JESSICA	104,727

Name	Amount (\$)
NEUFELD, BARRY	107,203
NEUFELD, COLIN	99,890
NEUFELD, TAMMY	109,370
NEULS, SETH	151,854
NEUSTAETER, DANNY	113,864
NEWMAN, ALISON	110,598
NEWMAN, ROBERT	104,759
NGUYEN, Y	60,494
NICHOLS, PAMELA	56,397
NICHOLSON, CARA	110,093
NIELS, JADEN	64,592
NISKALA, AIDAN	97,856
NIXDORF, ANGELIKA	101,062
NIXON, DWILA	113,332
NIZIGAMA, ALINE	62,193
NORDIN, PHIL	100,665
NORICK, ALISSA	80,028
NORMAN, CURTIS	119,995
NORMAN, JASON	133,794
NORTON, SHERALYN	52,151
NOYES, ELLEN	102,229
NYE, BEVAN	103,502
NYSTUEN, ANNELIESE	96,566
OCHITWA, NYSA	104,633
O'HALLORAN, JODI	104,629
OLDFORD, ROBYN	57,480
OLESON, JENNIFER	121,203
OLSON, BRENDA	56,914
OLSON, WENDY	102,301
OLYNICK, STARLA	106,911
OLYNYK, DARCY	116,495
OLYNYK, ORIE	88,394
ONIEU, CARLEEN	109,662
ORANGE, LACY	85,122
ORBAN, KELLY	102,554
OROBKO, ZENON	66,163
ORTMAN, KYLA	116,459
OSTAPOVITCH, BRENDA	108,153

Name	Amount (\$)
OTTE, KRISTY-LEE	61,606
OTTENBREIT-BORN, WYBIUS	116,009
OUELLETTE, COLLEEN	70,522
OVERHOLT, MELISSA	101,994
OWENS, JAMI-LYNN	53,292
OYELAMI, TOLUWALEMI	55,996
PALON, EMMANUEL	60,218
PALUCK, SARINA	108,954
PANCHAL, DIPENKUMAR	52,532
PANCHUK, CHARLA	104,075
PANKEWICH, CORINNE	107,202
PANKO, KELSEY	140,005
PANKO, MICHAEL	149,423
PANKO, SAFFRON	106,726
PAPP, MICHELLE	110,580
PARAISO, CIRILO	54,354
PARASKEVOPOULOS, PATRICIA	51,133
PARISIAN, JORDAN	71,193
PARISIEN, STEVEN	102,229
PARISONE, KASIANI	85,163
PARK, DANIELLE	102,229
PARK, DENNY	108,462
PARK, HOLLY	102,701
PARK, SOO-IN	71,905
PARKER, CANDACE	113,160
PARKER, CHAD	113,978
PARLEY, JUDY	122,607
PARR, ALLISON	102,229
PARR, JESSICA	113,311
PASKIW, DANNY	109,184
PATERSON, RACHEL	75,190
PATTERSON, DEANNA	94,386
PATTERSON, JANINE	104,228
PATTERSON, JANNE	109,613
PATTERSON, TAMMY	107,032
PAYNE, CAROLYN	102,229

Name	Amount (\$)
PAYOT, CHANTELE	113,840
PAZ, ROBERTO	53,981
PEARCE, LOIS	84,648
PECHEY, CHRISTINA	84,878
PEDSCALNY, KAREN	106,261
PELLETIER, DANIELLE	89,880
PELLETIER, DEANNA	113,586
PELLETIER, JUSTIN	102,229
PELLING, ANDREW	116,586
PENNETT, DANE	102,312
PENNINGTON, HAILIE	57,317
PENNINGTON, THERESA	130,309
PEPLER, LEANNA	50,847
PEREPELUK, KIM	115,009
PERKINS, RAYLEE	101,706
PERRAS, HAYLEY	83,399
PERREAULT, EMILY	84,471
PERREAUX VOLKE, CARMEN	107,017
PERRY, JEFFREY	114,546
PETERMAN, ASHLEY	74,399
PETERS, DARREN	115,330
PETERS, DEVON	93,717
PETERS, MICHELLE	102,229
PETERS, TAYLOR	108,175
PETERSON, KRISTINA	101,671
PETERSON, MEGAN	107,203
PETFORD, REBECCA	87,577
PETRULIAS, SPELIOS	63,729
PFNEISL, SHARI	55,546
PHAM, VANESSA	80,686
PICARD, KARALYN	73,831
PICKERING, CALLIE	87,577
PICTON, MEGAN	88,732
PIEL, KEVIN	62,392
PLANT, BROOKE	96,921
POELZER, RYAN	81,380
POETKER, ALEXANDRA	80,487

Name	Amount (\$)
POISSANT, DANIELLE	70,225
POISSANT, MARC	128,736
POISSON-FAST, CHANTEL	83,930
POKOYOWAY, TYLER	109,208
POLL, STEPHEN	138,911
POLLOCK, KELLY	109,620
POLSFUT, NATHAN	98,581
POOLER, JODY	51,302
POTTER, KRISTINA	110,017
POTVIN, ALEXANDRA	97,770
POTVIN, JOSEPH	88,485
POWELL, ERIN	102,662
POWERS, NICOLE	101,056
PRADINUK, IRIS	100,975
PREECE, CAROL	100,422
PRICE, KRISTA	103,275
PRIETO, MARCO	61,358
PRITCHARD, GARY	102,229
PROULX, CRYSTAL	110,877
PROULX, GILBERT	114,616
PURYK, NICOLE	102,241
PUSZKAR, SEANNA	97,571
PUTZ, NICOLE	114,916
PYLE, BRADFORD	107,203
QUEST, REID	95,754
QUINE, TARA	113,311
QUINNEY, SHAUN	102,990
RABY, TAYLOR	81,375
RACETTE, SCOTT	65,176
RACETTE, TRICIA	105,217
RADFORD-GEBERT, LAURA	94,816
RADIGK, SARAH	93,301
RAHMAN, MOFIZUR	71,895
RAMADAN, NARMEEN	113,905
RAMAGE, SOPHIE	107,254
RAMOS-MCKENZIE, ELSA	83,486

Name	Amount (\$)
RANDALL, MELISSA	113,268
RANDHAWA, KAVITA	77,654
RASMUSSEN, ALEXANDER	106,054
RAUSCH, JESSICA	52,435
RAYNER, DALE	110,159
READY, CATHERINE	107,995
READY, JULIE	85,134
REAVLEY, SHARON	122,552
REDEKOPP-MCKEOWN, JUANITA	159,973
REED, CHRISTOPHER	118,565
REED, EVE	91,023
REEDER, SHANNON	97,402
REGHU, ANILA	61,263
REGONAS, RENATO	64,101
REID, JENNIFER	103,444
REID, LEAH	52,261
REIMER, ALYSSA	82,571
REIN, RHONDA	68,404
REMPEL FURRY, TRACY	105,067
REMPEL, MARCIE	75,856
REMPEL, SACHA	100,469
RENWICK, GILLIANE	103,037
REOCH, KELLEY	105,486
REPSKI, DENEEN	102,248
REVEL, JEANNETTE	143,426
REYES, MARIA	69,033
RICHARDS, JOHSLYNE	104,053
RICHARDSON, GRAHAM	103,953
RICHARDSON, LINDSAY	102,248
RICHE, DALE	91,346
RICHTER, TAMMY	106,524
RIDDELL, JANA	91,511
RIDDELL, RILEY	105,584
RIFFEL, CHRISTOPHER	107,032
RILLING, KAREN	112,872
RILLING, MICHAEL	109,916

Name	Amount (\$)
RILLING, RODNEY	151,520
RILLING, SHARON	102,229
RINCKER, STEPHANIE	113,311
RIOU, JAIME	107,946
RIPPLINGER, AMY	111,214
RISSLING, MICHAEL	108,870
RISSLING, SAMUEL	86,731
ROBBINS, ALEXANDREA	86,762
ROBERTS, KHYA	52,485
ROBERTS, REBECCA	88,947
ROBERTSON, JANE	120,397
ROBINSON, FRASER	109,877
RODGERS, BRIAN	86,105
RODUTA, THEODORE	77,656
ROEHER, NICOLE	108,309
ROEMER, TRACEY	103,469
ROGAL, JUNE	67,068
ROGERS, CYNTHIA	106,864
ROGERS, KRISTI	109,904
ROGERS, RYLAN	106,680
ROGERS, STEPHANIE	102,543
ROGNE, NICOLE	102,229
ROHER, AMY	107,137
ROJAS GOMEZ, VICTOR	52,734
ROMANSKI, HANNAH	88,147
ROPE, MARIAH	99,065
ROSBROOK, KYLE	108,478
ROSENGREN-HULTGREN, KERRILYN	63,789
ROSESCU, JULIA	63,670
ROSNAU, SCOTT	124,642
ROSS, JANA	78,693
ROSS, JODIE	102,698
ROSS, JOHN	110,452
ROSS, SHAWN	62,591
ROSTAD, MORGAN	83,155
ROTH, ROBERTA	51,046
RUDICHUK, ABBY	80,713

Name	Amount (\$)
RUECKER, ELIZABETH	93,748
RUGG, ROCHELLE	121,887
RUITER, MEGAN	113,900
RULLER, DESTINY	109,149
RUMFORD, BRANDON	72,565
RYAN, ASHLEY	70,046
RYAN, REBECCA	107,222
RYBA, TAMARA	122,734
SAEED, SIBGHA	110,099
SAGEER, SAMINA	107,138
SALAZAR, SARA	76,851
SALI, ALLISON	57,843
SALI, KENDRA	60,181
SALMINEN, RAVEN	82,629
SALVADOR, LEROY	56,063
SANCHUCK, SHANNON	110,979
SANDHU, AMANPREET	56,137
SANDIFORD, ASHLEE	81,623
SANDOMIRSKY, JESSICA	102,937
SANDOMIRSKY, MICHELLE	55,338
SANTIAGO, RAYMOND	54,224
SARETSKY, LANNY	114,457
SARTISON, JODI	110,406
SAUL, WANDA	129,525
SAUNDERS, MEGHAN	77,062
SAWATZKY, GLENN	87,333
SAWCHYN, MACKENZIE	122,254
SAXBY, SCOTT	179,782
SCARFE, JEANNE	118,649
SCARROTT, JOSHUA	77,029
SCHACK, WILLIAM	107,203
SCHAFFER, CHRISTIE	116,700
SCHAFFER, KRISTEN	113,964
SCHAFFER, RAE-LYNN	72,441
SCHAPANSKY, NATALIE	111,115
SCHENHER, SANDRA	107,611
SCHERLE, ANNABEL	76,719

Name	Amount (\$)
SCHERLE, BLAKE	77,464
SCHERR, PATRICK	81,423
SCHIENBEIN, MICHAEL	97,611
SCHIKOWSKY, JENNIFER	107,771
SCHILDROTH, RONI	55,688
SCHINDELKA, DARA	109,222
SCHINDELKA, JOEL	107,329
SCHLENKER, ADAM	103,214
SCHMALENBERG, MICHAEL	95,562
SCHMELING, AMANDA	51,037
SCHMIRLER, KIMBERLY	95,959
SCHNEIDER, JENNIFER	53,035
SCHNEIDER, JONATHAN	109,046
SCHNELL, MCKAYLA	89,364
SCHNELL, SYDNEY	68,418
SCHUCHARDT, SARAH	104,242
SCHULTZ, AMY	119,353
SCHULZ, ALICIA	62,023
SCHUTTE, ASHLYN	108,367
SCHWARTZ, CARLENE	110,451
SCHWARTZ, GARRETT	69,658
SCHWARTZ, JAMIE	92,008
SCHWINDT, SHANE	110,549
SCOBIE, THOMAS	56,499
SCOTT, ANGELA	103,891
SCOTT, CAROL	52,067
SCOTT, JODI	102,229
SCOTT, TRICIA	108,220
SEBASTIAN, CHANTEL	107,236
SEBASTIAN, DANIELLE	101,184
SEIFERT, CANDICE	109,744
SEITZ, JAN	113,482
SELINGER, NATALIE	78,226
SEMBALUK, DEREK	82,757
SENGA, JACQUILINE	50,773
SENTES, DOMINIQUE	79,736
SENTES, JOLENE	105,425

Name	Amount (\$)
SETHI, DEEPIKA	63,521
SEWELL, JENNIFER	113,171
SEXON, ROCHELLE-ANN	86,297
SEYMOUR, DAINA	113,526
SHABATOSKI, CHRISTOPHER	108,892
SHABATOSKI, KARA	117,235
SHAFIQ, NUZHAT	53,509
SHAHID, MADIHA	71,638
SHAKESPEARE, SANDRA	105,124
SHAMBEL, JESSICA	102,229
SHANNON, JOSIE	98,497
SHARMA, SABINA	114,225
SHARPE, ANDREW	114,423
SHATKOWSKI, BROOKE	73,604
SHAW, ERIN	106,519
SHELLENBERG, KEVIN	101,894
SHELSTAD, MARCIA	113,311
SHEPHERD, LAURA	96,637
SHERLING, KEVIN	60,750
SHERMAN, KRISTA	107,151
SHIMSHAW, TEILA	104,600
SHING, PADDRA	93,359
SHIPLACK, MARIN	90,561
SHIRE, MATTHEW	101,230
SHIRLEY, JESSICA	63,590
SHORDEE, MELISSA	103,162
SHRESTHA, SABINA	79,260
SHUBA, SUZANNE	89,302
SHUKIN, BRENDA	62,097
SIEMENS, JOLENE	87,319
SILVERTHORN, SHANNON	102,264
SILVIUS, MICHAEL	117,067
SIMON, ATLEE	78,781
SIMONS, RENELLE	101,667
SIMPSON, ANDREW	107,696
SIMPSON, RYAN	100,443

Name	Amount (\$)
SIMS, JULIE	109,413
SINCLAIR, BRADLEY	104,147
SINGH, AMY	142,654
SINHMAR, DALJEET	107,087
SIPOS-BOZZAI, CRISTINA	51,987
SIROIS, ANDREA	105,446
SITTER, AMIE	108,039
SIVERTSON, KRISTI	108,492
SKLAR, ADRIENNE	107,807
SKOCZYLAS, DEBORAH	102,197
SKRYPNYK, KEELEY	135,124
SLACK, LAURA	108,625
SLATER, SILKEN	86,162
SLOBODIAN, MICHAEL	102,245
SLYWKA, JONATHAN	76,619
SMIGIEL, NADINE	54,905
SMITH, CHALYN	115,136
SMITH, DAVID	101,568
SMITH, FIONA	128,443
SMITH, HEATHER	51,251
SMITH, LANDON	86,902
SMITH, MARIE	112,545
SMITH, MELODIE	111,296
SMITH, MICHELLE	102,229
SMITH, RYAN	107,670
SMITH, SHAUNA	113,311
SMITH, STEPHANIE	102,229
SMITH, TARA	107,194
SMITH, TROY	104,935
SMYSNIUK, JEFFREY	51,153
SNIDER, CORY	63,653
SOJONKY, ARLENE	100,046
SOMER, TRACY	102,202
SOMERS, LAWRENCE	149,490
SOMERS, TRACEY	100,876
SOMMERFELD, JODIE	121,594
SONNTAG, JODIE	102,169
SOROKA, JONATHON	91,702

Name	Amount (\$)
SORRELL, TONI	65,961
SOTROPA, KARAE	94,672
SPASOFF, TAMARA	129,058
SPOCK, PAMELA	142,024
SPRUNGALA, ALISA	105,277
STADNICK, KAYLA	69,427
STALLARD, PAUL	93,510
STANICKY, REBECCA	104,377
STAUBER, NICOLE	64,135
STAWARZ, DEANNE	108,718
STECIUK, RICK	217,330
STENSON, CASSIDY	71,266
STEPHEN, LEONA	109,775
STEPHENSON, NICOLE	67,981
STERLING, RONALD	102,229
STETNER, LINDSAY	113,301
STEVELY, RENNAE	102,573
STEVENSON, BRENDA	110,759
STEVENSON, RHONDA	119,010
STEVENSON, VICTOR	113,311
STEWART, DARRYL	107,228
STEWART, JORDAN	92,911
STILBORN, JORDAN	99,861
STINSON, CRAIG	107,183
STINSON, DANIELLE	114,890
STINSON, LAURA	101,905
STINSON, SHANDRA	97,551
STOCK, SHAWN	98,918
STOFFEL, ANTHONY	96,885
STONE, MEGAN	97,878
STONECHILD, DANIEL	86,535
STOREY, JOHN	64,583
STOREY, SAMANTHA	81,302
STOUSE, CHARMAINE	103,284
STREIFEL, LYNELL	107,121
STROEDER, DARLA	50,275
STROEDER, ELIZABETH	100,521
STROEDER, SARAH	68,677

Name	Amount (\$)
STROMICH, REGAN	81,989
STRYKIWSKY, VANESSA	76,686
STUMPH, MICHAEL	107,562
STUSEK, SHERYL	113,625
SUN, YINGJIE	63,302
SUNDEEN, JONI	102,229
SURESH, LISA	71,199
SURKAN, SANDRA	110,883
SUTHERLAND, CARRIE	106,965
SUTHERLAND, JILLIAN	148,570
SVEINSON KUNTZ, SHERRAN	115,079
SVEINSON, DARYL	106,820
SWANN, ROBIN	97,344
SWEDBURG, KALEN	102,304
SWEENEY, STEFANIE	126,528
SWEENEY, TIMOTHY	127,711
SWEET, TIMOTHY	58,492
SWIFT, AUBREY	112,738
SWITZER, RANDI-LEE	84,364
SYKES JONASSON, LISA	104,570
SYLLA, OUMAR	87,065
TALLMAN, KAMALDEEP	106,517
TALLMAN, WILLIAM	72,649
TAMAYO, EDWIN	75,152
TAMELING, KRISTA	75,810
TAMEZ, LOYDA	53,677
TANNER, JENNA	108,703
TARR, PAMELA	86,810
TAUQEER, SAJADA	64,999
TAYLER, REBECCA	106,654
TAYLOR, ALEXANDRA	86,810
TAYLOR, ANDREA	102,818
TAYLOR, BRODIE	51,990
TAYLOR, CONSTANCE	109,645
TAYLOR, JANINE	105,948
TAYLOR, JENAYA	109,877
TAYLOR, KARA	107,203

Name	Amount (\$)
TAYLOR, MEGAN	107,670
TAYLOR, MICHAEL	107,203
TAYLOR, SHELLEY	56,232
TEMPLE, IAN	133,370
TENDLER, ASHLYN	88,894
TERHORST, JODI	58,801
TERRY, DENISE	107,203
TESSIER, KIMBERLY	104,450
THACKER, ELIZABETH	113,003
THERIAULT, DANIEL	83,195
THERRIEN, ELIZABETH	113,294
THICK, KURTIS	143,963
THIESSEN, MICHELLE	92,232
THOLL, ALMA	91,593
THOLL, KARLA	109,878
THOMAS, ERIN	85,647
THOMAS, JONATHAN	102,229
THOMPSON, ANGELA	59,778
THOMPSON, CATHERINE	142,027
THOMSON, COURTNEY	107,203
THOMSON, EMILY	91,841
THRUN, RONDA	105,283
THULL, KAREN	113,311
THUNBERG, KRISTINA	87,545
TJOSTHEIM, KRISTEN	70,215
TKACH, TANIA	106,990
TKACHUK, BLAYZE	91,292
TODOROVICH, CATLYN	93,713
TOEWS-URBAN, ALEXANDRIA	114,260
TOLVER, PAULA	54,980
TOMCHUK, MICHAEL	194,614
TONIELLO, CYNTHIA	117,199
TONSAKER, CATHY	154,079
TOPOROWSKI, ALANA	92,417
TOPP, ROSEANNE	105,395
TOSHACK PAYNE, MICHELLE	105,051

Name	Amount (\$)
TOTH, KRISTEN	97,710
TOUROND-BOUVIER, TRESLEY	61,717
TRAIL, CANDACE	111,246
TRAIL, IAN	122,004
TRAN, STEPHANIE	94,875
TRANBERG, JESSICA	82,846
TRANBERG, WAYNE	57,173
TREMBLAY, BRIAN	65,364
TREMBLAY, ERIC	58,381
TREMBLAY, LEIGH	56,828
TREMBLAY, LINDA	60,131
TRESSEL, JOSEPH	88,508
TRESSEL, LEAH	101,514
TRUONG, CATHY	145,910
TSICLAS, SHERYL	111,604
TSOUGRIANIS, JENNIFER	67,187
TSYMBAL, VLADYSLAV	93,896
TSYMBAL, WENDY	82,284
TUAZON, ARTURO	59,557
TUCKER, INGRID	73,781
TUNISON, JILLIAN	101,846
TURBUCK, ANDREW	102,229
TURBUCK, JESSICA	63,985
TURNER, ARIANN	99,969
TURNER, DEREK	50,982
TURNER, PAMELA	107,365
TYMIAK, PHILLIS	116,774
ULRIKSEN, ANDREA	107,809
UR REHMAN, UZMA	113,163
URBAN, GRANT	135,964
UTSCHICK, RUEDIGER	107,698
VALERA, JUSTIN	76,461
VALLEY, JANET	100,997
VAN BUEKENHOUT, ADAM	58,959
VAN BUEKENHOUT, DANIEL	152,073
VAN DUSEN, ERIK	162,081

Name	Amount (\$)
VAN DUSEN, HEIDI	102,829
VAN IDERSTINE, DARCI	113,311
VAN LUVEN, SHEA	101,861
VANCISE, CAITLYN	107,203
VANCISE, ROBERT	103,326
VANSTONE, ROSS	80,209
VARGO, TRACEY	108,823
VASS, GWEN	54,653
VERESH, HAYLEY	58,335
VIBE, TESSA	83,109
VICKARYOUS, JAMES	110,630
VIERLING, JACQUELINE	114,369
VIHER, PAULA	101,710
VILAR, JAELYN	68,630
VILLENEUVE, JADON	81,944
VINCENT, CATHERINE	67,821
VINDEVOGHEL CUNDALL, AMANDA	78,858
VINDEVOGHEL, LINDSAY	102,229
VOLK, TAYLOR	108,042
VOLLMAN, MELANIE	73,040
VOLLMAN, RAEGAN	107,100
VUONG, SARAH	103,421
WADDELL, BRODY	81,612
WAGNER, ALYSSA	91,300
WAGNER, JANELLE	143,638
WAGNER, NATHAN	103,444
WALDRON, MELANIE	105,426
WALKER, KYLE	57,508
WALL, CATHERINE	78,685
WALL, MICHELLE	98,206
WALLACE MARKESTEYN, LISA	120,888
WALSH, CLIFFORD	54,176
WALTON, ERIN	108,225
WANDY, ALYCIA	77,269
WANG-RESCHKE, APRIL	113,761
WARD, AMY	100,524

Name	Amount (\$)
WARNECKE, CHRISTOPHER	102,229
WARNER, AARON	101,675
WARNYCA STRECKER, KAREN	111,138
WARREN, PATRICIA	122,809
WASYLIW, NOAH	81,645
WASYLIW, TIMOTHY	93,321
WATERS, TARA	103,027
WATKIS, JUAN-MARIE	107,234
WATSON, DAYTON	78,126
WAUGH, MONIQUE	112,285
WEBB, ROBERT	94,164
WEBER, CHRISTOPHER	131,199
WEBER, JACQUELINE	100,993
WEBER, PAULA	50,111
WEESE, SARA	82,398
WEICHEL, GARRY	74,415
WEICHEL, JONATHAN	63,800
WEICHEL, LISA	115,172
WEINRAUCH, JENNIFER	116,394
WEIR, GABRIELLE	108,913
WEIR, JANESEA	113,095
WEISGARBER, MICHAEL	106,437
WELDER, TYLER	75,900
WELLS, ANNE	110,986
WENDELL MCINTYRE, KYLA	56,656
WENGER, JORDAN	73,268
WENGER, PAMELA	107,430
WENTZELL, MIKAELA	87,736
WENZEL, JILL	114,461
WERNER, CATHARINE	106,567
WERSTA, BONNIE-JEAN	57,963
WERSTIUK, JANESEA	55,037
WESAQUATE, KYRA	76,262
WESDYK, CORINA	95,690
WESLEY, ROBERTA	102,229
WESTBROOK, CHRISTIE	94,888

Name	Amount (\$)
WHALEY, LISA	102,562
WHARRAN, TRACY	111,541
WHELAN, SELINA	71,903
WHITE, CRAIG	84,999
WHITTEN, WILLIAM	88,706
WHITTLE, MEHLEY	93,807
WIEBE, BRITTANY	61,942
WIEBE, COURTNEY	74,182
WIENS, JACQUELINE	107,203
WIEST, CAMERON	89,778
WIKS-HELGASON, ALISON	112,574
WILHELMS, ERICA	110,405
WILKE, CHANTELE	109,184
WILKINSON, CRYSTAL	101,886
WILKINSON, ROBERT	103,623
WILKINSON, TRAVIS	107,203
WILLEMS, KAITLYN	82,297
WILLFORD, TAYLOR	71,284
WILLIAMS, ADAM	113,311
WILLIAMS, DEANNA	50,254
WILLIAMS, JILLIAN	109,493
WILLIAMS, MACKENZIE	84,596
WILLIAMS, MACKENZIE	69,852
WILLIAMS, REGAN	130,308
WILLOX, BROOKLYN	56,757
WILMOT, JON	82,177
WILSON, BARBARA	101,062
WILSON, CARLA	108,976
WILSON, JILLIAN	78,509
WILSON, KIMBERLEY	102,253
WILSON, LAURA	51,825
WILSON, LYNDSIE	95,563
WILSON, MARK	104,015
WING, ROBERT	83,265
WINTERTON, LOCHLIN	60,316
WIRLL, HOPE	101,535
WISNIEWSKI, JEFFREY	107,469

Name	Amount (\$)
WISZNIAK, LINNEA	117,230
WITTAL, ERIN	123,594
WOLF, KELSEY	88,582
WONG, ELISA	74,197
WOO, SOYUN	56,364
WOOD, LYNDSAY	103,317
WOOD, RYAN	114,846
WOOD, TERESA	123,053
WOODARD, MARLIS	105,474
WOODROFFE-BROWN, FLORA	75,829
WOOLLAM, MICHELLE	107,203
WORKMAN, RACHELLE	112,908
WOTHERSPOON, STEPHANIE	107,784
WOYKIN, KYLA	78,637
WRIGHT, CHRISTOPHER	91,094
WRIGHT, DALLAS	74,851
WRIGHT, JESSICA	71,164
WRIGHT, MADISON	72,216
WRIGHT, MICHAEL	66,866
WRIGHT, WILLIAM	105,533
WU, XIAOFENG	50,326
WURM, TASHA	102,229
WYATT, JENNIFER	107,459
XHAFERI, JOCELYN	102,605
YANOSHEWSKI, THERESA	89,703
YANTZ-BARTON, ELEISHA	102,237
YANUSH, KALEIGH	100,565
YANYK, TARA	124,766
YARNTON, LUCAS	109,211
YASINOWSKI, CARRIE	106,874
YASKOWICH, LISA	83,426
YEA, STACEY	114,937
YEE, GARRETT	107,063
YEE, KAITLEN	102,229
YEMBA, ESTHER	70,250

Name	Amount (\$)
YEMBA, TARA	114,098
YEMBA, YOHAN	72,178
YESKE, JASON	53,710
YESKE, TRUDY	82,409
YOUCK, ANDREA	109,091
YOUCK, SABRINA	111,868
YOUNG, DAVID	109,877
YOUNGHANS, JESSICA	71,496
YUHASZ, DANIELLE	108,166
YUNGMANN, MOLLY	81,190
YUZYK, EMERSON	63,128
ZACHARIAS, MARK	104,344
ZAHAR, KYMBER	83,817

Name	Amount (\$)
ZAINAB, RUQIA	65,083
ZAKRESKI, BRAD	67,818
ZANNI, SHANNON	110,234
ZAROWNY, BARON	106,079
ZARYSKI, ALYSCIA	84,357
ZEPEDA, NELLY	50,693
ZIEGLER, KELLY	118,552
ZIEGLER, KIRSTIE	103,783
ZIMBALUK, DARLA	107,326
ZIMMER, KIM	109,341
ZINGER, ERIN	85,568
ZINI, JULIA	111,082
ZWARICH, TAYLER	98,905

Transfers

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

Name	Amount (\$)
HARVEST CITY CHRISTIAN ACADEMY	517,847
RANCH EHRLO SOCIETY	303,880
REGINA CHRISTIAN SCHOOL ASSOCIATION	916,981

Name	Amount (\$)
REGINA HUDA SCHOOL	848,252
REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISON NO. 81	358,254

Supplier Payments

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

Name	Amount (\$)
3TWENTY MODULAR	1,835,269
ACME WELDING SHOP	50,026
ACTION ROOFING LTD	60,684
ACTION SEWER & DRAIN	260,952
AINSWORTH INC.	261,114
ALPINE DRYWALL AND PLASTERING (2007) LTD	117,279
ALTON TANGEDAL ARCHITECT LTD	209,093
AMAZON	572,223
AND ARCHITECTURE INC	133,573
AON REED STENHOUSE INC	1,284,865
APEX PLUMBING & HEATING	517,753
ATLAS-APEX ROOFING (SASKATCHEWAN) INC.	459,818
B A ROBINSON CO LTD	150,726
C P DISTRIBUTORS LTD	102,238
CALTEC FLOORING LTD	288,739
CAMEO ENVIRONMENTAL INC.	105,835

Name	Amount (\$)
CANADIAN TIRE	64,980
CAPITAL CABS 2000	378,670
CAPITAL FORD LINCOLN	94,348
CCR CONSTRUCTION LTD.	1,232,755
CHARTER TELECOM INC	982,785
CITY OF REGINA	1,345,191
CLEANBRITE CANADA LTD	297,301
COLLIERS PROJECT LEADERS INC.	84,083
COMMISSIONAIRES	90,037
COMPUGEN INC	185,518
CONCEPT 3 BUSINESS INTERIORS	190,077
CO-OP TAXI LINES	459,633
COSTCO	155,446
CURTIS CONSTRUCTION LTD	114,533
CYPRESS SALES PARTNERSHIP	113,189

Name	Amount (\$)
DELCO AUTOMATION INC	74,649
DELL CANADA INC	129,210
DOLLARAMA	64,087
DRIFTSTONE CONSULTING INC	51,415
ECO CONCRETE LEVELLING LTD	258,099
EDCO PLUMBING & HEATING LTD	136,498
EDSBY/CORE FOUR INC.	134,739
EECOL ELECTRIC (SASK) LTD	121,613
ENGELHEIM CHARTER	82,467
FEDERATED CO-OPERATIVES LTD	573,373
FINISHES PLUS ENT 1992	190,628
FIRST CLASS PLANNERS	53,831
FLYING EAGLE CONVEYANCE	226,708
FLYNN CANADA LTD	973,524
FULL THROTTLE FURNACE & DUCT CLEANING INC.	240,236
GLACIER GLASS SERVICE LTD	148,891
GORDON FOOD SERVICE	394,380
GREEN LIGHT DRIVING REGINA INC	108,832
GROUP2 ARCHITECTURE INTERIOR DESIGNS LTD	637,190
HBI OFFICE PLUS INC	482,629
HOME DEPOT	131,959
HVAC SALES & SERVICE LTD	152,128
IMPERIAL DADE CANADA INC	594,740

Name	Amount (\$)
INDEPENDENT CONSTRUCTION MANAGEMENT INC	829,910
INDY CONSTRUCTION MANAGEMENT LTD	113,496
INLAND AUDIO VISUAL LTD	63,032
INSIGHT CANADA INC	55,969
INTELLIMEDIA LP	73,366
J C K ENGINEERING INC	50,974
JOHN NIGHTINGALE	741,832
JPH CONSULTING LTD	207,815
KEV GROUP	122,329
KINCAID INTERIORS LTD	173,283
KONICA MINOLTA BUSINESS	787,950
LANCASHIRE DISTRIBUTION	147,802
LAYMAN'S DRIVING SERVICES LTD	129,732
LOGIXX SECURITY INC	90,430
LORAAS DISPOSAL SERVICES	145,724
MACPHERSON ENGINEERING INC	53,011
MANULIFE FINANCIAL	2,553,996
MARATHON MECHANICAL (2010) INC	934,495
MEYERS NORRIS PENNY	60,390
MLT AIKINS LLP	61,250
MOMENTUM HVAC SERVICES	256,073
NOVEXCO	196,641
OPTIMUM ROOFING LTD	114,653
ORACLE CORPORATION CANADA INC	225,409
P3 ARCHITECTURE	185,109
PACE SOLUTIONS CORP	134,794
PC EXPRESS	97,436

Name	Amount (\$)
PCL CONSTRUCTION MANAGEMENT INC.	2,298,953
PEARSON EDUCATION CANADA	142,051
POWERSCHOOL CANADA ULC	323,111
PRAIRIE HEART MOBILITY	91,245
PRATTS WHOLESALE FOOD SERVICE LTD	232,744
QUOREX CONSTRUCTION	791,025
RANCH EHRLO SOCIETY	303,880
REAL CANADIAN SUPERSTORE	60,180
REAL CANADIAN WHOLESALE	226,127
REGINA DISTRICT INDUSTRY EDUCATION COUNCIL	145,055
REGINA EXHIBITION ASSOC LTD	55,775
REGINA PLUMBING & HEATING	77,725
REGINA POLICE SERVICE	65,552
REGINA PUBLIC LIBRARY	86,755
RHSAA	216,131
RIGHT WAY DRIVING SERVICES	94,227
RK PUBLISHING INC.	52,436
RUBICON PUBLISHING INC	77,616
SASKATCHEWAN WORKERS' COMPENSATION	935,246
SASKPOWER	3,434,585
SASKTEL CMR	888,404
SCHOLASTIC	129,578

Name	Amount (\$)
SCHOOL SPECIALTY CANADA	59,078
SGI	60,794
SHORTBUSS TRANSPORTATION INC	1,301,784
SPACES INC	614,609
SPORTFACTOR	94,800
ST JOHN'S MUSIC LTD	59,349
STRATEGIC PRAIRIE REGIONAL ALLIANCE	243,869
SUPREME OFFICE SUPPLIES	742,857
SWISH-KEMSOL	248,953
TEXTHELP INC	61,540
TOGETHER WE CAN PROFESSIONAL CONSULTING INC	66,255
TRADE WEST EQUIPMENT LTD	106,685
VIKING FIRE PROTECTION INC	113,470
WALMART	98,914
WARNER INDUSTRIES	6,902,921
WESTCAN VAC SERVICES INC	80,172
WESTERN CAMPUS RESOURCES	55,705
WESTERN ELECTRICAL MANAGEMENT LTD	232,373
WESTEXCEL AUTOMATION LTD	54,855
WESTRIDGE CONSTRUCTION LTD	20,691,481
WHERE 2 TRANSPORTATION	1,167,165
WHERE THE RUBBER MEETS THE ROAD	115,163
WYATT ENGINEERING LTD	67,952

Other Expenditures

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

Name	Amount (\$)
THE CO-OPERATORS	353,359
CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 650	234,545
CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3766	430,782
CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 4643	57,374
RECEIVER GENERAL OF CANADA	68,712,923
REGINA CIVIC EMPLOYEES	8,041,201
REGINA CIVIC EMPLOYEES LONG TERM DISABILITY PLAN	369,551

Name	Amount (\$)
REGINA PUBLIC SCHOOL TEACHERS' ASSOCIATION	272,955
SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD	200,106
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	253,581
SASKATCHEWAN TEACHERS FEDERATION	3,510,516
SASKATCHEWAN TEACHERS RETIREMENT PLAN	17,467,976
TEACHERS' SUPERANNUATION PLAN	278,095

Appendix B – Multi-year Funding Agreement and Classroom Support Resources

Through the multi-year funding agreement (MFA), the Government of Saskatchewan committed a minimum of \$356.6 million annually for classroom supports for a four-year period starting in 2024-25.

The Minister of Education, the Saskatchewan School Boards Association and the Saskatchewan Teachers Federation have recognized the importance of transparent allocation and reporting of the classroom supports as outlined in the MFA. As stated in the 2023-2026 Provincial Collective Bargaining Agreement, Appendix G, clause 1.3, they have agreed to the following:

In a separate schedule to their Annual Report, school divisions will report on the use of the classroom support resources provided for through the MFA.

Classroom Supports Categories	2024-25 Budget Allocation (\$000s)	Description of how the MFA classroom support resources were used in 2024-25
Targeted Supports	\$4,332	Targeted Support funding was primarily used to staff the following additional positions in the school division: <ul style="list-style-type: none"> • Classroom level supports FTEs including classroom teachers, high transition teachers, Indigenous advocate, guidance counsellors and learning resource teachers • Division level support FTEs including intensive support early years consultants, instructional coaches, psychologist and social worker • Educational assistant FTEs.
Specialized Support Classrooms	\$355	For the 2024-25 school year, the school division had a specialized support classroom in one of its schools. Funding for this program was used for program supplies, professional development, and to staff the following positions: <ul style="list-style-type: none"> • Classroom teachers • Part-time occupational therapist.
Teacher Innovation Support Fund	\$74	The school division had four projects approved through this fund in 2024-25. <ul style="list-style-type: none"> • Steam lab at Douglas Park School • Growing minds, Growing Hearts: An eco approach to social emotional learning at Glen Elm School • Decodable books for primary classrooms at École Wascana Plains

		<ul style="list-style-type: none"> • DNA in Our World: Improving science outcomes through genetics and biotechnology at Winston Knoll Collegiate.
Supports for Learning	\$38,377	<p>Funding in this area was used primarily used to support students through instructional and non-instructional positions such as:</p> <ul style="list-style-type: none"> • Educational assistants FTEs • Psychologist FTEs <ul style="list-style-type: none"> ○ Occupational therapist FTEs • Speech language pathologist FTEs • Social worker/counsellor FTEs • Teacher FTEs (teachers with additional credentials such as learning resource teacher and English as an additional language).

Appendix C – Management Report and Audited Financial Statements

Consolidated Audited Financial Statements

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

School Division No. 2150000

For the Period Ending: August 31, 2025

Chief Financial Officer - Barry Lacey

Auditor - MNP LLP

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

Saskatchewan 

Management's Responsibility for the Consolidated Financial Statements

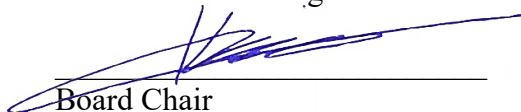
The school division's management is responsible for the preparation of the consolidated financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of consolidated financial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

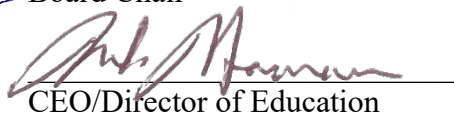
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable consolidated financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly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

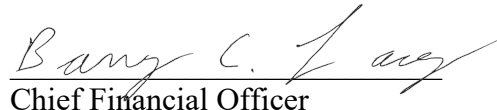
The Board of Education is comprised of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the consolidated financial statements. The Board is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

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

On behalf of the Regina School Division No. 4:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 25, 2025

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

Opinion

We have audited the consolidated financial statements of Regina School Division No. 4, which comprise the consolidated statement of financial position as at August 31, 2025, and the consolidated statements of operations and accumulated operating surplus from operations, changes in net debt and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of Regina School Division No. 4 as at August 31, 2025, and the results of its operations and accumulated operating surplus from operations, changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

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

Other Information

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

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

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

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

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

In preparing the consolidated financial statements, management is responsible for assessing the Regina School Division No. 4's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Regina School Division No. 4 or to cease operations, or has no realistic alternative but to do so.

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

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

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

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

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Regina School Division No. 4's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Regina School Division No. 4's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Regina School Division No. 4 to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Regina, Saskatchewan

November 25, 2025

MNP LLP
Chartered Professional Accountants


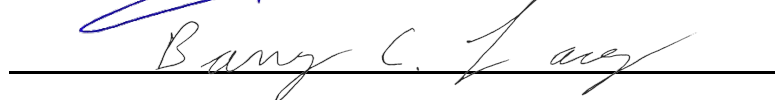
The Board of Education of the Regina School Division No. 4
Consolidated Statement of Financial Position
as at August 31, 2025

	2025	2024
	\$	\$
Financial Assets		
Cash and Cash Equivalents	46,903,213	54,604,691
Accounts Receivable (Note 7)	14,730,928	12,540,521
Portfolio Investments (Note 3)	724,730	674,716
Total Financial Assets	62,358,871	67,819,928
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	44,256,252	43,910,279
Long-Term Debt (Note 9)	12,822,993	14,279,745
Liability for Employee Future Benefits (Note 5)	9,363,700	9,689,800
Deferred Revenue (Note 10)	452,358	656,332
Total Liabilities	66,895,303	68,536,156
Net Debt	(4,536,432)	(716,228)
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	270,642,173	256,262,794
Inventory of Supplies Held for Consumption	171,802	178,786
Prepaid Expenses	1,969,157	2,194,700
Total Non-Financial Assets	272,783,132	258,636,280
Accumulated Surplus (Note 13)	268,246,700	257,920,052

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

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

Approved by the Board:

	Chairperson
	Chief Financial Officer

The Board of Education of the Regina School Division No. 4
Consolidated Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2025

	2025	2025	2024
	Budget	Actual	Actual
	\$	\$	\$
REVENUES	(Note 14)		
Grants	288,209,317	294,750,576	268,928,144
Tuition and Related Fees	969,000	776,263	518,751
School Generated Funds	4,786,000	5,894,765	5,068,476
Complementary Services (Note 11)	4,569,700	5,363,276	4,769,738
External Services (Note 12)	13,413,595	15,513,388	13,456,304
Other	2,248,400	3,121,505	3,012,879
Total Revenues (Schedule A)	314,196,012	325,419,773	295,754,292
EXPENSES			
Governance	898,468	889,918	695,677
Administration	7,460,380	7,690,303	7,342,213
Instruction	215,612,623	221,991,073	203,244,325
Plant Operation & Maintenance	44,352,929	44,975,643	43,285,723
Student Transportation	10,602,189	10,849,140	9,467,547
Tuition and Related Fees	279,500	319,690	251,727
School Generated Funds	3,687,000	4,746,077	4,197,915
Complementary Services (Note 11)	5,907,283	6,990,708	6,475,470
External Services (Note 12)	13,413,595	15,392,671	13,440,032
Other	963,107	1,247,902	1,004,657
Total Expenses (Schedule B)	303,177,074	315,093,125	289,405,286
Operating Surplus for the Year	11,018,938	10,326,648	6,349,006
Accumulated Surplus from Operations, Beginning of Year	257,920,052	257,920,052	251,571,046
Accumulated Surplus from Operations, End of Year	268,938,990	268,246,700	257,920,052

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

The Board of Education of the Regina School Division No. 4
Consolidated Statement of Changes in Net Debt
for the year ended August 31, 2025

	2025	2025	2024
	Budget	Actual	Actual
	\$	\$	\$
	(Note 14)		
Net Debt, Beginning of Year	(716,228)	(716,228)	(3,371,247)
Changes During the Year			
Operating Surplus, for the Year	11,018,938	10,326,648	6,349,006
Acquisition of Tangible Capital Assets (Schedule C)	(23,983,300)	(28,445,677)	(16,265,362)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	-	20,000
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	-	286,283	(20,000)
Amortization of Tangible Capital Assets (Schedule C)	13,637,500	13,780,015	13,181,834
Net Acquisition of Inventory of Supplies Held for Consumption	-	6,984	(64,653)
Net Change in Prepaid Expenses	-	225,543	(545,806)
Change in Net Debt	673,138	(3,820,204)	2,655,019
Net Debt, End of Year	(43,090)	(4,536,432)	(716,228)

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

The Board of Education of the Regina School Division No. 4
Consolidated Statement of Cash Flows
for the year ended August 31, 2025

	2025	2024
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus for the Year	10,326,648	6,349,006
Add Non-Cash Items Included in Surplus (Schedule D)	14,462,723	13,543,646
Net Change in Non-Cash Operating Activities (Schedule E)	(2,538,406)	1,443,330
Cash Provided by Operating Activities	22,250,965	21,335,982
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(28,445,677)	(16,265,362)
Proceeds on Disposal of Tangible Capital Assets	-	20,000
Cash Used in Capital Activities	(28,445,677)	(16,245,362)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(123,872)	(97,000)
Proceeds on Disposal of Portfolio Investments	73,858	147,000
Cash (Used in) Provided by Investing Activities	(50,014)	50,000
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(1,456,752)	(1,398,692)
Cash Used in Financing Activities	(1,456,752)	(1,398,692)
(DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(7,701,478)	3,741,928
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	54,604,691	50,862,763
CASH AND CASH EQUIVALENTS, END OF YEAR	46,903,213	54,604,691

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

The Board of Education of the Regina School Division No. 4
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Grants	(Note 14)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	256,884,431	263,685,485	240,966,061
Operating Grant PMR	5,518,000	6,927,526	5,507,437
Other Ministry Grants	3,499,886	1,995,710	2,994,979
Total Ministry Grants	265,902,317	272,608,721	249,468,477
Other Provincial Grants	-	44,040	39,150
Grants from Others	-	400	-
Total Operating Grants	265,902,317	272,653,161	249,507,627
Capital Grants			
Ministry of Education Capital Grants	22,307,000	22,097,415	19,420,517
Total Capital Grants	22,307,000	22,097,415	19,420,517
Total Grants	288,209,317	294,750,576	268,928,144
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	450,000	236,800	226,610
Individuals and Other	519,000	539,463	292,141
Total Tuition Fees	969,000	776,263	518,751
Total Operating Tuition and Related Fees	969,000	776,263	518,751
Total Tuition and Related Fees Revenue	969,000	776,263	518,751
School Generated Funds Revenue			
Curricular			
Student Fees	700,000	1,130,740	833,657
Total Curricular Fees	700,000	1,130,740	833,657
Non-Curricular Fees			
Commercial Sales - GST	200,000	332,845	294,638
Commercial Sales - Non-GST	400,000	611,232	495,106
Fundraising	950,000	810,115	704,393
Grants and Partnerships	370,000	605,596	586,591
Students Fees	1,466,000	2,353,166	2,096,913
Other	700,000	51,071	57,178
Total Non-Curricular Fees	4,086,000	4,764,025	4,234,819
Total School Generated Funds Revenue	4,786,000	5,894,765	5,068,476
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	2,824,630	2,824,630	2,799,054
Other Ministry Grants	1,485,070	1,999,434	1,647,903
Other Provincial Grants	-	199,867	-
Federal Grants	-	71,725	33,227
Other Grants	260,000	261,370	276,904
Total Operating Grants	4,569,700	5,357,026	4,757,088
Fees and Other Revenue			
Other Revenue	-	6,250	12,650
Total Fees and Other Revenue	-	6,250	12,650
Total Complementary Services Revenue	4,569,700	5,363,276	4,769,738

The Board of Education of the Regina School Division No. 4
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
External Services	(Note 14)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	12,563,595	14,243,685	12,127,057
Other Ministry Grants	-	47,815	74,269
Other Grants	850,000	1,221,888	1,254,978
Total Operating Grants	13,413,595	15,513,388	13,456,304
Total External Services Revenue	13,413,595	15,513,388	13,456,304
Other Revenue			
Miscellaneous Revenue*	270,000	759,614	509,560
Sales & Rentals	578,400	457,768	373,531
Investments	1,400,000	1,904,123	2,109,788
Gain on Disposal of Capital Assets	-	-	20,000
Total Other Revenue	2,248,400	3,121,505	3,012,879
TOTAL REVENUE FOR THE YEAR	314,196,012	325,419,773	295,754,292
Miscellaneous Revenue*	2025	2025	2024
	Budget	Actual	Actual
Administration (reimbursements and fees)	230,000	561,010	368,833
Instruction	40,000	198,604	140,727
	270,000	759,614	509,560

The Board of Education of the Regina School Division No. 4
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Governance Expense	(Note 14)		
Board Members Expense	258,252	251,373	251,066
Professional Development - Board Members	14,000	14,267	11,013
Grants to School Community Councils	108,379	89,894	84,786
Elections	310,037	319,553	107,876
Other Governance Expenses	205,300	213,657	239,762
Amortization of Tangible Capital Assets	2,500	1,174	1,174
Total Governance Expense	898,468	889,918	695,677
Administration Expense			
Salaries	5,509,691	5,692,812	5,365,746
Benefits	802,749	787,088	795,632
Supplies & Services	809,130	845,750	820,374
Non-Capital Furniture & Equipment	5,000	4,591	4,255
Building Operating Expenses	118,110	157,576	139,955
Communications	47,500	42,816	44,079
Travel	47,000	50,706	55,978
Professional Development	69,200	66,693	70,457
Amortization of Tangible Capital Assets	52,000	42,271	45,737
Total Administration Expense	7,460,380	7,690,303	7,342,213
Instruction Expense			
Instructional (Teacher Contract) Salaries	153,972,568	155,020,264	142,169,852
Instructional (Teacher Contract) Benefits	9,628,012	11,480,412	8,796,928
Program Support (Non-Teacher Contract) Salaries	31,504,123	33,250,530	31,577,339
Program Support (Non-Teacher Contract) Benefits	5,980,717	6,581,589	6,292,777
Instructional Aids	3,566,084	5,044,826	3,849,518
Supplies & Services	2,762,574	3,623,087	3,326,737
Non-Capital Furniture & Equipment	2,149,932	1,645,327	1,523,293
Communications	432,662	469,485	481,988
Travel	165,511	138,724	154,126
Professional Development	972,387	926,688	920,785
Student Related Expense	178,053	165,916	155,940
Amortization of Tangible Capital Assets	4,300,000	3,644,225	3,995,042
Total Instruction Expense	215,612,623	221,991,073	203,244,325

The Board of Education of the Regina School Division No. 4
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 14)		
Salaries	11,501,226	11,699,761	10,795,373
Benefits	3,043,067	3,651,725	3,214,874
Supplies & Services	2,300	3,677	4,486
Non-Capital Furniture & Equipment	61,000	55,648	40,038
Building Operating Expenses	20,630,336	19,561,099	20,245,771
Communications	60,000	66,590	69,422
Travel	119,500	160,688	112,050
Professional Development	35,500	15,916	21,518
Amortization of Tangible Capital Assets	8,845,000	9,707,829	8,729,481
Amortization of Tangible Capital Assets ARO	55,000	52,710	52,710
Total Plant Operation & Maintenance Expense	44,352,929	44,975,643	43,285,723
Student Transportation Expense			
Salaries	154,300	167,951	150,712
Benefits	34,179	39,194	33,329
Supplies & Services	701,700	578,785	578,109
Non-Capital Furniture & Equipment	30,500	21,046	31,279
Building Operating Expenses	393,000	427,362	443,883
Communications	600	5,549	5,785
Professional Development	1,000	1,020	583
Contracted Transportation	9,070,910	9,415,361	8,029,065
Amortization of Tangible Capital Assets	216,000	192,872	194,802
Total Student Transportation Expense	10,602,189	10,849,140	9,467,547
Tuition and Related Fees Expense			
Tuition Fees	235,000	280,085	217,757
Transportation Fees	44,500	39,605	33,970
Total Tuition and Related Fees Expense	279,500	319,690	251,727
School Generated Funds Expense			
Academic Supplies & Services	500,000	971,506	795,331
Cost of Sales	400,000	836,218	777,661
Non-Capital Furniture & Equipment	40,000	28,020	46,779
School Fund Expenses	2,610,000	2,787,470	2,445,698
Amortization of Tangible Capital Assets	137,000	122,863	132,446
Total School Generated Funds Expense	3,687,000	4,746,077	4,197,915

The Board of Education of the Regina School Division No. 4
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Complementary Services Expense	(Note 14)		
Instructional (Teacher Contract) Salaries & Benefits	2,120,542	2,492,558	2,401,575
Program Support (Non-Teacher Contract) Salaries & Benefits	3,144,694	4,054,434	3,569,055
Instructional Aids	510,047	331,446	379,192
Non-Capital Furniture & Equipment	18,000	2,974	6,060
Building Operating Expenses	34,000	34,213	36,638
Travel	-	937	753
Professional Development (Non-Salary Costs)	-	7,523	2,996
Student Related Expenses	50,000	50,552	48,759
Amortization of Tangible Capital Assets	30,000	16,071	30,442
Total Complementary Services Expense	5,907,283	6,990,708	6,475,470
External Service Expense			
Grant Transfers	2,278,034	2,255,942	2,555,625
Instructional (Teacher Contract) Salaries & Benefits	9,208,130	10,683,652	8,469,423
Program Support (Non-Teacher Contract) Salaries & Benefits	162,000	229,421	175,098
Instructional Aids	25,000	128,492	125,516
Supplies & Services	1,729,451	2,063,360	2,087,640
Travel	-	-	87
Professional Development (Non-Salary Costs)	10,980	6,032	6,484
Student Related Expenses	-	25,772	20,159
Total External Services Expense	13,413,595	15,392,671	13,440,032
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	5,000	7,087	6,678
Interest on Capital Loans	558,107	558,107	616,167
Total Interest and Bank Charges	563,107	565,194	622,845
Accretion	400,000	396,425	381,812
Loss on Disposal of Tangible Capital Assets	-	286,283	-
Total Other Expense	963,107	1,247,902	1,004,657
TOTAL EXPENSES FOR THE YEAR	303,177,074	315,093,125	289,405,286

The Board of Education of the Regina School Division No. 4
 Schedule C - Consolidated Supplementary Details of Tangible Capital Assets
 for the year ended August 31, 2025

	Land		Buildings		Buildings		Other		Furniture and Equipment		Computer Hardware and Audio Visual Equipment		Computer Software		Assets Under Construction		2024
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Tangible Capital Assets - at Cost																	
Opening Balance as of September 1	10,402,646	471,448	339,981,430	28,244,211	3,140,035	1,926,222	22,038,919	14,300,732	244,339	15,578,242	436,328,224	432,931,806					
Additions/Purchases	-	-	-	-	-	-	383,227	827,082	-	27,235,368	28,445,677	16,265,362					
Disposals	-	-	(1,396,772)	-	-	-	(1,464,748)	(2,828,456)	(177,189)	-	(5,867,165)	(3,916,317)					
Write-Downs (Note 2j)	-	-	-	-	-	-	-	-	-	-	-	(8,952,627)					
Transfers to (from)	-	-	29,166,239	8,280,998	-	-	1,186,291	137,127	-	(38,770,655)	-	-					
Closing Balance as of August 31	10,402,646	471,448	367,750,897	36,525,209	3,140,035	1,926,222	22,143,689	12,436,485	67,150	4,042,955	458,906,736	436,328,224					
Tangible Capital Assets - Amortization																	
Opening Balance as of September 1	-	400,725	139,874,198	12,682,358	2,594,254	1,109,053	13,117,189	10,056,738	230,915	-	180,065,430	171,981,913					
Amortization of the Period	-	23,572	6,875,315	1,811,166	52,710	347,071	2,172,432	2,484,319	13,430	-	13,780,015	13,181,834					
Disposals	-	-	(1,110,489)	-	-	-	(1,464,748)	(2,828,456)	(177,189)	-	(5,800,882)	(3,916,317)					
Write-Downs (Note 2j)	-	-	-	-	-	-	-	-	-	-	-	(1,182,000)					
Closing Balance as of August 31	N/A	424,297	145,639,024	14,493,524	2,646,964	1,456,124	13,824,873	9,712,601	67,156	N/A	188,264,563	180,065,430					
Net Book Value																	
Opening Balance as of September 1	10,402,646	70,723	200,107,232	15,561,853	545,781	817,169	8,921,730	4,243,994	13,424	15,578,242	256,262,794	260,949,893					
Closing Balance as of August 31	10,402,646	471,451	222,111,873	22,031,685	493,071	470,098	8,318,816	2,723,884	(6)	4,042,955	270,642,173	256,262,794					
Change in Net Book Value	-	(23,572)	22,004,641	6,469,832	(52,710)	(347,071)	(602,914)	(1,520,110)	(13,430)	(11,535,287)	14,379,379	(4,687,099)					
Disposals																	
Historical Cost	-	-	1,396,772	-	-	-	1,464,748	2,828,456	177,189	-	5,867,165	3,916,317					
Accumulated Amortization	-	-	1,110,489	-	-	-	1,464,748	2,828,456	177,189	-	5,800,882	3,916,317					
Net Cost	-	-	286,283	-	-	-	-	-	-	-	286,283	-					
Price of Sale	-	-	-	-	-	-	-	-	-	-	-	-					
Loss on Disposal	-	-	(286,283)	-	-	-	-	-	-	-	(286,283)	20,000					

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An asset retirement obligation for the removal and disposal of asbestos (Note 8) is related to buildings with a netbook of value of \$5,205,791 (2024-\$6,058,034).

The Board of Education of the Regina School Division No. 4
Schedule D: Consolidated Non-Cash Items Included in Surplus
for the year ended August 31, 2025

	2025	2024 (Restated)
	\$	\$
Non-Cash Items Included in Surplus / Deficit		
Amortization of Tangible Capital Assets (Schedule C)	13,780,015	13,181,834
Accretion of Asset Retirement Obligation (Schedule B)	396,425	381,812
Net Loss (Gain) on Disposal of Tangible Capital Assets (Schedule C)	286,283	(20,000)
Total Non-Cash Items Included in Surplus / Deficit	14,462,723	13,543,646

The Board of Education of the Regina School Division No. 4
Schedule E: Consolidated Net Change in Non-Cash Operating Activities
for the year ended August 31, 2025

	2025	2024
	\$	\$
Net Change in Non-Cash Operating Activities		
Increase in Accounts Receivable	(2,190,407)	(7,935,948)
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(50,452)	10,565,468
Decrease in Liability for Employee Future Benefits	(326,100)	(611,200)
(Decrease) Increase in Deferred Revenue	(203,974)	35,469
Decrease (Increase) in Inventory of Supplies Held for Consumption	6,984	(64,653)
Decrease (Increase) in Prepaid Expenses	225,543	(545,806)
Total Net Change in Non-Cash Operating Activities	(2,538,406)	1,443,330

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

**Schedule F: Consolidated Detail of Designated Assets
for the year ended August 31, 2025**

	August 31 2024	Additions during the year	Reductions during the year	August 31 2025
	\$	\$	\$	\$
External Sources				(Note 13)
Jointly Administered Funds				
School generated funds	2,555,334	2,861,356	2,555,334	2,861,356
Total Jointly Administered Funds	2,555,334	2,861,356	2,555,334	2,861,356
Ministry of Education				
Designated for tangible capital asset expenditures	6,100,096	22,061,582	26,490,134	1,671,544
PMR maintenance project allocations	6,541,039	6,927,526	4,724,014	8,744,551
Federal Capital Tuition	8,025	-	-	8,025
Sale of School Building	476,913	-	-	476,913
Total Ministry of Education	13,126,073	28,989,108	31,214,148	10,901,033
Total	15,681,407	31,850,464	33,769,482	13,762,389
Internal Sources				
Curriculum and student learning				
School operating budget	93,011	-	3,151	89,860
Programming	575,059	194,385	617,168	152,276
Total curriculum and student learning	668,070	194,385	620,319	242,136
Facilities				
Facilities	5,970,715	-	224,464	5,746,251
Board's share of sale of school buildings	1,142,080	-	-	1,142,080
Total facilities	7,112,795	-	224,464	6,888,331
Furniture and equipment				
Furniture and equipment	1,142,389	-	107,100	1,035,289
Total furniture and equipment	1,142,389	-	107,100	1,035,289
Information technology				
Information technology renewal	5,294,387	-	-	5,294,387
Total information technology	5,294,387	-	-	5,294,387
Other				
Operating	3,730,198	-	2,650,982	1,079,216
Total Other	3,730,198	-	2,650,982	1,079,216
Total Designated Assets	33,629,246	32,044,849	37,372,347	28,301,748

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

1. AUTHORITY AND PURPOSE

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Regina School Division No. 4 of Saskatchewan” and operates as “the Regina School Division No.4”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

a) Basis of Accounting

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

b) Reporting Entity and Consolidation

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

Partnerships

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

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

These consolidated financial statements contain the following partnerships:

- māmawêyatitân Centre co-ownership of building consolidated 72.85% (2024-consolidated 72.85%).
- māmawêyatitân Centre common operating costs consolidated 69.70% (2024-consolidated 69.70%), adjusted for security costs which are allocated based on daily use.

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

c) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$9,363,700 (2024 - \$9,689,800) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$188,264,563 (2024 - \$180,065,430) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated discounted asset retirement obligation of \$19,501,328 (2024 - \$19,212,243) because actual expense may differ significantly from valuation estimates.
- estimated accrued salaries of \$nil (2024 - \$4,270,139) related to the settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023.

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

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

d) Financial Instruments

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

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

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

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

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

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

e) Financial Assets

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

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

Accounts Receivable includes provincial grants receivable and other receivables. Provincial grants receivable represent operating and capital grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met and there are no stipulations strong enough to create a liability.

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

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

f) Non-Financial Assets

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

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the school division to provide services to the public and are not intended for sale in the ordinary course of operations.

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

Tangible capital assets are recorded at cost and include all costs directly attributable to the acquisition, design, construction, development, installation, and betterment of the tangible capital asset. The school division does not capitalize interest incurred while a tangible capital asset is under construction.

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

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

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

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

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

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

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

g) Liabilities

Liabilities are present obligations arising from transactions and events occurring prior to year-end, which will be satisfied in the future through the use of assets or another form of economic settlement.

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

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

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

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

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

h) Employee Pension Plans

Employees of the school division participate in the following pension plans:

Multi-Employer Defined Benefit Plans

The school division's employees participate in one of the following multi-employer defined benefit plans:

- i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP) or the Saskatchewan Teachers' Superannuation Plan (STSP). The school division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.
- ii) Other employees participate in the Regina Civic Employees' Superannuation and Benefit Plan. The plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

i) Revenue Recognition

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

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

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

i) Government Transfers (Grants)

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

ii) Fees and Services

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

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

iii) Interest Income

Interest is recognized as revenue when it is earned.

iv) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

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j) Accounting Changes

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

	2025 Adjustment Applied	2024 Adjustment Applied
Tangible Capital Assets - Cost	\$ -	\$ (8,952,627)
Tangible Capital Assets - Accumulated Amortization	-	(1,182,000)
Accumulated Surplus from Operations	-	(7,770,627)

k) Accounting Standard Not Yet in Effect

The Public Sector Accounting Board has issued a new conceptual framework and reporting model. A conceptual framework is a coherent set of interrelated concepts underlying accounting and financial reporting standards. It prescribes the nature, function and limits of financial accounting and reporting. A reporting model establishes guidance on the presentation of general-purpose financial statements.

The school division will adopt both the conceptual framework and reporting model on September 1, 2026, and is in the process of evaluating the impact this will have on these financial statements. Prior period amounts will be restated to conform to the presentation requirements for comparative financial information.

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2025	2024
Portfolio investments in the cost or amortized cost category:	Cost	Cost
GICs, 3.62% to 4.72% mature Sep/25 to Oct/29	\$ 724,730	\$ 674,716
Total portfolio investments reported at cost or amortized cost	\$ 724,730	\$ 674,716

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4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2025 Actual	2024 Actual
Governance	\$ 251,373	\$ 637,371	\$ -	\$ 1,174	\$ 889,918	\$ 695,677
Administration	6,479,900	1,168,132	-	42,271	7,690,303	7,342,213
Instruction	206,332,795	12,014,053	-	3,644,225	221,991,073	203,244,325
Plant Operation & Maintenance	15,351,486	19,863,618	-	9,760,539	44,975,643	43,285,723
Student Transportation	207,145	10,449,123	-	192,872	10,849,140	9,467,547
Tuition and Related Fees	-	319,690	-	-	319,690	251,727
School Generated Funds	-	4,623,214	-	122,863	4,746,077	4,197,915
Complementary Services	6,546,992	427,645	-	16,071	6,990,708	6,475,470
External Services	10,913,073	4,479,598	-	-	15,392,671	13,440,032
Other	-	689,795	558,107	-	1,247,902	1,004,657
TOTAL	\$ 246,082,764	\$ 54,672,239	\$ 558,107	\$ 13,780,015	\$315,093,125	\$ 289,405,286

5. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include retirement gratuities, severance benefits and accumulating non-vested sick leave benefits, for certain employees pursuant to applicable contracts and union agreements. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the consolidated statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at April 30, 2024 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2025.

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Details of the employee future benefits are as follows:

	2025	2024
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.25%	4.00%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	2.70%	2.70%
Expected average remaining service life (years)	13	13

Liability for Employee Future Benefits	2025	2024
Accrued Benefit Obligation - beginning of year	\$ 7,577,900	\$ 6,760,000
Current period service cost	287,100	232,300
Interest cost	300,200	294,400
Benefit payments	(720,700)	(602,900)
Actuarial (gains) losses	(134,200)	1,148,200
Plan amendments	-	(254,100)
Accrued Benefit Obligation - end of year	7,310,300	7,577,900
Unamortized net actuarial gains	2,053,400	2,111,900
Liability for Employee Future Benefits	\$ 9,363,700	\$ 9,689,800

Employee Future Benefits Expense	2025	2024
Current period service cost	\$ 287,100	\$ 232,300
Amortization of net actuarial (gain)	(192,700)	(280,900)
Plan amendments	-	(254,100)
Benefit cost	94,400	(302,700)
Interest cost	300,200	294,400
Total Employee Future Benefits Expense	\$ 394,600	\$ (8,300)

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6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

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

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

	2025			2024
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	2,084	1	2,085	2,037
Member contribution rate (percentage of salary)	10.00%	6.05% / 7.85%	6.05% / 10.00%	6.05% / 11.70%
Member contributions for the year	\$ 17,467,976	\$ 116	\$ 17,468,092	\$ 15,313,620

ii) Regina Civic Employees' Superannuation and Benefit Plan

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

Plan changes were implemented on January 1, 2016 to address past deficits and the governance structure. The intent of these changes was to bring the plan into a position of financial sustainability. These Plan changes were implemented on a prospective basis with transition rules developed. Contribution rates also changed with employers paying a higher rate than members on past deficits.

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

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

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

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

	<u>2025</u>	<u>2024</u>
Number of active School Division members	903	861
Member contribution rate (percentage of salary)	8.25%/12.25%	8.80%/13.10%
School Division contribution rate (percentage of salary)	8.25%/12.25%	9.80%/14.60%
Member contributions for the year	\$ 3,824,727	\$ 3,630,759
School Division contributions for the year	\$ 3,994,663	\$ 4,043,404
Actuarial extrapolation date	<u>12/31/2024</u>	<u>12/31/2023</u>
Plan Assets (in thousands)	\$ 1,943,596	\$ 1,793,012
Plan Liabilities (in thousands)	\$ 1,943,596	\$ 1,810,040
Plan (Deficit) (in thousands)	\$ -	\$ (17,028)

7. ACCOUNTS RECEIVABLE

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

	<u>2025</u>			<u>2024</u>		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Provincial Grants Receivable	\$ 9,677,292	\$ -	\$ 9,677,292	\$ 9,178,361	\$ -	\$ 9,178,361
Other Receivables	5,053,636	-	5,053,636	3,362,160	-	3,362,160
Total Accounts Receivable	\$ 14,730,928	\$ -	\$ 14,730,928	\$ 12,540,521	\$ -	\$ 12,540,521

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8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2025	2024
Accrued Salaries and Benefits	\$ 5,945,872	\$ 10,155,908
Supplier Payments	6,673,250	7,451,600
Liability for Asset Retirement Obligation	19,501,328	19,212,243
Other Accrued Liabilities	12,135,802	7,090,528
Total Accounts Payable and Accrued Liabilities	\$ 44,256,252	\$ 43,910,279

The school division recognized an estimated liability for asset retirement obligation of \$19,501,328 (2024 - \$19,212,243) for the removal and disposal of asbestos. The nature of the liability is related to asbestos containing materials within several of the school division's facilities that will be required to be properly disposed of when the building is disposed of, or remediation work is undertaken. The assumptions used in estimating the liability include the various types of asbestos containing materials within each of the school division's buildings, along with the standard of work that will be required to safely remove the asbestos containing materials. Additionally, assumptions were made around the remaining useful life of all school division buildings that contain asbestos materials to determine amortization of the asset and when remediation costs may be incurred.

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

	2025	2024
Long-term assumptions used:		
Discount rate at end of period	3.92%	3.92%
Inflation rate	2.0%	2.0%
Estimated timing of settlement (years)	1-21 years	1-22 years

Liability of Asset Retirement Obligations	2025	2024
Asset Retirement Obligations, beginning of year	\$ 19,212,243	\$ 18,907,415
Liabilities Derecognized (Remediation)	(107,340)	(76,984)
Accretion Expense	396,425	381,812
Asset Retirement Obligations, end of year	\$ 19,501,328	\$ 19,212,243

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9. LONG-TERM DEBT

Details of long-term debt are as follows:

		2025	2024
Capital Loans:	RBC Financial Group, capital school building construction, 3.92%, principal and interest payments of \$97,735 payable monthly, due date of loan March 2032	\$ 6,795,488	\$ 7,682,964
	RBC Financial Group, capital school building construction, 4.47%, principal and interest payments of \$47,567 payable monthly, due date of loan November 2033	3,932,389	4,318,020
	RBC Financial Group, capital school building construction, 3.99%, principal and interest payments of \$22,602 payable monthly, due date of loan November 2034	2,095,116	2,278,761
Total Long-Term Debt		\$ 12,822,993	\$ 14,279,745

Future principal and interest repayments over the next 5 years are estimated as follows:	
	Total
2026	\$ 2,014,859
2027	2,014,859
2028	2,014,859
2029	2,014,859
2030	2,014,859
Thereafter	4,864,829
Total	14,939,124
Less: Interest and executory cost	2,116,131
Total future principal repayments	\$ 12,822,993

Principal and interest payments on the long-term debt are as follows:		
	2025	2024
Principal	\$ 1,456,752	\$ 1,398,692
Interest	558,107	616,167
Total	\$ 2,014,859	\$ 2,014,859

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10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2024	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2025
Non-Capital deferred revenue:				
Special Programs	\$ 208,035	\$ 39,094	\$ 147,146	\$ 99,983
Tuition Fees	448,297	352,375	448,297	352,375
Total non-capital deferred revenue	656,332	391,469	595,443	452,358
Total Deferred Revenue	\$ 656,332	\$ 391,469	\$ 595,443	\$ 452,358

11. COMPLEMENTARY SERVICES

Complementary services represent those services and programs where the primary purpose is other than K-12 learning/learning support, but which have the specific objective of enhancing the school division's ability to successfully deliver its K-12 curriculum/learning programs.

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

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Nutrition	Youth in Custody	Deaf and Hard of Hearing	Early Learning Intensive Support Project	Other Programs	2025	2024
Revenues:								
Operating Grants	\$2,914,630	\$ 147,030	\$293,651	\$ 120,000	\$1,025,000	\$ 856,715	\$ 5,357,026	\$ 4,757,088
Fees and Other Revenues	-	6,250	-	-	-	-	6,250	12,650
Total Revenues	2,914,630	153,280	293,651	120,000	1,025,000	856,715	5,363,276	4,769,738
Expenses:								
Salaries & Benefits	2,869,188	854,648	275,233	113,391	1,020,714	1,413,818	6,546,992	5,970,630
Instructional Aids	54,505	245,353	-	1,879	22,034	7,675	331,446	379,192
Non-Capital Equipment	2,279	-	195	-	-	500	2,974	6,060
Building Operating Expenses	-	-	34,213	-	-	-	34,213	36,638
Travel	-	-	937	-	-	-	937	753
Professional Development (Non-Salary Costs)	-	-	-	-	-	7,523	7,523	2,996
Student Related Expenses	-	-	-	-	-	50,552	50,552	48,759
Amortization of Tangible Capital Assets	-	-	-	-	-	16,071	16,071	30,442
Total Expenses	2,925,972	1,100,001	310,578	115,270	1,042,748	1,496,139	6,990,708	6,475,470
(Deficiency) Excess of Revenues over Expenses	\$ (11,342)	\$(96,721)	\$(16,927)	\$ 4,730	\$ (17,748)	\$(639,424)	\$(1,627,432)	\$(1,705,732)

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12. EXTERNAL SERVICES

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

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

Summary of External Services Revenues and Expenses, by Program	Other - Provincial Education Plan	Associate Schools*	Drivers Education	2025	2024
Revenues:					
Operating Grants	\$ 47,815	\$ 14,243,685	\$ 1,221,888	\$ 15,513,388	\$ 13,456,304
Total Revenues	47,815	14,243,685	1,221,888	15,513,388	13,456,304
Expenses:					
Grant Transfers	15,494	2,240,448	-	2,255,942	2,555,625
Salaries & Benefits	-	10,913,073	-	10,913,073	8,644,521
Instructional Aids	-	128,492	-	128,492	125,516
Supplies and Services	-	929,868	1,133,492	2,063,360	2,087,640
Travel	-	-	-	-	87
Professional Development	-	6,032	-	6,032	6,484
Student Related Expenses	-	25,772	-	25,772	20,159
Total Expenses	15,494	14,243,685	1,133,492	15,392,671	13,440,032
Excess of Revenues over Expenses	\$ 32,321	\$ -	\$ 88,396	\$ 120,717	\$ 16,272

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

Summary of Associate School Revenues and Expenses, Details by School	Regina Christian School	Harvest City Academy	Regina Huda School	2025	2024
Revenues:					
Operating Grants	\$ 5,994,608	\$ 2,969,045	\$ 5,280,032	\$ 14,243,685	\$ 12,201,326
Total Revenues	5,994,608	2,969,045	5,280,032	14,243,685	12,201,326
Expenses:					
Grant Transfers	947,888	488,672	803,888	2,240,448	2,555,625
Salaries & Benefits	4,635,611	2,272,844	4,004,618	10,913,073	8,644,521
Instructional Aids	-	10,651	117,841	128,492	125,516
Supplies and Services	391,150	193,485	345,233	929,868	848,934
Travel	-	-	-	-	87
Professional Development	2,750	-	3,282	6,032	6,484
Student Related Expenses	17,209	3,393	5,170	25,772	20,159
Total Expenses	5,994,608	2,969,045	5,280,032	14,243,685	12,201,326
Excess (Deficiency) of Revenues over Expenses	\$ -	\$ -	\$ -	\$ -	\$ -

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13. ACCUMULATED SURPLUS

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

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

Details of accumulated surplus are as follows:

	August 31, 2024	Additions during the year	Reductions during the year	August 31, 2025
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 256,262,794	\$ 28,445,677	\$ 14,066,298	\$ 270,642,173
Less: Liability for Asset Retirement Obligation	(19,212,243)	(396,425)	(107,340)	(19,501,328)
Less: Debt owing on Tangible Capital Assets	(14,279,745)	-	(1,456,752)	(12,822,993)
	222,770,806	28,049,252	12,502,206	238,317,852
Designated Assets (Schedule F)	33,629,246	32,044,849	37,372,347	28,301,748
Unrestricted Surplus	1,520,000	107,100	-	1,627,100
Total Accumulated Surplus	\$ 257,920,052	\$ 60,201,201	\$ 49,874,553	\$ 268,246,700

14. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the board of education on June 24, 2024 and the Minister of Education on August 29, 2024.

15. PARTNERSHIP

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

The following is a schedule of relevant financial information as stated within the consolidated financial statements for the partnership for the year ended August 31, 2025. These amounts represent 100% of the partnership's financial position and activities.

	2025	2024
Capital Assets	\$ 38,435,984	\$ 38,435,984
Expenses	\$ 972,780	\$ 885,147

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The above amounts have been proportionately consolidated in the school division's consolidated financial statements at the school division's partnership share of 72.85% (2024 - 72.85%) for capital assets presented at cost and 69.7% (2024 - 69.7%) for common operating costs. After adjusting the accounting policies to be consistent with those of the school division and eliminating transactions between the partnership and the school division, the following amounts have been included in the school division's consolidated financial statements:

	2025	2024
Capital Assets	\$ 29,559,025	\$ 29,559,025
Expenses	\$ 631,629	\$ 575,865

The accumulated amortization related to the above capital assets owned by the school division totals \$4,680,941 (2024 - \$4,099,384) with an ending net book value of \$ 24,878,084 (2024 - \$25,459,641). Not included in shared operating costs above is amortization expense of \$581,557 (2024 - \$581,557) directly related to the school division's proportionate share of the capital assets.

16. CONTINGENT LIABILITIES

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

17. CONTRACTUAL OBLIGATIONS

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

- The school division and Regina Catholic School Division No. 81 are constructing a joint use school, North Regina Joint Use School (tawáw/St.Raphael). The total construction contract is for \$58,743,780 and Regina School Division's portion is \$28,708,945, with remaining project costs totaling \$1,774,009 to be paid over the next year. Total other project costs are \$4,102,946 and Regina School Division's portion is \$2,128,810, with remaining project costs totaling \$1,251,178 to be paid over the next year.
- The school division and Regina Catholic School Division No. 81 are constructing a joint use school, Harbour Landing West Joint-Use School. The total construction contract is for \$49,811,618 and Regina School Division's portion is \$26,766,585, with remaining project costs totaling \$23,961,102 to be paid over the next two years. Total other project costs are \$4,691,362 and Regina School Division's portion is \$2,655,294, with remaining project costs totaling \$1,097,806 to be paid over the next two years.
- The school division is installing four portable classrooms at Harbour Landing West. Total project costs are \$1,642,564, with remaining project costs totaling \$1,314,051 to be paid over the next two years.
- Transportation contract in the amount of \$5,797,795 to be paid over the next year.

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- Teacher professional development in the amount of \$2,251,504 to be paid over the next two years, outlined in Note 19.

Operating lease obligations of the school division are as follows:

	Operating Leases	
	Copier Leases	Total Operating
Future minimum lease payments:		
2026	\$ 337,196	\$ 337,196
2027	309,096	309,096
Total Lease Obligations	\$ 646,292	\$ 646,292

18. COMPARATIVE INFORMATION

Certain comparative figures have been reclassified on the Consolidated Statement of Cash Flows and Schedule D: Consolidated Non-Cash Items Included in Surplus to conform to the current year's presentation.

19. RISK MANAGEMENT

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

i) Credit Risk

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

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

The aging of grants and other accounts receivable as at August 31, 2025, was:

	August 31, 2025				
	Total	0-30 days	31-60 days	61-90 days	Over 90 days
Grants Receivable	9,677,292	\$ 9,677,292	\$ -	\$ -	\$ -
Other Receivables	1,934,180	563,504	1,334,651	11,400	24,625
Gross Receivables	11,611,472	10,240,796	1,334,651	11,400	24,625
Allowance for Doubtful Accounts	-	-	-	-	-
Net Receivables	\$ 11,611,472	\$ 10,240,796	\$ 1,334,651	\$ 11,400	\$ 24,625

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

ii) Liquidity Risk

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

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

	August 31, 2025				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 44,256,252	\$ 18,734,918	\$ 75,697	\$ 3,974,958	\$ 21,470,679
Long-term debt	12,822,993	758,616	758,616	6,725,720	4,580,041
Total	\$ 57,079,245	\$ 19,493,534	\$ 834,313	\$ 10,700,678	\$ 26,050,720

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

The school division also has an authorized bank line of credit of \$20,000,000 with interest payable monthly at a rate of prime less 1.00% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2025.

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.

THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4
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Foreign Currency Risk

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

20. PROFESSIONAL DEVELOPMENT

The Teacher's Local Implementation Negotiation Committee Agreement provides for a professional development allocation based on 0.59% of the teacher salary amounts reported in the audited consolidated financial statements. The 2025 amount below will be the budget allocation for 2026-2027 (2024 – budget 2025-26), calculated as follows:

	2025	2024
Operating Teacher Salaries	\$ 138,225,754	\$ 133,297,863
Complementary Teacher Salaries	2,354,276	2,265,003
External Teacher Salaries	9,369,519	7,711,207
Total Teacher Salaries	149,949,549	143,274,073
Professional Development Allocation at 0.59%	\$ 884,702	\$ 845,317