



**Regina
Catholic Schools**

Regina Roman Catholic Separate School Division No. 81

2024-25 Annual Report

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School Division Contact Information



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An electronic copy of this report is available at www.rcsd.ca

All board of education annual reports are available on the Government of Saskatchewan website at [Publications Centre Education](#).

Letter of Transmittal

Honourable Minister Everett Hindley
Minister of Education

Dear Minister Hindley:

The Board of Education of the Regina Roman Catholic Separate School Division No. 81 is pleased to provide you and the residents of the school division with the 2024-25 annual report. This report presents an overview of the 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 black ink that reads "Ryan J. Bast". The signature is written in a cursive, flowing style.

Ryan Bast
Board Chair

Introduction

This annual report provides information about Regina Catholic School Division (RCSd) 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 toward achieving the provincial level targets.

The 2024-25 school year marked the second year of the division's overarching theme, "All Belong – Welcome, Embrace, Celebrate." This past year, we focused specifically on the concept of "Embrace – that with open minds we embrace all aspects of identity that shape us." This guiding theme and faith initiative informed our ongoing efforts to create inclusive, faith-centered, and academically rich learning environments for all students.

Throughout the year, the school division continued to advance a strategic plan grounded in our commitments to students and families across four key priority areas: Catholic Communities of Faith, Literacy and Numeracy, Equitable Opportunities and Transitions, and Essential Skills and Practices in 21st Century Education.

Our work this year was also aligned with the Provincial Education Plan priorities: supporting mental health and well-being, the Inspiring Success priority action plan of the PEP focuses on Indigenous education and advancing the policy goals of the Inspiring Success framework. We prioritized the safety and well-being of both students and staff, while enhancing learning and assessment practices – especially in reading, writing, and mathematics.

In keeping with the year's focus on "Embrace", we also implemented targeted supports for English as an Additional Language (EAL) learners, comprising nearly 40% of the school division enrolment, ensuring that every student feels seen, supported, and empowered to succeed.

This report outlines the actions, initiatives, and outcomes related to these priorities throughout the 2024-25 academic year.

Governance

The Board of Education

RCSD is governed by a seven-person elected Board of Education. The Education Act, 1995 gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division.” The current Board was elected on November 13, 2024, to serve a four-year term.

A list of remuneration paid to all Board members in 2024-25 is provided in Appendix A.

Board of Education Trustees as of August 31, 2025:



Ryan Bast
Chair



Vicky Bonnell
Co-Deputy Chair



Bob Kowalchuk
Co-Deputy Chair



Greg Fischer
Trustee



Rob Bresciani
Trustee



Shauna Weninger
Trustee



Darren Wilcox
Trustee

School Community Councils

Catholic School Community Council Membership

The Board of Trustees for RCSD has established a Catholic School Community Council (CSCC) for 31 schools in the division. RCSD has four high schools, 24 elementary schools, two alternative schools and one associate school that all have CSCCs who support School Improvement Plans (SIP) and students' needs.

School based administrators continue to provide leadership to parents/guardians with the development of the CSCCs, the constitutions, and establishing operating norms. Membership is made up of volunteers from each school community.

In school communities such as Sacred Heart Community School and St. Augustine Community School, where Indigenous populations are higher, there is representation by parents/guardians, grandparents, and Knowledge Keepers. As well, each of RCSD's four high schools have student representatives. These representatives attend monthly CSCC meetings to provide a student perspective and support the initiatives in their school.

In 2024-25, RCSD's CSCCs were provided with either a \$1,000 or \$2,000 operating grant depending on the needs of the school. The total funding allocation for CSCCs was \$40,000.

RCSD used Baragar Systems' super indicators to analyze data and assess various aspects of schools to make data-driven decisions regarding CSCC funding. These indicators included level of education, family type, mobility and transiency, employment status, and income. This funding was used in various ways including meeting expenses, school community-building events, and supporting school-level plans.

CSCCs are required to submit three reports to the Board annually that provide the following:

- information on their support of the school and the SIP;
- the overall success of their work throughout the school year; and,
- a budget report explaining how their annual grant funding was used.

The Education Regulations, 2019, requests that school divisions undertake orientation training and networking opportunities for their School Community Council members. In response to this regulation, the Board/CSCC Linkage Meeting is once per year, and this linkage meeting was held in February. All CSCC members were invited and encouraged to attend and engage in conversation with our Trustees. Overall, RCSD would still like to see the participation of CSCC members increase for these meetings.

Schools continue to work at increasing their CSCC membership through the Annual General Meeting (AGM). Each September or June schools hold their AGMs in conjunction with a welcome back barbeque, open house, or year-end celebrations. The AGM allows schools to celebrate and promote the CSCC to new families and to encourage them to join their school community's council and help make a difference in their school community.

Key Successes and Challenges of Catholic School Community Councils

Successes

- Community events:
 - Halloween dances
 - Christmas celebrations
 - Family nights
 - Movie nights
 - Home Alone courses at the school
 - Babysitting course at the school
 - Back to school or Year end BBQs
- Celebrating and supporting Catholic Faith:
 - Advent events
 - Christmas hampers
 - Shrove Tuesday pancake breakfast
 - Transportation support for Masses
- Support of Learning:
 - Welcome booths at interview nights.
 - Fundraising to support math resources with the purchase of materials or software.
 - Fundraising to support literacy initiatives in schools. Many schools host literacy nights with an opportunity to take home resources to support literacy at home.
 - Parent information nights with a focus on safe internet use, supporting their child's education at home, and community resources for families.
 - New sports jerseys purchased to support extra-curricular opportunities in schools.

Challenges

- Finding volunteers to support CSCC events in the school.
- Need for larger spaces to host school events for community building as student population continues to grow.
- Cost of resources as family needs continue to rise.

School Division Profile

School Division in Context

Founded in 1899, the Regina Roman Catholic Separate School Division No. 81 (RCSD) is an urban school division situated on Treaty 4 Territory where the staff and students are beneficiaries of this treaty. Our students and staff are blessed to work and learn on Treaty 4 land which encompasses the lands of the Cree, Saulteaux, Dakota, Nakota, Lakota, and on the homeland of the Métis Nation. As a school division we are committed to seeking the truth and taking intentional steps toward reconciliation with Indigenous Peoples in the community.

The RCSD continues to experience growth, a testimony to its history of offering quality Catholic education for over 125 years. As of June 30, 2025, RCSD's enrolment reached 14,324 students in the City of Regina from Prekindergarten through Grade 12.

The RCSD is comprised of 31 schools:

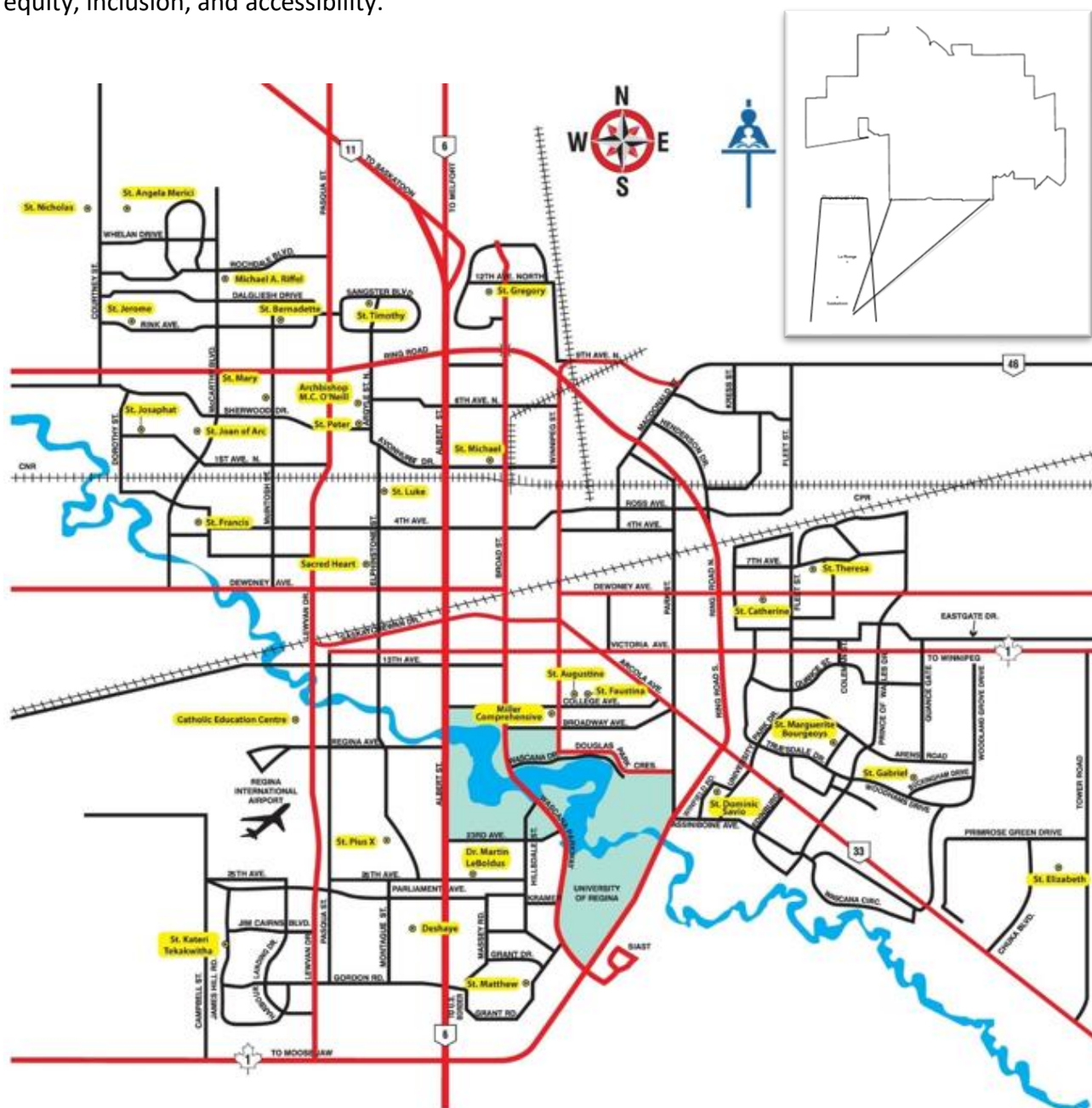
- 23 elementary schools
- Four high schools
- Four specialized schools
 - one K-12 school supporting complex needs
 - one K-12 alternative school
 - one learning online school
 - one associate middle school

Within these schools there are:

- five French Immersion elementary programs
- three French Immersion high school programs
- home-based education programming

St. Michael Community School and St. Peter School officially closed June 30, 2025, although students will continue to learn at these facilities until the new joint use St. Raphael School is completed and ready for students in early 2026.

RCSD schools are places where all can freely teach and practice the Catholic faith and where school, home, and church work together to help students become informed, compassionate, and responsible citizens, in environments committed to embodying the principles of diversity, equity, inclusion, and accessibility.



Division Philosophical Foundation

Vision

The Vision of the Regina Roman Catholic School Division is to provide a quality Catholic education that is faith-based, student-centered, and results-oriented.

Mission

The Mission of the Regina Roman Catholic School Division is to work with the community and the local church to provide a quality Catholic education which respects the diversity of all staff, students and families and fosters academic excellence and the development of faithful, informed, responsible citizens.

Regina Roman Catholic Separate School Division No. 81 exists so that:

Our students will be informed, responsible citizens, continuing the mission of Christ to build the Kingdom of God by living the teachings of Jesus through the Catholic faith. This is accomplished through staff committed to the teachings of the Catholic faith.

Goals

Trustees, staff, and students demonstrate commitment to the Catholic faith.

- Trustees, staff, and students can articulate the Catholic faith through their words and actions.
- Trustees, staff, and students are servant-leaders, and proclaimers of our Catholic faith.
- Trustees, staff, and students demonstrate commitment to the teachings of Jesus Christ through the welcoming and accompaniment of all in our school communities by celebrating Diversity, Equity, Inclusion and Accessibility.
- Trustees, staff, and students demonstrate a commitment to Truth and Reconciliation.
- Trustees, staff, and students demonstrate stewardship of talent, treasure, and time.

Students have foundations for success.

- Students demonstrate achievement consistent with curriculum requirements.
 - Students demonstrate continuous academic growth.
 - Students demonstrate proficiency in the use of technology.
 - Students demonstrate an understanding of Catholic values and social teachings.
- Students demonstrate social skills for success.
- Students make positive, healthy choices.
- Students are engaged in learning.
- Graduates can meet the entrance requirements for the post-secondary education of their choice, and/or have skills for meaningful employment.
- Students have an environment conducive to learning.

The community understands and supports the value of Catholic education.

Core Commitments to Students and Families

Catholic Communities of Faith

The school community understands, nurtures and supports the value of Catholic education.

Literacy / Numeracy

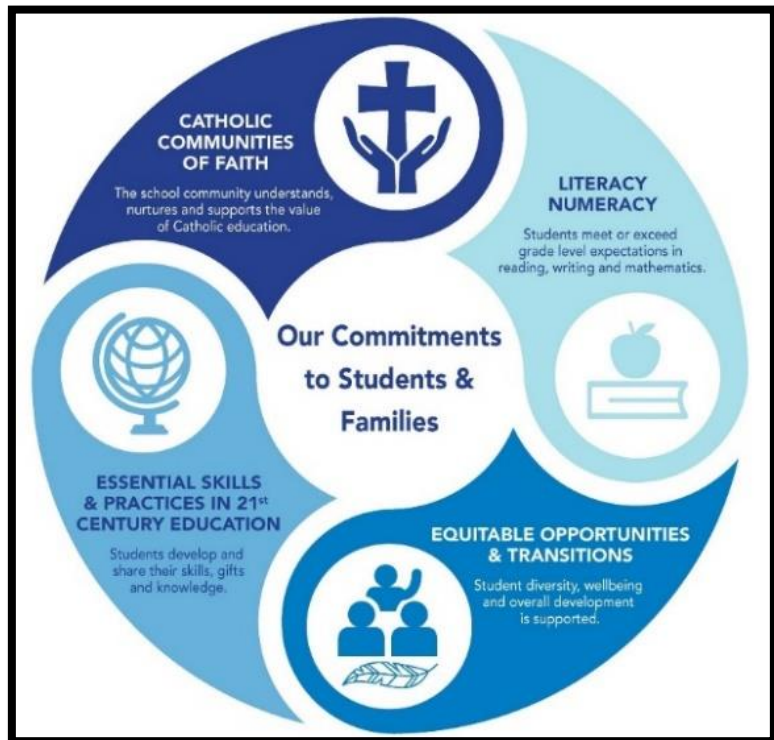
Students meet or exceed grade level expectations in reading, writing and mathematics.

Equitable Opportunities & Transitions

Student diversity, wellbeing and overall development is supported.

Essential Skills & Practices in 21st Century Education

Students develop and share their skills, gifts and knowledge.



Land Acknowledgement

We are blessed to live and learn on Treaty 4 territory, traditional lands of the nêhiyawak, nahkawé, Nakota, and homeland of the Métis, Lakota, and Dakota. Collectively, we are committed to seeking the Truth and taking intentional steps toward Reconciliation with Indigenous Peoples in our communities.

RCSD Board Strategic Plan 2023-2026

RCSD's three-year faith initiative "All Belong: Welcome, Embrace, Celebrate" was a wonderful way to consider how we bring God's love and goodness to others. For 2024-25, the division focused on the second year of the initiative to "Embrace" and "with open minds we embrace all aspects of identity that shapes us".

Diversity, Equity, Inclusion and Accessibility

RCSD listens to and values the opinions of its employees, students, and families. We are committed to fostering an inviting, diverse, inclusive and accessible environment for all. Our mission is the foundation for understanding, growth and action in creating an inclusive, socially just, and informed workforce grounded in faith.

Our values of Accountability, Collaboration, Honesty, Integrity, Respect and Wellness further support the call to cultivate a diverse organization while honouring the teachings of Jesus Christ.

Safer Spaces



RCSD has worked to create safer spaces for all. This is a guiding principle that demonstrates our commitment to supporting and loving each person.

Our faith is built on the belief in human dignity and that to be Catholic is to see the beauty of God in all creation and all humanity as made in God's image. RCSD resolves to honour and embed all elements of diversity, equity, inclusion, and accessibility in our organization.

Division Priorities

Detailed Implementation Plan Level 2

Division administration created Detailed Implementation Plans (DIPs) which detailed actions, deliverables and measures for each Division priority. The priorities are aligned with the Provincial Education Plan while adding essential local context.

Each priority is assigned a primary owner from the senior administrative team and expert advisors from the Division's Achievement Team which is made up of Coordinators and Consultants. Principals act as secondary owners on the priority of their choice. The DIP concept holds staff accountable to execute the actions and meet the deliverables by including voice from all aspects of our leadership team.

RCSD is committed to these seven priorities:



The DIPs were reflected in each School Improvement Plan (SIP) which also included locally determined goals in response to the uniqueness of each school community. Each SIP was co-created with staff and supported by CSCCs.

2024-25 School Improvement Plans (Level 3)

Schools were committed to involving their local CSCC voices to be part of their improvement plans.

- Responsive to Level 1 Provincial and Level 2 Division priorities
- Locally determined goal based upon data analysis

Demographics

RCSD has experienced unprecedented growth over the past three years. RCSD's enrolment increased by over 5.7%, or 744 students, over the past year. Approximately 36.6% or 265 students were English as an Additional Language (EAL).

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	753	823	816	881	930
1	861	814	880	948	985
2	910	857	859	991	999
3	977	929	906	953	1,042
4	927	969	947	1,019	1,023
5	946	912	1,008	1,046	1,087
6	952	956	950	1,081	1,124
7	974	947	961	1,041	1,137
8	928	969	974	1,024	1,100
9	854	932	1,009	1,028	1,088
10	837	853	953	1,055	1,081
11	850	833	859	978	1,079
12	842	886	902	929	1,043
Total	11,611	11,680	12,024	12,974	13,718
PreK	256	302	342	358	326

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments include all residency types, all ages, home-based and homebound students, with the exception of English as an Additional Language (EAL) enrolment, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
- Prekindergarten (PreK) enrolments are the 3- and 4-year-old student enrolments which include those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
- FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.

Source: Ministry of Education, 2024

Subpopulation Enrolments	Grades	2020-21	2021-22	2022-23	2023-24	2024-25
Self-Identified First Nations, Métis, or Inuit	K to 3	296	307	320	341	362
	4 to 6	328	307	276	281	267
	7 to 9	350	349	342	329	321
	10 to 12	253	269	286	309	303
	Total	1,227	1,232	1,224	1,260	1,253
English as an Additional Language	1 to 3	717	701	887	1,067	1,159
	4 to 6	536	543	741	881	950
	7 to 9	465	369	501	567	608
	10 to 12	532	282	320	343	406
	Total	2,250	1,895	2,449	2,858	3,123
French Immersion	K to 3	972	936	907	956	1,014
	4 to 6	695	679	681	635	635
	7 to 9	552	553	573	584	583
	10 to 12	328	368	391	425	430
	Total	2,547	2,536	2,552	2,600	2,662



Staff

The RCSD employs 1,618* staff members. These staff members are included in three employee groups: teachers, education support professionals, and facilities. Approximately 61.8% are teachers, 32.2% are education support professional staff and 6% are facilities staff.

Throughout the 2024-25 school year, RCSD responded to significant enrolment increases and learning needs. An area of continued success the school division experienced for the interim was addressing increases in enrolment through the addition of appropriate staffing for both high school and elementary schools. With the Provincial Collective Bargaining Agreement adding close to 30 additional teaching roles, RCSD was able to fulfill and staff all positions in a timely manner.

Job Category	FTEs
Classroom teachers	780.0
Principals, vice-principals	48.0
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	280.0
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	80.3
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	76.0
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	1.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	6.0
Total Full-Time Equivalent (FTE) Staff	1271.3

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: RCSD Human Resource Services, 2025

Senior Management Team

The RCSD organizational structure is headed by Senior Management which includes the Director of Education, Kelley Ehman, appointed July 1, 2025, after the retirement of Director of Education Sean Chase on June 30, 2025. The Director of Education is responsible for all operational duties within the school division, reports directly to the Board of Trustees, and is supported by Executive Council who manage and supervise areas within corporate and education services as below.

Reporting to the Director of Education:

Corporates Services:

- The Chief Financial Officer, Josh Kramer, has responsibility of the Business and Finance Department overseeing Payroll, Purchasing, Accounting, Project Management and Transportation Services.
- The Superintendent of Human Resource Services, Heidi Hildebrand, has responsibility of overseeing all staffing responsibilities.
- The Manager of Facilities, Ryan Robinson, has responsibility of the Facilities Department.
- The Chief Information Officer, Scott Fossenier, oversees Technology Services.

Education Services:

- The Superintendents of Education Services include Stacey Gherasim, Joanna Landry and Dave Magnusson, and as of August 1, 2025, newly appointed superintendents Wade Hackl and Mark Wernikowski. Superintendents have responsibility for school operations, student services, and all aspects of student achievement. Each is also responsible for a group of specified schools.

Director



K. Ehman

Corporate Services



J.Kramer



H.Hildebrand



S.Fossenier



R. Robinson

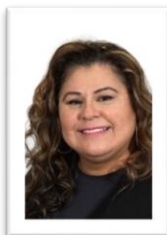
Education Services



W. Hackl



S. Gherasim



J. Landry



D. Magnusson



M. Wernikowski

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.

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

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

Provincial 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.

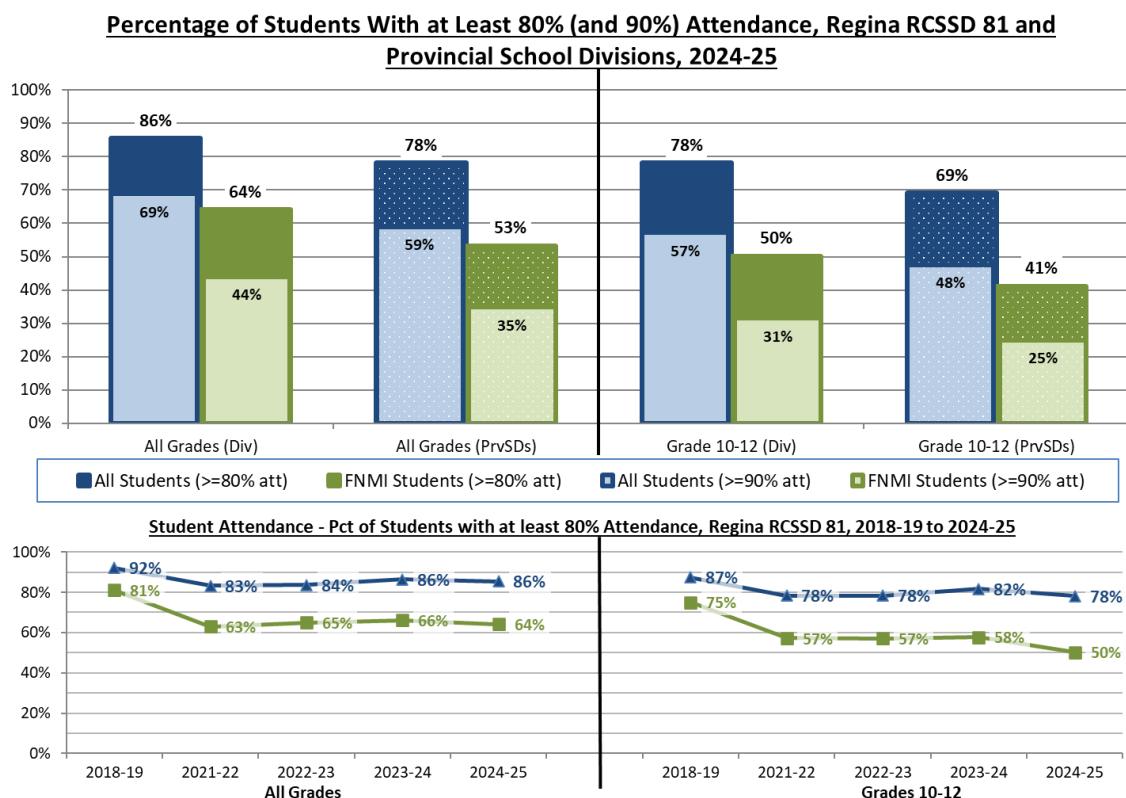
Target: Student attendance will improve annually.

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.



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

In 2024-25, 86% of all RCSD students and 64% of First Nations Métis and Inuit (FNMI) students had at least 80% attendance. 69% of all RCSD students and 44% of FNMI students had at least 90% attendance.

RCSD continues to deliver on the Provincial Education Plan's (PEP) targets of student attendance increasing annually. RCSD's overall attendance continues to be higher than the provincial measures for all RCSD students at both greater than 80% and greater than 90% and FNMI students at both greater than 80% and greater than 90%. Five years of Ministry data is shown below.

	RCSD					Provincial				
	2018-19	2021-22	2022-23	2023-24	2024-25	2018-19	2021-22	2022-23	2023-24	2024-25
All Students	11,889	11,810	12,210	13,332	14,006	184,016	170,856	188,648	193,413	195,886
>= 80%	92.2%	83.3%	83.7%	86.4%	85.5%	85.6%	74.6%	76.5%	77.5%	78.2%
>= 90%	79.9%	68.3%	66.4%	70.8%	68.9%	70.6%	57.2%	57.1%	57.9%	59.0%
FNMI Students	1,345	1,227	1,266	1,271	1,297	34,775	33,702	35,985	35,950	36,097
>= 80%	81.1%	63.0%	64.9%	66.2%	64.2%	66.3%	49.1%	52.7%	52.7%	53.3%
>= 90%	63.1%	46.0%	45.2%	47.1%	44.0%	47.4%	32.6%	34.4%	34.3%	34.8%

More work needs to be done to inspire success and engage Indigenous students, however, it is noteworthy that RCSD still exceeds the provincial average attendance rates for Grade 10-12 FNMI students by 16%. Our work embracing Indigenous Education by walking alongside key staff like Elders, Knowledge Keepers, and Advisors, has helped our numbers grow. Our goals with this work are to build trust and relationships, showcase culturally relevant curricula, embrace holistic approaches to learning, mentorship and role models, engage community, and lean into responsive support systems.

RCSD continued to focus on attendance as part of the Regina Catholic Graduation Rate Detailed Implementation Plan. The Division's *Common Attendance Practice* encourages regular attendance by frequent monitoring of students, mentoring, attendance letters, and appropriate interventions.

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

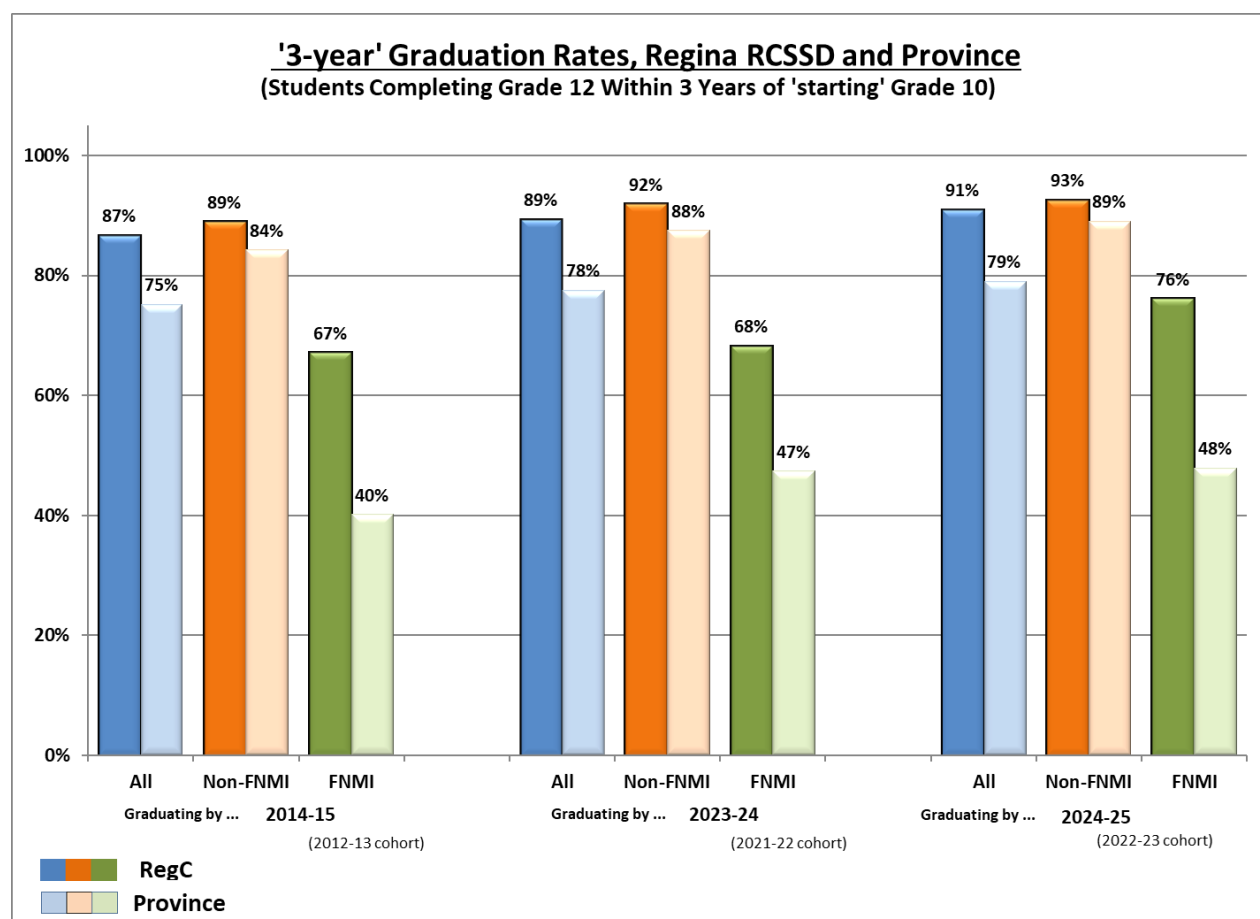
Measure

- 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.

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

The graph shows three-year graduation rates for RCSD and the province across three cohorts, broken down by all students, non-FNMI, and FNMI. RCSD consistently outperforms the province overall, with rates above 87% in all years and peaking at 93% for non-FNMI in 2024-25, while provincial results remain slightly lower. The persistent concern, however, is the FNMI gap: graduation rates for FNMI students remain significantly lower than for non-FNMI students in both RCSD and the province. Although RCSD

leads provincial results overall, targeted efforts are still needed to better support FNMI learners and close this gap.

RCSD's Graduation Plan continues to emphasize student engagement, a smooth transition from Grade 9 to Grade 10, mentorship, systematic credit tracking and recovery, and comprehensive academic and graduation planning. The narrowing of both on-time and extended-time graduation gaps between FNMI and non-FNMI students reflects a focused effort at both the division and school levels to support FNMI students and families.

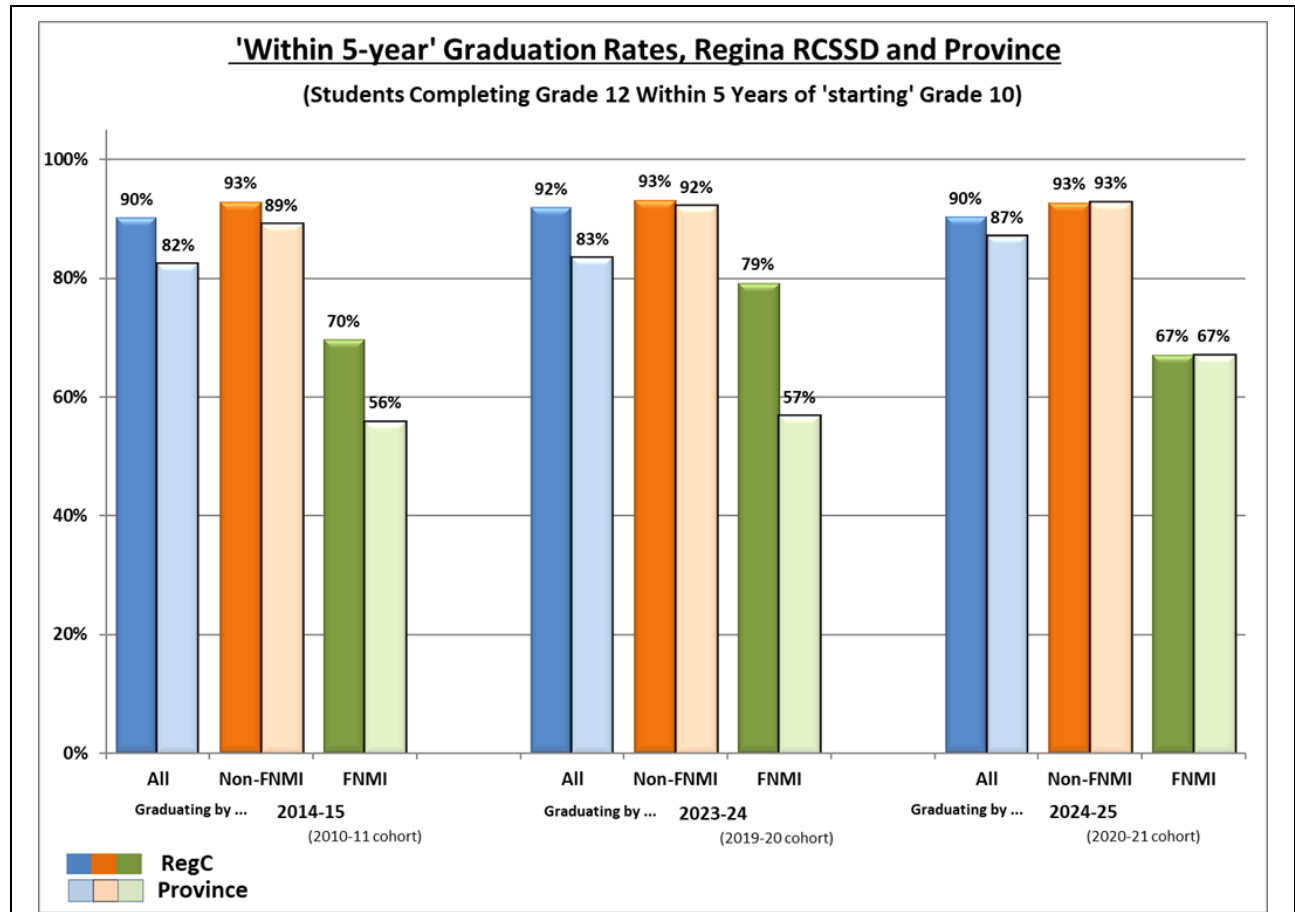
A key element of this work has been the involvement of Indigenous Advisors, who partner directly with FNMI students and families to create individualized graduation plans, monitor attendance, track progress through gradebook monitoring groups, and identify opportunities for credit attainment and recovery. Indigenous High School Advisors play a vital role by building strong relationships with students and families, prioritizing attendance and graduation outcomes, and maintaining consistent contact, meeting with students at least monthly and connecting with families at the start of the school year and as needed throughout. They also collaborate with teachers to integrate Indigenous perspectives into classroom learning and extracurricular activities, fostering more authentic, inclusive, and culturally responsive educational experiences.

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

The graph compares five-year graduation rates for RCSD and the provincial average across three cohorts (2014-15, 2023-24, and 2024-25), broken down by all students, non-FNMI, and FNMI. RCSD consistently outperforms the province overall, with graduation rates at or above 90% in all categories except FNMI.

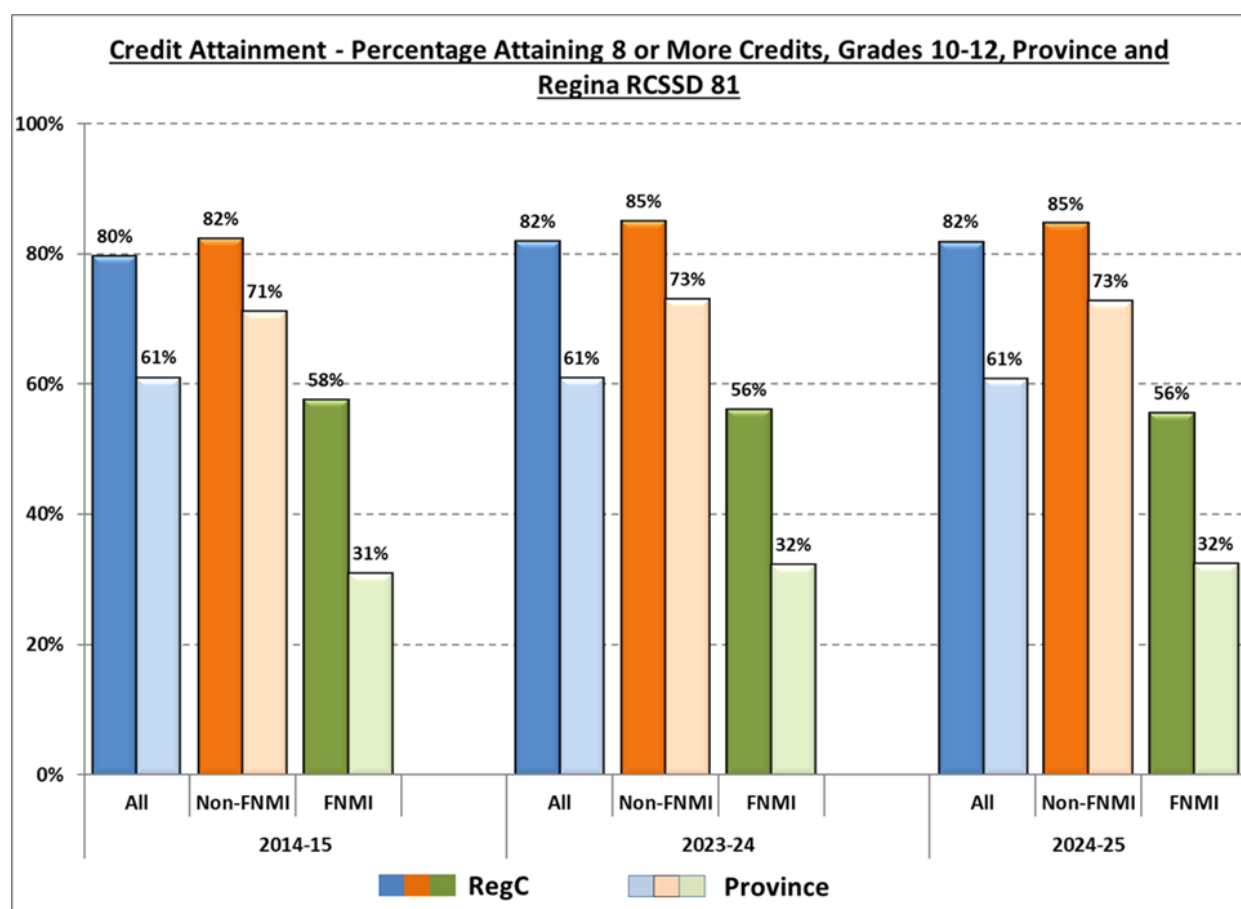
In 2024-25, RCSD achieved a 90% overall rate compared to the province's 87%, and both systems reported a strong 93% for non-FNMI students. While RCSD's FNMI rates have fluctuated, they remain significantly higher than the provincial average: 70% vs. 56% in 2014-15, 79% vs. 57% in 2023-24, and 67% equal to the province in 2024-25.

Measure

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

Credit attainment provides a strong predictive indicator of a school division'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

This graph illustrates credit attainment rates (students earning eight or more credits in grades 10-12) for RCSD compared to the province. Similar to graduation rate data, RCSD consistently outperforms provincial averages in all three categories. Overall credit attainment for RCSD has remained steady within a narrow band of 80-82% across the data period, compared to the province's 61%. For non-FNMI students, RCSD achieves strong results of 82%-85%, again exceeding the province (71%-73%) while

showing year-to-year stability. The most notable gap appears with FNMI students: while RCSD's results (56%-58%) are significantly higher than provincial rates (31%-32%), they remain well below the school division's overall performance. These results highlight both RCSD's consistent strength in supporting overall and non-FNMI credit attainment, as well as the ongoing need to improve outcomes for FNMI learners.

RCSD has set a goal of ensuring that at least 75% of FNMI students graduate on time or achieve eight or more credits each year. To support this target, the RCSD has introduced a range of measures, including attendance and assignment tracking, credit monitoring and recovery, graduation coaching, and the active involvement of Indigenous Advisors.

Archbishop M.C. O'Neill Catholic High School, which serves the RCSD's largest FNMI student population, entered its third year as a *Following Their Voices* school. Through this initiative, the school has deepened authentic engagement with students and families to foster academic success. Indigenous Advisors also coordinated cultural supports by engaging Elders and Knowledge Keepers and facilitating activities such as drumming, dance, and beading to strengthen cultural identity and belonging.

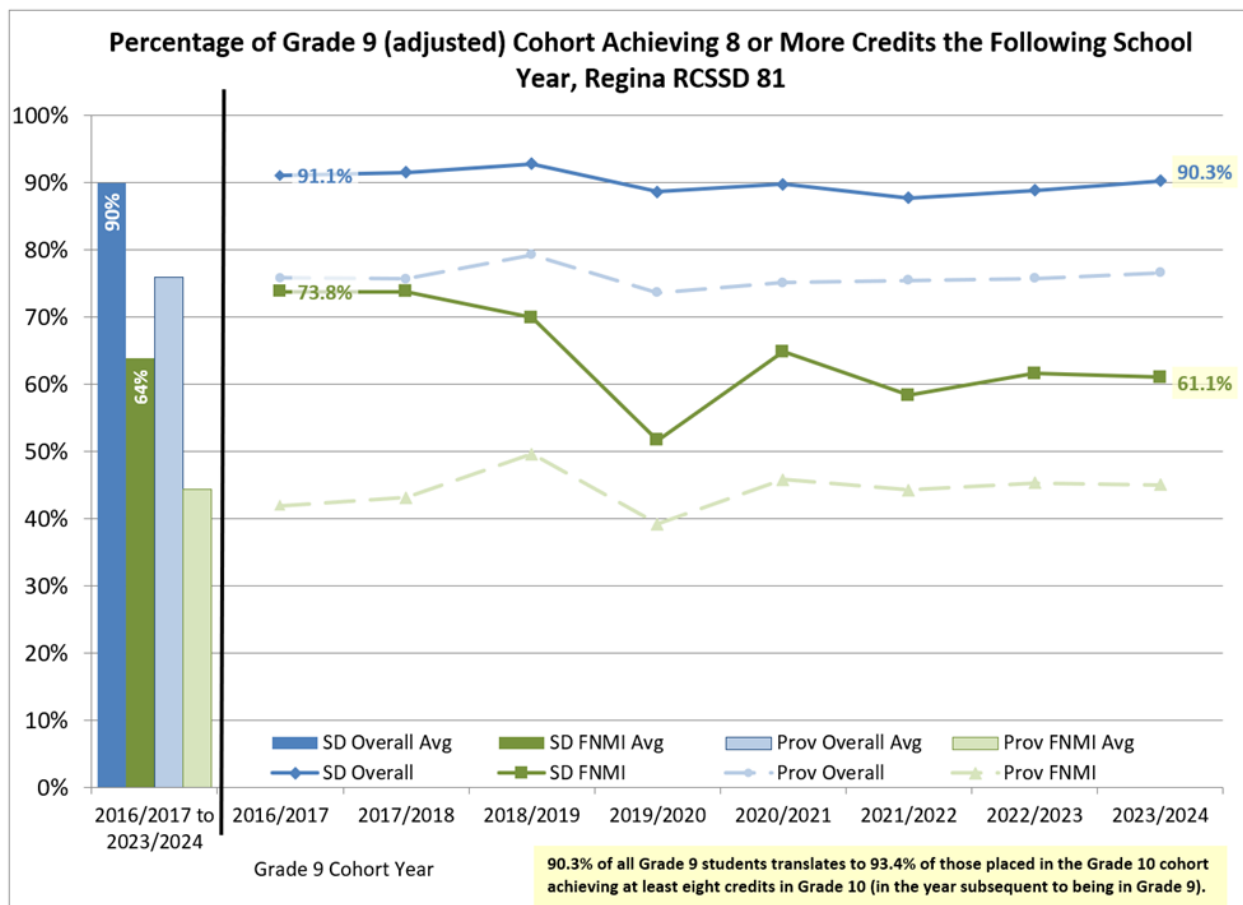
In addition to these academic and cultural initiatives, RCSD continued to prioritize student well-being, with particular attention to those impacted by trauma. Strategies included incorporating mindfulness into Catholic Studies classes, integrating faith-based activities and prayer to nurture spiritual wellness, and providing staff with professional learning on trauma-informed instructional practices. Together, these approaches fostered safe, supportive, and holistic learning environments centered on mental health and overall well-being.

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

This graph highlights Grade 10 credit attainment, tracking the percentage of Grade 9 students in RCSD who achieved eight or more credits, compared to provincial averages, from 2016-17 to 2023-24. RCSD has shown consistency over the time period examined, with 90%-91% of students reaching this milestone each year, surpassing the provincial average of 76.6% in 2024-25. Credit attainment for FNMI students in RCSD reached 61.1% which also exceeds provincial results of 45.1%, yet the gap between FNMI and non-FNMI learners within RCSD remains significant. These results demonstrate RCSD's strong record of ensuring students successfully meet Grade 10 credit benchmarks.

Successful completion of Grade 10 credits begins with careful transition planning, both from Grade 8 to 9 and from Grade 9 to 10. Grade 8 students participate in spend-a-days, school orientations, parent/guardian information sessions, and other activities designed to support a smooth transition into high school. In Grade 9, students engage with guidance counselors during course selection and receive tutorials and academic support to help them navigate the transition into Grade 10 credit-tracking systems. Ensuring that these support and planning measures are in place is critical to a successful secondary transition.

Throughout Grade 9, and in support of both transition periods, students continue to receive structured support. Each student is paired with a Grade 9 mentor who monitors attendance and provides guidance on academic success strategies and behaviours. FNMI students receive additional support from Indigenous High School Advisors, who work closely with students and families to strengthen school connections, with particular focus on attendance and graduation.

Attendance, course completion, and task completion are regularly tracked and reviewed each semester to ensure students remain on track. These actions align with the *Inspiring Success* policy, which promotes equitable opportunities and outcomes for First Nations and Métis learners.

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

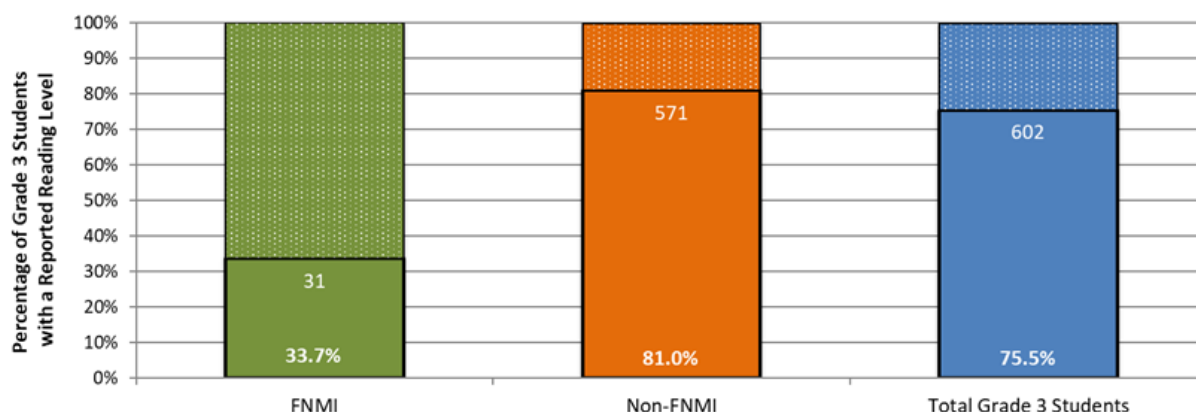
Measure:

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

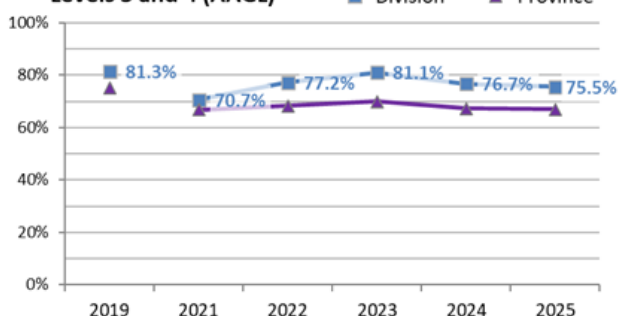
Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at or above grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Longitudinal data for Saskatchewan shows students' early-grade good reading 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% advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

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

Reading Results Data, Regina RCSSD 81, Grade 3, 2024-25



Percentage of Grade 3 Students Reading at Levels 3 and 4 (AAGL)



Proportion of Grade 3 Students with Reported Reading Levels, 2024-25

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	92	94.8%	2.1%	3.1%	97
Division (Total)	797	74.2%	25.3%	0.5%	1,074
PrvSDs** (FNMI)	2,168	86.1%	9.4%	4.5%	2,519
PrvSDs** (Total)	12,628	82.4%	16.3%	1.3%	15,331

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

Division Trends

Over the past five years, RCSD's trend shows a gradual decline in the percentage of Grade 3 students reading at Levels 3 and 4 At or Above Grade Level (AAGL). The school division decreased from 81.3% in 2019 to 75.5% in 2025. While the provincial trend has remained relatively stable around 70%-72%, the school division continues to perform above the provincial average, though results have shown a downward shift compared to earlier years.

Celebrations

RCSD performance continues to exceed the provincial average, with 75.5% of Grade 3 students reading at Levels 3 and 4 compared to 67% provincially in 2025. Non-FNMI students are achieving 81.0%, which is well above provincial averages and a positive reflection of instruction and support.

Areas of Concern

FNMI students show significant gaps: only 33.7% are at Levels 3 and 4, compared to 81.0% of non-FNMI peers. This gap of nearly 50 percentage points is a major equity concern. FNMI participation in reported reading levels is high at 94.8%, so the results reflect actual achievement rather than gaps in reporting. While overall RCSD results are above provincial averages, the downward trend over time and the achievement gap for FNMI students highlight urgent areas for focused action. Assignments of students without a reported reading level remain high at 25.3%, compared to 16.3% provincially, signaling the need to improve consistency in reporting.

Division Actions

RCSD initiatives appear to have sustained achievement levels above the province but have not reversed the overall decline. The significant FNMI achievement gap suggests that current actions have not yet adequately addressed systemic barriers or instructional practices that support Indigenous learners. The ongoing use of data to monitor outcomes and set targeted professional learning is a strength; however, results point to the need for greater emphasis on culturally responsive literacy instruction, early intervention, and equity-focused strategies.

RCSD is maintaining results above the provincial benchmark and supporting non-FNMI learners effectively, but the decline over time and the persistent FNMI gap demonstrate that deeper, targeted strategies are needed to ensure all students, particularly FNMI learners, achieve foundational reading success by Grade 3.

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.

RCSD continues to provide a safe learning environment for all our students. Each school reviews and practices for a variety of emergency responses. RCSD's Emergency Response Guide is reviewed and updated every year.

Each school must provide a guide specific to their site. Every year schools are required to conduct and report on safety procedures. Each school is expected to plan for and execute six fire drills, two lockdowns, two secure the building drills, as well as two reverse evacuation drills for elementary schools. These drills are to be practiced and documented throughout the school year.

Over the past couple of years, RCSD has engaged our School Resource Officer (SRO) Program and all its valuable partners in an extensive review of the program. This resulted in an update to the SRO program and its supports including the SRO Mandate, Program Goals, Roles, and Responsibilities. This also resulted in five Collaborative Action teams where each team has action plans and target dates for completion.

The five teams are: Human Resource Process & Selection, Training, Practical Application & Operations, Communications, and Monitoring & Accountability. RCSD's Leadership Team has established bi-annual meetings with the Collaborative Action Teams to ensure each team is meeting their targeted actions. The Leadership Team also provides updates to each of the organizations they represent.

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

When students feel connected to and safe in school, they will be more engaged in learning. This has always been a key priority of focus for RCSD. Monitoring and responding to student perceptions and experiences helps school divisions improve school environments to support learning, engagement, mental health and well-being, sense of belonging and safety. In 2024-25, the *OurSCHOOL* survey was optional to complete. Seven out of 31 schools participated in its completion. Our data does not reflect a division perspective. We are exploring a variety of data collection tools for the 2025-26 school year for all schools to complete.

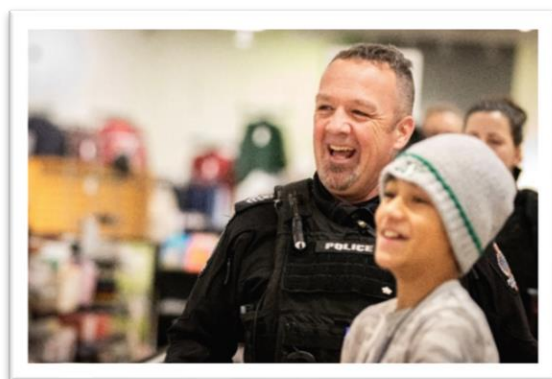
Results from the 2024-25 *OurSCHOOL* student survey demonstrates progress in creating safer and more supportive schools within RCSD. The majority of students report feeling safe at school, and when traveling to and from school, with lower levels of reported safety concerns than national averages. Bullying prevalence decreases steadily across grade levels, and over 70% of elementary students affirm that teachers intervene when bullying occurs, a result stronger than national comparisons. Secondary students similarly report that division-wide initiatives have increased peer and teacher intervention. Collectively, these findings provide evidence of a positive school climate where students feel protected, supported, and connected.

Analysis of Results

Findings from the 2024-25 *OurSCHOOL* student surveys demonstrate measurable progress in fostering a safe and supportive school environment across RCSD.

- **Increased Safety:** Most students at both elementary and secondary levels report feeling safe at school, as well as when traveling to and from school. 7.7% of girls and 8.4% of boys at the elementary level, and 14.1% of girls and 13.1% of boys at the secondary level, indicated that they did not feel safe. These results reflect a positive trend when considered alongside the steady decline in reported bullying as students advance through grade levels 28% in Grade 7 compared to 15% in Grade 12.
- **Enhanced Connection and Support:** Elementary survey data indicated that over 70% of students agree or strongly agree that teachers intervene when bullying occurs, highlighting effective staff responsiveness. Secondary students further reported that school-wide anti-bullying initiatives have contributed to increased intervention by both peers and teachers. This demonstrates growing levels of trust in staff and peers and reinforces the sense of connection within the school community.

In summary, the evidence reflects continued improvement in student experiences of safety and belonging. Division-wide practices and interventions are contributing to a positive climate where students increasingly report feeling protected, supported, and connected.



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

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

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

Student readiness for learning by the end of Kindergarten sets the foundation for future achievement and success in school. The Early Years Evaluation–Teacher Assessment (EYE-TA) is a readiness-screening tool designed to provide teachers and school teams with information about each child’s development and learning, with particular attention to reading readiness skills.

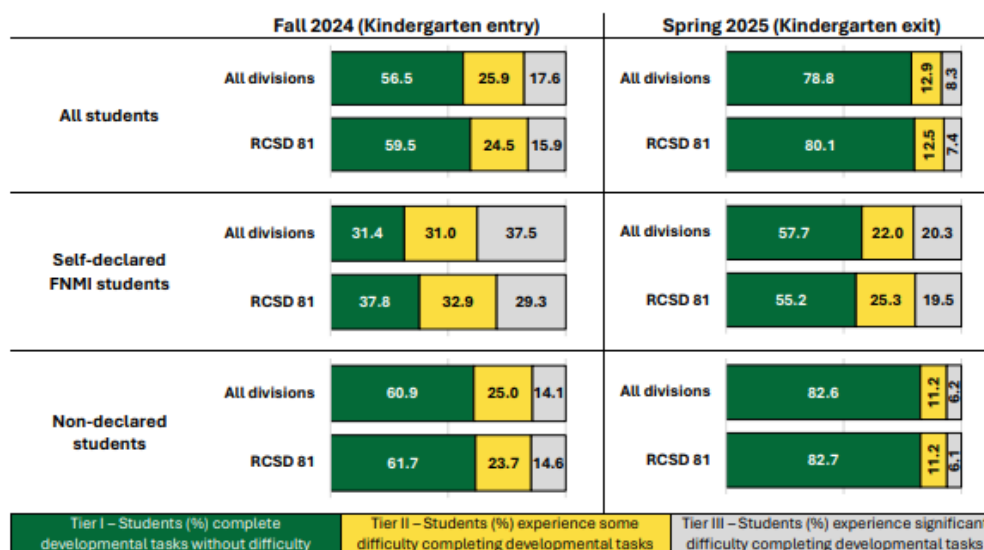


The EYE-TA measures five developmental domains and assigns children a Responsive Tiered Instruction (RTI) level—a comprehensive indicator of readiness that helps identify students most likely to require additional support during the Kindergarten year. This preventive, tiered approach enables educators and divisions to allocate resources early and continuously, rather than waiting until a student experiences academic difficulties before providing intervention.

Kindergarten EYE scores are a statistically significant leading indicator of later literacy outcomes. Provincial longitudinal research demonstrates that students who begin Kindergarten with strong skills (Tier 1), or who develop strong skills during the Kindergarten year, are much more likely to achieve grade-level reading by the end of Grade 3 than those who leave Kindergarten at Tier 2 or Tier 3 levels.

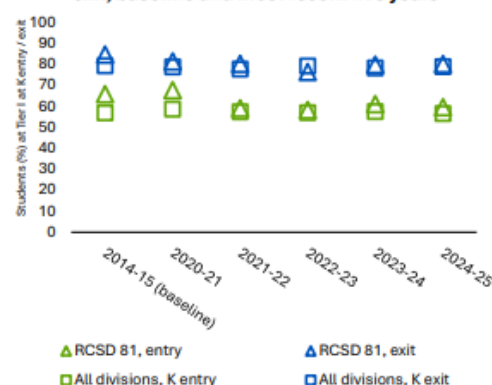
The following results illustrate Kindergarten readiness for RCSD students compared to all divisions provincially. Data is shown for all students, FNMI students, and non-declared students, both at Kindergarten entry (Fall) and at exit (Spring). Effectiveness metrics highlight the percentage of students who improved between fall and spring, including those moving from Tier 2 or 3 into Tier 1. Longitudinal charts display entry and exit trends for RCSD relative to provincial baselines and most recent cycles, and additional figures show the percentage of students with valid EYE-TA results across the province.

2024-25 EYE-TA results – Regina RCSSD 81 (RCSD 81)

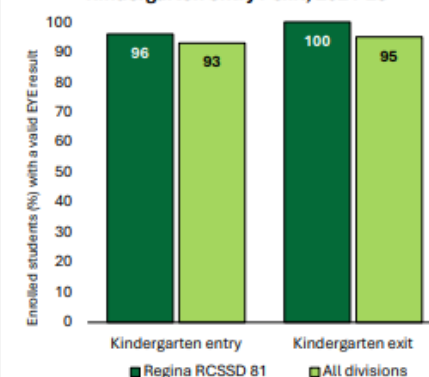


Effectiveness metrics	2023-24 (previous year)		2024-25 (latest)	
	RCSD 81	All divisions	RCSD 81	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	69%	72%	76%	74%
Fall-identified Tier 3 students (%) who improved to Tier 2	44%	37%	45%	36%
Fall-identified Tier 3 students (%) who improved to Tier I	20%	22%	24%	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

Division Trends

Overall students: RCSD showed steady improvement in Kindergarten readiness. At entry, 59.5% were Tier I (completing developmental tasks without difficulty), rising to 80.1% at exit, an increase consistent with or slightly above provincial trends. FNMI students: Entry results (37.8% Tier I) improved to 55.2% Tier I by spring. While this reflects growth, the results remain below non-FNMI peers and provincial averages, highlighting a persistent readiness gap. Long-term trend data indicates consistent growth from entry to exit over the past five years, with exit results remaining strong and stable for RCSD students compared to baseline years.

Celebrations

Above provincial averages: RCSD results exceeded provincial outcomes at both entry (59.5% vs. 56.5%) and exit (80.1% vs. 78.8%). Effectiveness of supports: A higher percentage of RCSD students identified as Tier 2 or Tier 3 at entry improved by spring compared to provincial averages; 76% of Tier 2 students improved to Tier I (vs. 74% provincially); 45% of Tier 3 students improved to Tier 2 (vs. 36% provincially). RCSD demonstrates strong exit outcomes, with over 80% of non-FNMI students meeting expectations.

Nearly all students had a valid EYE result at both entry (96%) and exit (100%), showing effective implementation of assessments.

Areas of Concern

Despite improvement, FNMI students exit Kindergarten with 55.2% at Tier I, compared to 82.7% for non-FNMI peers—a gap of over 25 percentage points. While RCSD outperforms the province in movement from Tier 3 to higher levels, about one-quarter of Tier III students remain in significant difficulty at spring exit, indicating the need for continued intervention. The gap between entry and exit for FNMI students suggests systemic supports must be strengthened to accelerate growth.

Division Actions

The results show that RCSD actions are positively impacting overall Kindergarten readiness. High proportions of Tier 2 and Tier 3 students improved, and overall exit scores consistently exceed provincial benchmarks. Targeted supports and early interventions appear effective for many students, particularly Tier 2, showing the school division is successfully reducing risk levels through Kindergarten. However, the persistent gap for FNMI students indicates that while strategies are lifting overall readiness, they are not yet sufficient to address barriers impacting Indigenous learners. RCSD demonstrated success in improving Kindergarten readiness overall, outperforming the province and moving at-risk students to higher tiers by spring. The data reflects the positive impact of targeted supports and early interventions. Still, RCSD faced an ongoing challenge in closing the readiness gap for FNMI students, signaling the need for intensified culturally responsive and equity-focused approaches to ensure all children enter Grade 1 ready to succeed.

Progress in 2024-25: School Division Targets and Measures

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.

English as Additional Learner (EAL) teachers focused on smooth transitions to high school.

- Elementary and high school EAL teachers met to discuss EAL support and placement for students transitioning into high school.
- Every student had a transition plan, which was shared in detail to ensure that students have the supports they needed going into high school.

Schools supported Family Engagement with EAL families.

- Many schools hosted multicultural nights to create a sense of connection and ensure a welcoming environment for all.
- Many schools hosted an information night for EAL families. This included outside organizations that provide supports for new families to Canada/Regina.

Supporting High School Indigenous Learners

- Every high school has an Indigenous High School Advisor to support Indigenous students to be successful throughout high school and beyond.
- Advisors met with students in Grade 8 to build relationships with the students so there is a sense of connection as they transitioned into high school.
- Advisors also supported students as they transitioned into post-secondary. This looked different for every student. A dedicated plan supported post-secondary education transitions or transitions into the workplace.
- Advisors focused on building relationships with families to support students. Many Indigenous families have trauma associated with Residential Schools. Creating a welcoming and safe environment was critical to supporting an environment of success for students.



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.

RCSD Goal: By June 2025, all schools in RCSD will use division and community resources to support Mental Health and Well-being in a variety of areas.

1. School Culture - Students

Created a safe, inclusive, caring, and positive school culture and climate for students through the following actions:

- Facilitated and promoted relationship-building throughout the school year. Examples of this include the following: welcome events, professional development focussed on relationship building, mentorship programs, restorative justice practices, cultural events and storytelling, inclusive curricula, regular community communications, community partnerships, family nights, and student voice and leadership.
- Embedded Character Strong Social Emotional resources each week.
- Embedded Truth & Reconciliation and Indigenous Ways of Knowing and Doing into school assemblies and lessons. Many schools have incorporated the Seven Sacred Teachings into their weekly assemblies and classroom teachings.

Implemented Social and Emotional Learning instruction into the classroom through the following actions:

- Schools transition to Level 3 Integration on the Character-Strong Continuum Implementation Scale where social, emotional, behavioral, and academic frameworks operate seamlessly to focus on building deeply embedded systems and culture. This involves a clear vision, strengthened team-based problem solving, implementation of high-fidelity supports, building staff capacity through training and coaching, align systems, data, and culture, and ongoing assessments for continuous improvement.
- Development of a student support booklet A Guide to Surviving High School was given to every Grade 9 student (in partnership with Canadian Mental Health Association).
- The Mental Health Capacity Building (MHCB) initiative effectively reached out to enhance capacity in the five high schools through return to school growth opportunity called High School 101 and Stress Lessons.
- Wellness camps for associate schools, focusing on Grades 1-7 (students were accepted on a referral basis).
- High school transition program for associate schools, focusing on Grade 8.
- School staff used mindfulness strategies with students in Grade 9-12 as time allowed. Some of these include start of day breathing exercises, mindful transitions, and gratitude and/or reflection circles. Some others include mindful movement, sensory tools, mindful spaces, and use and promotion of digital and print resources.
- The MHCB team continued to promote and deliver prevention strategies around mental health initiatives.

2. Social Emotional Learning (SEL)

Implemented Social and Emotional Learning instruction into the classroom and school-wide practices (PreK to Grade 8) through the following actions:

- Modeled and taught strategies to develop emotional regulation skills as part of social emotional learning (self-awareness, self-management, social awareness, responsible decision-making, and relationship skills).
 - o Schools referred to the RCSD resource titled *Tier 1 and 2 Continuum of Supports: Learning Environment* for suggested practices and resources.
 - o The *Character Strong Resource* for PreK-Grade 8 Classrooms was incorporated into multiple curricular areas – English Language Arts (ELA), Health, and Religion.
 - o Following the *Character Strong's* Tiered Continuum process (Level 1/2 Learn & Explore to Level 3 Integration), schools were encouraged to use various strategies such as morning meetings, check-ins, and building calming spaces.

3. School counselors collaborated, modeled, and supported the implementation of SEL instruction.

Implemented mindfulness practices into daily instruction through the following actions:

- Mindfulness practices were built into daily instruction.
- Schools identified students who require Tier 3 and 4 levels of support (PreK to Grade 12) through the following actions.
- School Support Teams created plans for students requiring Tier 3 support delivered by in-school staff, with additional RCSD staff, such as student success plans.
- Counsellor and Student Services on-site staff facilitated access to outside agency supports.
- Dr. Martin LeBoldus Catholic High School's Mental Health Capacity Building team continued to promote and deliver prevention strategies around mental health initiatives.
- The development of a student support booklet A Guide to Surviving High School was given to every Grade 9 student (in partnership with the Canadian Mental Health Association).
- Wellness camps with associate schools, Grades 1-7 (referral basis) took place in June 2025.
- High school transition program for associate school Grade 8 students occurred in August 2025.
- Ongoing team collaboration occurred to deliver community mental health and wellness sessions offered to parents/guardians throughout the school year.



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.

Indigenous Education for All

1. All teachers embedded Indigenous Ways of Knowing and Doing into curricula through their year-plans, subject areas, and interdisciplinary kits developed by the Indigenous Education Coordinator and collaboration with the Achievement Team.
2. Treaty Education was taught in Kindergarten to Grade 12 with appropriate resources and embedded into curriculum. Treaty Education outcomes were communicated with parents/guardians through portfolios and in the report cards.
3. All students and staff gained a better understanding of Indigenous spirituality or ceremony by learning about Indigenous traditional ways of doing or learning from the land in partnership with Elders and Knowledge Keepers.

Supporting Indigenous Learners

1. **Indigenous High School Advisors supported students and families to build relationships with schools, focusing on attendance and graduation rates. High School Advisors:**
 - Connected with all students at least once a month.
 - Connected and created opportunities to engage with all families at the beginning of the school year with regular touch-base points throughout the year.
 - Collaborated with teachers to embed Indigenous Ways of Knowing and Doing into the classroom or through extracurricular activities.
 - Tracked meetings with parents/guardians and students.
 - Monitored and reviewed attendance and class completion rates.
2. **Schools created an environment for success where students feel supported, including:**
 - Creating a welcoming environment.
 - Developing relationships with families.
 - Ensuring resources are representative (authors, families, etc.).
 - Analyzing and using data (EYE, Numeracy, Literacy, Graduation Rates, *OurSCHOOL*) to support student success.

Truth and Reconciliation

1. **RCSD reaffirmed our commitment to the *Truth & Reconciliation Calls to Action* (TRC) 62-64.**
 - School *Calls to Action* were aligned with RCSD's *Calls to Action* with division-wide expectations for all schools.
 - Shared and promoted the *Inspiring Success: First Nations and Metis PreK-12 Education Policy Framework* to guide our work.
 - All schools created a TRC Year Plan:
 - Templates provided as a starting point for TRC teams.
 - Included completion of School Based Administrators and Teacher Self-Assessment Rubrics and submitted and shared with Area Superintendents three times per year as part of SIP.

- Schools participated in Orange Shirt Day, National Indigenous History Month, Treaty Four Days, Indigenous Storytellers Month.
2. **All staff participated in professional development.**
 - Required for all staff: *Four Seasons of Reconciliation*.
 - Blanket Exercise opportunities for staff.
 - Staff Retreats – *The Spirit of Creation*.
 - Truth & Reconciliation professional development.
 - Land-based learning sessions offered at the Teacher Institute including making a parfleche and traditional medicine in science.
 3. **All Grade 10 students took part in a Blanket Exercise.**
 - Delivered as part of the Catholic Studies 10 course.
 - Chaplains and Indigenous High School Advisors lead/participated, in conjunction with classroom teachers (team approach).
 - Completed early in the semester to be able to embed into learning throughout the semester.
 4. **The Indigenous Education Responsibility Framework (IERF) was used to support Indigenous Learning for all, Indigenous learners, and Truth and Reconciliation.**
 - Completed at a division level with the DIP team.
 - Aligned all action items in the Indigenous Education DIP with one or more of the stepping stones of the IERF.



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.

Effective assessment practices were part of RCSD Division Implementation Plans (DIPs) across several areas: Early Learning; Reading, Writing, and Math; and Graduation Plans. Ongoing professional development focused on assessment for learning was provided throughout the year, complemented by continuous classroom-level support and collaboration from RCSD's Consultants, Coordinators, Coaches, and Education Leaders.

All professional development was in alignment with the Ministry of Education's *Supporting Student Assessment in Saskatchewan (2022)* document. Grade level assessments and screeners were utilized with data entered into *Clever* forms which generated heat maps that were analyzed by division and school teams to support responsive instruction and intervention.

Formative data sources and new initiatives for 2024-25 included the following:

- Universal screening of foundational literacy through *Phonics and Heggerty Phonological Awareness* literacy screener for all students in Grades 1-3.
- Utilized universal screening strategies to detect areas of potential concern related to reading acquisition in Grades 4-8.
- Continued school data meetings throughout the year. School teams met to discuss assessments and plan for tiered supports as follows: yearly *Ages and Stages Questionnaire* (ASQ3) results, two times per year EYE-TA results, phonological awareness and phonics data reviewed every six to eight weeks by Learning Catalyst teacher to determine intervention schedule, school teams and Early Learning and Literacy Consultant conversations and collaboration took place two times per year with follow up instructional plans.
- The division team of curriculum and assessment Consultants and Coordinators met three times per year to analyze data and discuss action plans to support school learning goals.
- *Number Strand* outcome data collected throughout the school year in Grades 1, 3, 5, 7 and the use of pre-assessments prior to teaching grade-level outcomes.
- Teachers utilized pre-assessments prior to teaching grade-level outcomes to address knowledge gaps.
- *Division Writing Assessment* completed in Grades 2, 4, 6, 8 and 9 English and French to inform instruction around writing.
- A comprehensive review and revision of the RCSD *Grading Practices and Assessment Handbook* will be undertaken to ensure alignment with current curriculum renewal initiatives and contemporary assessment theory. This process will include updates to submission guidelines, task coding frameworks, and related procedural elements. The intent is to strengthen coherence with current research on effective assessment and evaluation while providing enhanced pedagogical support and clarity for teachers in their instructional planning and practice.

Individual graduation plans and credit attainment and recovery action plans for each student were developed after the completion of both semesters.

Education leaders at each high school led professional learning communities throughout the year during institute days and professional development days. These communities establish subject-specific goals and implementation strategies aimed at enhancing instructional and assessment practices.

Additionally, timely reporting of student progress and parent/guardian engagement around assessment was a focus and was achieved through the following actions:

- Use of a digital portfolio to document growth, facilitate student reflection and strengthen family engagement.
- Utilization of parent portal in the *Edsby* gradebook. This was a particular focus for high school families where over 90% of our families were connected to the student gradebook to view tasks, due dates, and grades.

Stakeholder feedback – conducted a *ThoughtExchange* with students and parents/guardians around high school assessment practices to improve understanding and gather feedback on the implementation of the *Supporting Student Assessment in Saskatchewan*, RCSD grading practices, and communication tools.



Progress in 2024-25: School Division Local Priority

RCSD was committed to seven priorities, and Detailed Implementation Plans (DIPS) were reflected in each School Improvement Plan (SIP) which also includes locally determined goals in response to the uniqueness of each school community. The SIP was co-created with staff and supported by the Catholic School Community Council. Detailed Implementation Plan results based on these seven priorities were presented to the Board of Trustees throughout 2024-25 school year.

Four of these priorities including Mental Health & Well-Being, Early Years, Indigenous Education and Graduation Rates have been detailed within the Provincial Education Plan – Priority Actions sections of this report.

The three other local division priorities are further highlighted in the following sections and includes:

1. Faith Permeation
2. English as an Additional Language
3. Reading, Writing and Math



1. Local Priority: Faith Permeation

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



As a Catholic faith-based school division, RCSD's key priority was Faith Permeation. This was addressed through a Division Implementation Plan (DIP) that focused on staff and student faith formation, curricular faith permeation, and the nurturing of faith community partnerships.

1. Faith Formation:

- **Professional Development** - New teachers participated in faith formation professional development and a locally developed faith program "Growing in Wisdom and Grace". RCSD provided professional development sessions for new teachers in need of religious education requirements but also to experienced staff looking for faith formation opportunities.
- **Faith Retreats/Liturgical Activities** – The year began with an employee Faith Formation Day and 100% of employees from all schools and the Catholic Education Centre had an additional opportunity for a faith retreat. All high school students had an opportunity for a half day or full day faith retreat and all elementary students had opportunities for faith formation through retreat opportunities and liturgies. All schools had two Masses and multiple liturgies and engaged in daily prayer throughout the 2024-25 school year.
- **Support for Diversity, Equity, Inclusion and Accessibility through Catholic Faith** – Developed and promoted a "Safer Spaces" poster to honour the theme of "All Are Welcome" and to respect the human dignity of all while promoting inclusion. The RCSD's Diversity, Equity, Inclusion, Accessibility Committee worked closely with the Catholic Education Coordinator and the Archbishop of Regina to support work on a Pastoral Guide, created LGBTQ2Si+ resources, developed an "All Belong Day of Faith, Hope, and Wellness" for high school students, and celebrated June 6th as a Diversity, Equity, Inclusion and Accessibility Day.

Additionally, the Division continued to respond to the *Calls of Action* by promoting land based learning opportunities, recognizing September 30th National Day of Truth and Reconciliation Day as a non-instructional/non-workday, and acknowledging Indigenous days of significance including Orange Shirt Day, National Indigenous History Month, Treaty Four Days, Indigenous Storytellers Month.

2. Faith Permeation:

RCSD continued to develop and promote resources in all subject areas of permeation of faith.

- Maintained the liturgical resource repository at Catholic Education Services Online.
- Promoted Saskatchewan Catholic School Board Association (SCSBA) faith permeation resources and links to the Archdiocese of Regina.
- Employee Performance Management included naming a Faith Permeation goal.
- Celebrated Catholic Education Week in May 2025.
- Investigated deeper links between *Character Strong* and Faith/Virtues & Values/Beatitudes.

3. Faith Community Partnerships

RCSD continued to nurture and strengthen relationships with communities of faith.

- Partnership opportunities for parish/Archdiocesan linkages and involvement (Deanery linkages and various Diocesan offices such as Social Justice and ecumenism).
- Encouraged RCSD commissioning service with all parish communities during the school year.
- Connected school and parishes through liturgies and Masses.
- Included Catholic partners in celebrations such as Visitation House, Marian Centre, Santa Maria, Archdiocese of Regina, Souls Harbour/Food Bank, Miriam Family, Campion College.

Faith Formation – School Liturgies



Faith Formation – Division Opening Mass



2. Local Priority: English as an Additional Language

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

Administrators

- 1. School administration and Coordinators collaborated, as needed, throughout the year:**
 - Achievement Team Consultant/Coordinator participated in informal visits to schools (celebrations, possibilities for growth, supports needed to actualize action plan).
 - EAL teachers were part of the literacy teams at schools; Coordinator supported this work.
- 2. Professional development (PD) for administrators was delivered, focusing on collaboration:**
 - PD for all administrators – collaborative approach; using data and guiding questions, focused on supporting English language learners (ELLs) through Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT) practices to improve student achievement and language proficiency growth.
 - PD for administrators featured presentation delivered by EAL teachers at their schools, focusing on translation and interpretation tools.
- 3. Schools improved family engagement with a focus on overcoming language barriers, creating inclusive conversations, and promoting higher participation:**
 - Made family connections before parent-student conferences (Welcome theme, start of the year connection) to build relationships, foster family engagement, and support positive home-school communication.
 - Administrators reached out to newcomer families to encourage participation in CCCC.
 - Created translated visual displays (infographic, etc.) to welcome and encourage families on how to be involved in the CCCC.
 - Multicultural events throughout the school year (Christmas, Thanksgiving, PreK family days).
 - Family engagement sessions supported newcomers, either targeted in schools with higher EAL populations or offered to all families in schools with lower EAL populations, with dedicated resource booths.
- 4. School administrators regularly collaborate with EAL teachers.**
 - EAL teachers, in collaboration with school administration, delivered professional development for school staff during scheduled staff meetings and designated PD days.

EAL Teachers

- 1. Professional development for teachers was provided by the EAL teacher at every school.**
 - EAL teachers delivered PD at staff meetings or during PD days and Multilingual & Multicultural Coordinator provided a PowerPoint to share with school staff.
- 2. EAL teachers submitted Common Framework of Reference (CFR) data twice per year.**
 - CFR Progress Reports were submitted twice yearly through Edsby as part of the regular report card process, tracking language acquisition progress for ELLs.
- 3. EAL teachers and Coordinator engaged in data-driven conversations and collaboration three times per year.**
 - Met to review data, including EAL assessment results and literacy benchmarks, to inform targeted support for students.

- Coordinator provided refresher training at the start of the year on data pulls and interpretation.
4. **EAL teachers supported second language acquisition learning using a push-in model in Grades 1-8.**
 - EAL teachers used a push-in model in Grades 1–3, joining students in their regular classrooms to lead a language-based center throughout the year. This approach allows EAL students to receive targeted language support without leaving their classroom.
 - EAL teachers used a push-in model in Grades 4-8 to lead a center or co-teach to support second language acquisition learning throughout the year (partnering EAL teacher with a classroom teacher).
 5. **EAL teachers provided pull-out support, as needed.**
 - Provided EAL support using a pull-out model, where students were temporarily taken out of their regular classrooms for small-group instruction in a safer space. This approach allowed targeted language support for students who needed assistance.
 6. **EAL teachers developed language-rich portfolios and digital activities for their students.**
 - EAL teachers used a chosen platform for students at the A2 CFR level. All teachers had a minimum of two submissions.
 - PD was provided for new EAL teachers and continuing EAL teachers.
 7. **EAL teachers focused on smooth transitions to high school.**
 - Elementary and high school EAL teachers met to discuss EAL support and placement for students transitioning into high school.
 8. **EAL class selection for high school students was done collaboratively to support students.**
 - High school EAL teachers worked with administrators and counsellors to determine what EAL classes would be offered each semester to support EAL students.

Classroom Teachers

1. **Professional development focused on the *Literacy Playbook*.**
 - PD was delivered at the Teacher Institute, emphasizing strategies for teaching reading and writing, supporting literacy development across grades, and using the Playbook’s resources to guide instruction and assessment.
 - Modelled lessons/coaching in identified classrooms.
2. **Supports provided for Tier 2 and Tier 3 students using a push-in model once a year in a four-to-six-week block.**
 - EAL teachers, Learning Resource Teachers/Learning Catalysts and classroom teachers led language-based centers to support oral language and literacy development.

3. Local Priority: Reading, Writing, Math

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

Responsive Instruction and Assessment

- Teachers implemented portfolios for each student, with students posting regularly to reflect on reading, writing, and math artifacts tied to curricular outcomes. Portfolios strengthened assessment practices and family engagement, supported by targeted professional development. Every month the parent/caregiver should see evidence of learning in each curricular area, proportional to curricular minutes (e.g., more evidence in ELA than in Health). Evidence of learning could be posted in the grade book or in a learning portfolio.
- Every school actualized the Tiered Continuum of Supports, using it for school-based meetings, teacher goal setting in Performance Management, and adapting versions for their unique context. The tiered continuum of supports is a framework of evidence-based strategies, adaptations, and interventions in areas such as reading, writing and math; it is organized into tiers to address the diverse needs of students, guided by ongoing observation and data-driven decision making.
- School teams met at least three times annually to analyze data and plan Tier 1, 2, and 3 supports. Meetings informed Student Action Plans, adjustments to Learning Catalyst Teacher (LCT)/Learning Resource Teacher (LRT)/Levelled Literacy Intervention (LLI) schedules, and were documented in School Improvement Plans.
- RCSD's Coordinators and Consultants analyzed division-wide data three times during the year, created summaries for Area Superintendents, and met with schools to support data-driven planning.

Writing

- On-demand writing assessments were administered twice per year in Grades 2, 4, 6, and 8 (English and French Immersion), with results entered into *CLEVR*, a cloud-based data collection and work flow software for educators.
- Teachers engaged in professional development targeting writing instruction, including modelled lessons and coaching in identified classrooms.
- *Writer's Workshop* was embedded into weekly schedules (Grades 1–8), with teachers implementing at least one division-developed writing unit.
- Tier 3 and Tier 4 writing supports were strengthened through Student Services Team planning, with Student Services Support Teams (SSSTs), Counsellors, and Speech Language Pathologists (SLPs) receiving professional development on writing, reading, and math learning disabilities to better adapt interventions.

Math

- Teachers collected Number Strand outcome data throughout the year in Grades 1, 3, 5, and 7. Pre-assessments were implemented (e.g., Elementary Common Math Assessment (EMCA), Saskatchewan Common Math Assessment (SCMA), Nelson tools) prior to teaching grade-level outcomes to identify and address knowledge gaps. Professional learning included sessions on *Magma Math*, *MathUP*, and classroom-based coaching, with modelling provided in identified classrooms. RCSD completed Year Three of the *MathUP* resource rollout.

Infrastructure and Transportation

School Facilities	Grades	Location
Deshaye Catholic School	PreK-8	37 Cameron Crescent
École St. Angela Merici *	K-8	6823 Gillmore Drive
École St. Elizabeth *	K-8	5149 E Green Brooks Way
École St. Mary *	PreK-8	140 N. McIntosh Street
École St. Pius X *	K-8	3161 Lakeview Avenue
Sacred Heart Community School	PreK-8	1325 Argyle Street
St. Augustine Community School	PreK-8	2343 Edgar Street
St. Bernadette School	K-8	727 N. McIntosh Street
St. Catherine Community School	PreK-8	150 Brotherton Avenue
St. Dominic Savio School	K-8	195 Windfield Road
St. Francis Community School	PreK-8	45 Mikkelson Drive
St. Gabriel School	K-8	3150 Windsor Park Road
St. Gregory School	K-8	302 Upland Drive
St. Jerome School	PreK-8	770 Rink Avenue
St. Joan of Arc School	PreK-8	10 Dempsey Avenue
St. Josaphat School	K-8	140 Greenwood Crescent
St. Kateri Tekakwitha School **	K-8	4415 James Hill Road
St. Maria Faustina School	K-12	425-15th Avenue
St. Marguerite Bourgeoys School	K-8	2910 E. Shooter Drive
St. Matthew School	PreK-8	4710 Castle Road
St. Michael Community School +	PreK-8	431 Hamilton Street
St. Nicholas School	K-8	7651 Mapleford Boulevard
St. Peter School +	PreK-8	150 Argyle Street
St. Theresa School	PreK-8	2707 – 7th Avenue E.
St. Timothy School	PreK-8	280 Sangster Boulevard
Archbishop M.C. O'Neill Catholic High School **	9-12	134 Argyle Street
Dr. Martin LeBoldus Catholic High School **	9-12	2330 – 25th Avenue
Michael A. Riffel Catholic High School	9-12	5757 Rochdale Boulevard
Miller Comprehensive Catholic High School**	9-12	1027 College Avenue
St. Luke School	K-12	625 Elphinstone Street
Mother Teresa Middle School ***	6-8	1975 2nd Avenue N.
Ancillary Facilities		Location
Catholic Education Center (CEC) #	Central Office	2550 Sandra Schmirler Way
Maintenance Shop	Facilities	348 Park Street

* French Immersion

** English and French Immersion

*** Associate School

+ St. Michael Community School and St. Peter School closed June 30, 2025.

Catholic Education Centre was moved from 2160 Cameron Street to 2550 Sandra Schmirler Way in Sept. 2024.

Infrastructure Projects

RCSD's facilities:

- 31 school facilities and two ancillary facilities which are all located within in the City of Regina limits.
- St. Michael Community School and St. Peter School officially closed as schools at the end of June 2025 to make way for the new St. Raphael School, a joint use partnership with Regina Public and the City of Regina.
 - Students will temporarily attend classes at these facilities until Phase 2 construction is completed at the new school. Students will start classes at St. Raphael in early 2026.



- Construction has begun on Harbour Landing West joint-use school with an anticipated opening of September 2027. The Southeast elementary school is currently in the design stage.
- The average age of all RCSD schools is 48 years old, with five schools under 10 years old and 13 schools over 50 years old.
- In the fall of 2024, Catholic Education Centre staff completed their move into their new office space at 2550 Sandra Schmirler Way. The 56,000 sq ft building also provides room for division warehouse space as well as opportunities for two shared tenant spaces, currently occupied by the Saskatchewan Distance Learning Centre (SaskDLC) and the Regina Early Learning Centre (Airport location).



- In April 2025, demolition of the former Catholic Education Centre at 2160 Cameron Street, the division's Central Office since 1963, and Holy Rosary Community School located at 3118 14th Avenue since 1913 was completed. Finalizing the sale of the land to the Archdiocese of Regina is near completion. The Archdiocese had originally gifted the land for Holy Rosary School to the school division.

Holy Rosary Community School and former Catholic Education Centre.



Demolition of the former Catholic Education Centre and Holy Rosary Community School, April 2025.



- The school division also operates an independent Maintenance Shop within the city. This facility is used to store furniture, materials, and supplies, and supports the fabrication finishing of cabinetry and other school fixtures. The shop is situated in a large, fenced compound that also houses maintenance vehicles and equipment.
- To align school capacity with community changes and enrolment growth, relocatable classrooms are installed each summer, subject to Ministry of Education funding approval.
- For the 2024-25 school year, RCSD received approval for 24 new relocatable classrooms across 10 sites. The installation commenced over the summer months of 2025 and is scheduled to continue into the fall of 2025.

School	Total Units
Michael A. Riffel Catholic High School	4
St. Raphael School	4
St. Marguerite Bourgeoys School	3
St. Catherine Community School	1
St. Gregory School	1
St. Francis Community School	2
St. Timothy School	2
St. Augustine Community School	2
École St. Elizabeth (JUSP) P3	3
St. Nicholas School (JUSP) P3	2

Infrastructure Projects			
School	Project	Details	2024-25 Cost
St. Jerome School	Heating System Upgrade	Upgraded the boiler system.	\$340,000
Deshaye Catholic School	Roof Replacement	Roof replacement of sections 1 & 10	750,000
Dr. Martin LeBoldus Catholic High School	Roof Replacement	Roof replacement to sections 5-8 & 11-14 – Continued from 2024	575,000
Catholic Education Centre	Renovation	Renovation and construction of new Catholic Education Centre	2,300,000
Former Catholic Education Centre and Holy Rosary Community School	Demolition	Demolition and regrading, reseeding of property.	850,000
Total			\$4,815,000

Transportation

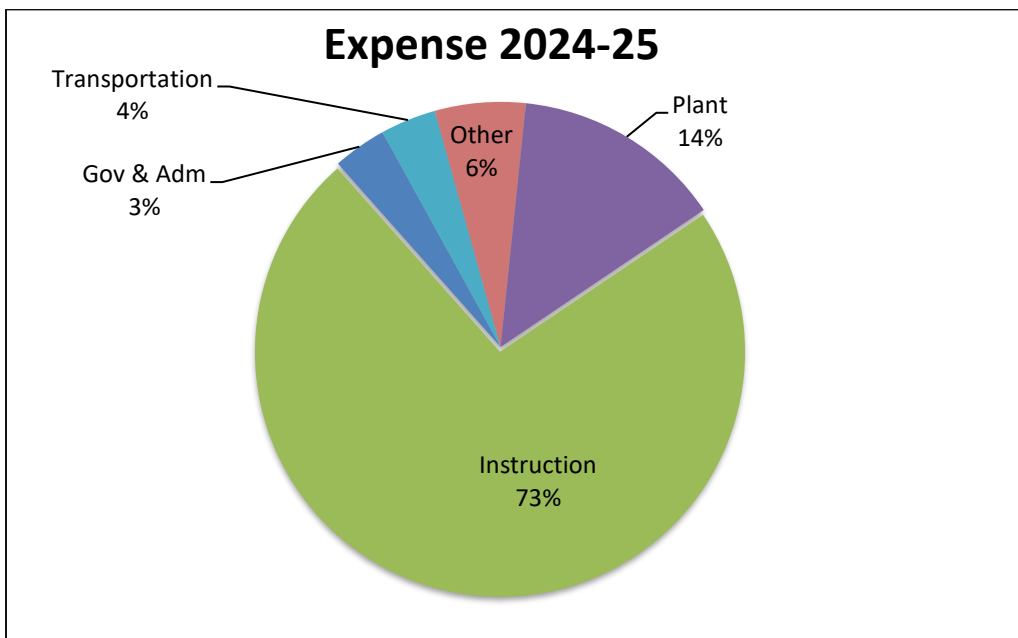
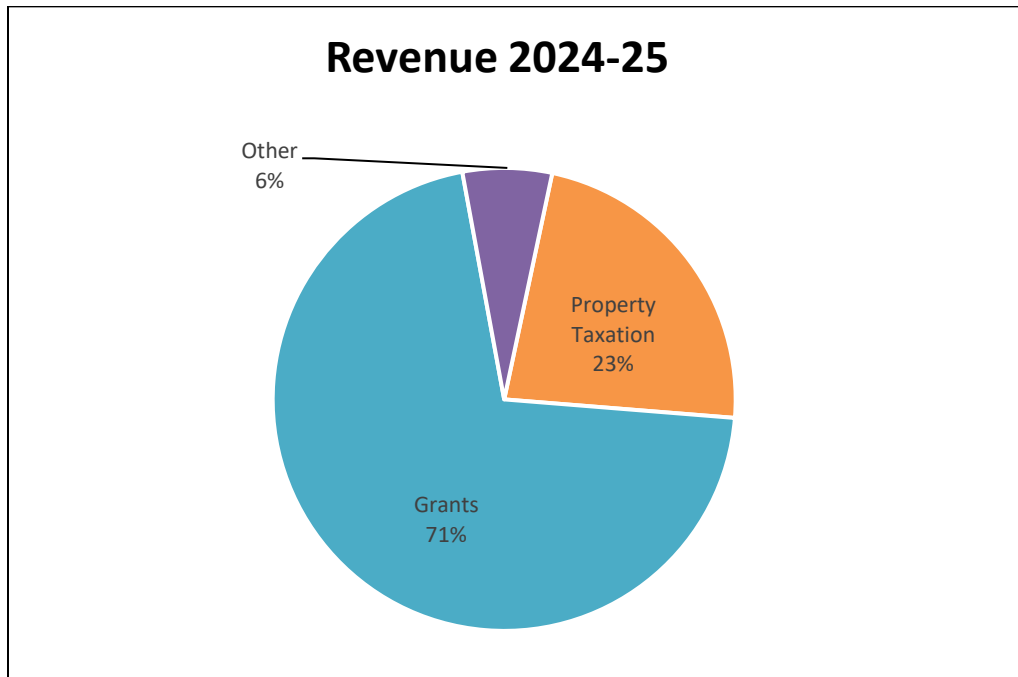
RCSD contracts out its transportation services to First Student, Inc. (First Canada ULC) and Regina Paratransit.

Almost half of RCSD's elementary students were transported by school bus, vans and Paratransit in the 2024-25 school year.

Transportation Statistics	
Students Transported	4,934 transported with 4,683 on buses
Transportation Runs	107 vehicles of which 67 are buses
Average One-Way Ride Time	11 min
Longest One-Way Ride Time	60 min
Average Capacity Utilized on Buses	83%
Average Age of Bus	4

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2025	2025	2024	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	46,153,605	44,349,085	45,846,066	(1,804,520)	-4%	
Grants	126,716,282	136,889,981	106,952,328	10,173,699	8%	1
Tuition and Related Fees	105,541	106,300	93,039	759	1%	
School Generated Funds	1,830,283	2,424,367	1,986,996	594,084	32%	2
Complementary Services	1,825,438	2,075,438	1,811,625	250,000	14%	3
External Services	1,871,031	5,087,828	2,021,350	3,216,797	172%	4
Other	1,541,741	2,353,281	2,975,557	811,540	53%	5
Total Revenues	180,043,921	193,286,280	161,686,961	13,242,359	7%	
EXPENSES						
Governance	853,789	826,897	570,050	(26,892)	-3%	
Administration	4,680,930	4,975,856	4,507,254	294,926	6%	6
Instruction	116,553,416	119,475,602	107,133,303	2,922,186	3%	
Plant	22,091,686	22,782,989	24,788,098	691,303	3%	
Transportation	6,258,198	6,030,012	5,750,025	(228,186)	-4%	
Tuition and Related Fees	149,211	221,550	153,500	72,339	48%	7
School Generated Funds	1,873,031	2,298,429	1,719,506	425,398	23%	8
Complementary Services	1,235,538	1,884,705	1,675,208	649,167	53%	9
External Services	1,742,655	5,346,854	2,087,043	3,604,199	207%	10
Other Expenses	10,162	51,761	6,925	41,599	409%	11
Total Expenses	155,448,616	163,894,655	148,390,912	8,446,039	5%	
Surplus (Deficit) for the Year	24,595,305	29,391,625	13,296,049			

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

Note	Explanation
1	Increase in budget related to additional capital grants for relocatable and new school construction, increase in operating grant funding related to the settlement of the teachers' collective bargaining agreement, unbudgeted Jordan's Principle grant funding, and additional preventative maintenance and renewal grant funding.
2	School Generated Funds revenue increased due to more student fees and fundraising revenue than budgeted.
3	Increase due to additional grants for expansion of the Early Learning Intensive Support Program.
4	Increase from budget due to additional grants to support the Following their Voices and Early Years Family Resource Centre programming.
5	Increase in investment revenue.
6	Increase from budgeted expenses for salaries and benefits due to adjustments related to salary increases and associated retroactive pay.
7	Increase in expenses for parent transportation costs and Saskatchewan Distance Learning tuition expenses.
8	Increase from budget due to additional expenses related to additional student fees and fundraising.
9	Increase in salaries and benefits related to the settlement of the teachers' collective bargaining agreement and associated retroactive pay, as well as higher Early Learning Intensive Support Program expenditures resulting from additional grant funding.
10	Increase related to salary and benefits for Mother Teresa Middle School related to settlement of teachers' collective bargaining agreement and related retroactive pay increases.
11	Increase due to the settlement of the asset retirement obligation associated with the demolition of Holy Rosary School.

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		
Bast, Ryan J.*	\$43,980	-	-	\$3,052	\$4,204	-	\$51,237
Bonnell, E. Victoria**	38,205	-	-	2,547	2,893	-	43,645
Bresciani, Robert**	35,784	-	-	885	3,687	-	40,357
Fischer, Greg	31,454	-	-	4,314	2,656	-	38,423
Kowalchuk, Robert	35,478	-	-	4,410	1,390	-	41,278
Weninger, Shauna	41,330	-	-	2,468		-	43,798
Wilcox, Darren	35,966	-	-	591		-	36,557

*Trustees receive a per diem for travel to and from, and attendance at, in and out-of-province Board business activities. Trustee remuneration includes these per diems.

*Board Chair

**Co-Deputy Chairs

Personal Services

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

Name	Amount
ABUAN, VENANCIO	\$52,070
ABUSADA, SHAWNA	104,070
ADAM, JANALEE	104,163
ADAMS, CHELSEA	102,308
ADEDEJI, OLUSHOLA	112,347
AGAR, JASON	109,710
AGUSTIN, GERARDO	55,445
AKINPELU, OLUWAKEMI	115,704
ALCANTARA, DENNIS-MARC	62,109
ALCANTARA, EFREN	51,954
ALDERMAN, CHARMANE	103,209
ALEXANDER, BYRON	80,015
ALIMBUYAO, SARAH	95,337
ALLA, ARMEL	85,477

Name	Amount
ALLAN, STACY	113,491
ALLEN, ALLISON	107,956
AMADI, JESSICA	96,589
AMICHAND, MANDY	104,482
ANANFACK KOWO, ANNIE	90,968
ANDER, AMAYA	51,589
ANDERSON, ALISON	108,368
ANDERSON, LISA	106,115
ANDERSON, NICOLE	108,138
ANONAS, NENITA	108,207
APPELL, TAMMY	139,108
ARAYA, GHEZAE	51,370
ASH, MAIJA	72,376
ASMUNDSON, HANNAH	80,580

Name	Amount
ASSI, YOMIN	107,417
ASTROPE, KYLENE	104,874
AULIE, MARISSA	74,015
BABYAK, SARAH	103,408
BACHELU, BLAIR	107,317
BACHIUI, MARIA	103,665
BAGE, NICHOLAS	56,491
BAITON, LEAH	102,364
BAKER, ALISSA	108,652
BALABERDA, CORY	95,363
BALABERDA, PASCALE	66,317
BALBUENA, MARIA	79,419
BALL, MARCHELLE	103,667
BARAGAR, JODI	113,700
BARBER, EMILY	76,563
BARCLAY, CASSIDY	76,260
BARNES WILCOX, BARBARA	107,339
BARNES, LEANNE	92,354
BARON, KEVIN	103,916
BARTLETT, WADE	107,940
BAST, NICOLE	103,525
BASTOCK, LEANNE	109,136
BAUDU, KAELA	97,071
BAUER, CHRISTINE	107,317
BAUI, KARL	84,129
BAUMGARTEN, JAYMIE	80,782
BAUMGARTNER, ALANA	113,420
BEAUDRY, MACKENZIE	68,457
BECKEL, SUZANNE	109,641
BEHNKE, RAYMOND	60,910
BELAIR, LINDSAY	105,661
BELANGER, NICOLE	50,160
BELISLE, PAULETTE	146,893
BELL, JESSICA	71,807
BELLAVANCE, SARA	79,187
BELOF, JILL	113,420
BELVEDERE, DEREK	111,035
BENHAM, CATHERINE	102,346
BENKO, DEAN	129,198
BENKO, KIRSTEN	108,395

Name	Amount
BERNAUER, CYMONE	114,847
BERNER, ANDREA	108,100
BERNHARDT, REBECCA	110,481
BERRY, KYRIE	103,832
BESKOWINEY, STEPHAN	124,556
BEYENE, MEDHANIT	51,947
BIEGLER, LAWRENCE	156,042
BIEVER, CODY	81,347
BIRRELL, LYN	105,449
BIRRELL, NATHAN	115,079
BISSON, NICHOLAS	78,187
BLACKLOCK, ROMONA	113,423
BLADYKO, AMY	108,782
BLEHM, CHELSEY	96,488
BLOOS, MEGAN	80,156
BOAST, MEAGHAN	113,477
BOCZULAK, CASSIDY	68,583
BOCZULAK, JEREMY	70,524
BODNARCHUK, PETER	113,334
BOGDAN, TYLER	130,637
BOHN, CIARA	102,346
BOHNET, DORINA	51,877
BOKURE, ABEDE	62,596
BONDY, CARI	86,264
BORSA, KYLE	72,681
BORYS, HEATHER	102,941
BORYS, JOANNA	102,346
BOTTERILL, BRITTANY	72,846
BOURQUIN, ALLYSHA	94,824
BOUTILIER, KRISTINA	109,702
BOUTIN, STEVEN	75,705
BOWEN-DIAZ, ALEJANDRA	76,633
BOYACHEK, CHERYL	55,351
BOYLE, TIANNA	83,407
BRACKEN, JENNA	105,662
BRAITHWAITE, CLINTON	54,995
BRAN ROQUE, ADA	62,863
BRASS, COLIN	104,160
BRASS, JAYLENE	138,949
BRAY, MORGAN	74,616

Name	Amount
BRENNAN, PATRICK	107,912
BRESCIANI, ANGELINA	102,383
BRESCIANI, MATTHEW	120,224
BRESCIANI, MITCHELL	105,073
BRESCIANI, OLIVIA	51,295
BRIDGEMAN, JANNA	103,107
BROCHU, SCOTT	100,700
BRODNER, LANDON	115,494
BROUWERS, JENNIFER	82,440
BROWN, CORRINE	103,673
BROWN, DANIEL	104,855
BROWN, JOEL	61,035
BRUCE, YVONNE	64,701
BRYDEN, TEAGAN	96,438
BUBNICK, TAYLOR	73,236
BUCSIS, COURTNEY	60,964
BUENO, JOEL	51,516
BUETTNER, KELSEY	79,368
BUHLER, STEPHANIE	76,824
BURANT-MAHER, ROLANDE	142,789
BURKE, NAVANGA	108,409
BURNS, CHRISTINA	101,312
BURNS, MORGAN	108,431
BUSBY, CHRISTOPHER	132,039
BUSCH, EMMA	75,112
BUZASH, ALEX	74,025
BZDELL, CORINNE	105,483
BZDELL, PAULA	103,767
BZDELL, REBECCA	71,503
CABURAO, JOSHUA	69,800
CABYLIS, DEMETRIOS	91,631
CAMPBELL, HEIDI	111,834
CAMPBELL, JOSHUA	93,335
CAMPBELL, SARAH	90,445
CANNON, BRIANNA	52,690
CARDINAL, BRANDON	78,170
CARLSON, HAYLEE	73,242
CARLSON, LAUREN	79,831
CARTER, KYRA-LEE	54,431
CASPER, STEPHANIE	129,395

Name	Amount
CASTILLO, AIMEE	69,539
CEDAR, KATELYNN	74,980
CEREDON, STEPHEN	73,586
CHABOT, LAURA	109,095
CHAGNON, KIMBERLEY	102,644
CHAPPLE, SARAH	103,088
CHARANDUK, CORY	119,748
CHASE, EMILY	98,132
CHASE, MICHAEL	126,927
CHASE, SEAN	223,345
CHASE, SHERRY	171,947
CHASSE, AMANDA	104,526
CHAY, LES	90,442
CHERWATY, RYAN	82,017
CHEVRIER, NATALIE	106,842
CHOMOS, PATRICE	103,362
CHOMYN, CAMERON	87,728
CHOMYN, MORGAN	52,203
CHRISTOPHERSON, JACQUELINE	111,166
CHRISTOPHERSON, KELLY	131,298
CHURCH, CAMERON	107,317
CLARK, DRYDEN	79,533
CLARK, MACKENZIE	81,945
CLARK, SAMANTHA	75,612
CODY, ARIEL	75,474
COGHILL, NOAH	73,758
COLCLOUGH, SHINA	92,182
CONDENO, KRIZZEL	73,261
CONGER, MELODY	89,947
CONLY, CHARIS	68,049
COOK, MICHELLE	104,010
COOK, STEFANIE	73,720
COOLICAN, SARAH	108,808
COOPER, LISA	108,280
COTE, BARTLEY	138,401
COTE, TERRI	155,801
COTTRILL, BRETT	87,085
COTTRILL, KIERSTEN	88,763
COTTRILL, NAT	65,517
COURCHENE, RACHEL	104,401

Name	Amount
COZINE, DANIEL	137,658
COZINE, KELLY	109,387
CRANE, JILLIAN	72,892
CROMARTY-ZECH, TOBI	105,093
CROMPTON, CATHERINE	106,666
CROMPTON, HOLLY	102,359
CRONIN, SARA	107,883
CRONK, SHERI	87,799
CRUICKSHANK, MEAGAN	113,552
D SOUZA, YVETTE	116,563
DALES, HEATHER	119,765
DALY, MARIAN	173,616
DANAHER, JOHN	111,798
DAUPHINAIS, GILLES	140,780
DAVIES-ELTOM, COLETTE	109,185
DAY, KALI	78,953
DAY, RON	51,858
DE CAPRIO, LUCIA	52,387
DE PAZ, CARINA	84,614
DEAN, ASHLEY	78,311
DECH, SAMANTHA	86,379
DECOSSE, RYAN	107,326
DELOREY, PATRICIA	113,689
DEMARIA, DIANA	58,871
DEMETER, MELINDA	113,259
DERMODY, KATIE	73,065
DESAUTELS, KIMBERLY	128,106
DEVINE, DAWN	108,740
DIANTONIO, RINA	54,957
DIETRICH, DANIELLE	115,050
DIORIO, SUZANNE	102,994
DIMALANTA, GERONE	73,790
DIZY, MICHELLE	119,856
DOBSON, MEAGAN	85,244
DODD, CASSIE	66,071
DOEPKER, CHRISTINA	102,648
DOLHA, COURTNEY	56,084
DOMBOWSKY, SHAUNA	106,019
DORNSTAUDER, ELIZABETH	75,356
DORNSTAUDER, ROSE-MARIE	107,938

Name	Amount
DOYLE, JIL	82,262
DREVENY, DARCY	52,374
DROTAR, JEREMY	113,440
DUCZEK, JASON	107,317
DUCZEK, NANCY	108,526
DUFFY, CATHERINE	78,121
DUFFY, THOMAS	72,575
DUFOUR JERRETT, STEPHANIE	108,271
DUMBA, ALICE	67,976
EBBAH, KOUTOUA	64,810
EBENDA MBOUTOU, YVETTE	83,698
EBERHARTER, LISA	114,187
EBERL, MAUREEN	60,916
EBERLE-MYDYNski, JACQUELINE	65,146
ECHTNER, NICOLE	95,578
ECKERT, DAWN	54,786
EDGERTON, KAYLA	56,888
EDMANDS, TARA	103,316
EDQUILANE, TRISTAN	94,909
EHMAN, KELLEY	201,982
EHRHARDT, MERISSA	54,701
EHMANTRAUT, JACQUELYN	108,344
EKAETTE, INEMESIT	69,858
ELENDU, CANDINA	100,724
ELL, ANITA	61,466
ELL, BRENDA	102,656
ELL, DWAYNE	119,329
ELL, OLIVIA	70,035
ELLERY, KARI-ANNE	104,099
EMBURY, EYTON	67,551
ENDICOTT, DENISE	113,420
ENGDOHL, CHELSIE	113,344
ENGELE, SHELBY	98,356
ENGLOT, RHYS	76,845
ENGLOT, SONIA	50,434
ENNS, DARRIAN	77,963
ERBACH, CHELSEA	74,958
ERLENDSON, TRICIA	144,800
ESKRA, CARSON	66,644
ESTATE OF TCHEMEBE, VALERY	57,687

Name	Amount
ETTIEN, ACKAH	82,226
EUROBA, JOHN	54,517
EVANGELISTA, GILBERT	108,791
EWERT, AMANDA	51,639
EXNER, COLLEEN	85,813
FAIRBAIRN, JESSICA	117,320
FANOUS, FEBY	94,828
FARIS, HEATHER	113,619
FAVREAU, AMBER	57,051
FEARNSIDE, ANNELIESE	111,931
FELLNER, FRANCESCA	104,058
FERGUSON, TAMMY	111,477
FERRARA HORNE, CHERYL	107,391
FESCIUC, KELLY	67,280
FETSCH, KEVIN	113,107
FETTES, LOGAN	71,656
FIDDLER, LAURA	79,371
FIRNESZ, JACQUELINE	102,376
FIRNESZ, MATTHEW	109,694
FIRNESZ, NOLAN	115,131
FIRNESZ, RYLEND	75,746
FIRNESZ, SIMON	103,207
FISCHER, TARA LEE	104,044
FISCHER, TARA-LYNN	112,763
FISHER, TARA LYNN	113,892
FISKE, MICHELLE	90,891
FITZSIMMONS, SHELLEY	50,253
FLEGEL, AIMEE	104,985
FLETCHER, MICHELLE	107,597
FLOREK, MATTHEW	103,838
FLOTTORP, SARAH	52,895
FLUTER, CAROLYN	95,464
FOLK, RYAN	102,346
FONAGY, BRENNAN	71,232
FOORD, CAREY	53,056
FOORD, JOHN	118,044
FORAIE, AMANDA	102,225
FORD, CLAYTON	113,698
FORD, ERIN	91,729
FORREST, LEANNE	138,660

Name	Amount
FORREST, RYAN	103,629
FOSSNIER, SCOTT	170,171
FOSTER, ROXANNE	72,869
FOX, ANGELA	103,274
FOX, WEBSTER	76,285
FRANCIS, JANELLE	61,421
FREI, CHANDRA	61,950
FRIESEN, CATHERINE	104,426
FROHLICK, D'ARCY	119,917
FUCHS, LARRY	128,092
FUHRMANN, LUCRÉCIA	79,430
FUNG, FRANCINE	87,368
GABOURY, LAURA	119,784
GALLAGHER, RYAN	103,706
GALLOWAY, STEPHANIE	102,537
GAREAU, PAUL	69,019
GAREAU, ROBERT	59,388
GARINGER, LEE	141,368
GARINGER, MONICA	112,085
GARTNER, TAMARA	108,076
GATES, KRISTA	113,342
GAUDET, JESSIE	72,504
GEBREANDRIAS, ZEREMARIAM	76,786
GEBREMEDHIN, LISA	53,062
GEIGER, KELLY	70,821
GEISS, COURTNEY	85,310
GELINAS, DEANA	115,065
GELINAS, FRANCOIS	112,806
GELINAS, MIKAELA	83,329
GEREIN, CARMELLE	94,437
GHERASIM, SCOTT	103,075
GHERASIM, STACEY	197,935
GHIGLIONE, KIERA	70,406
GIBBS, KORY	107,317
GIBLETT, MORGAN	108,520
GIBSON, JENNIFER	114,762
GIESBRECHT, LACEY	91,234
GIESBRECHT, RYAN	106,803
GIESBRECHT, SHAYNA	103,302
GILBERT, GEOFFREY	145,777

Name	Amount
GIRODAT, RILEY	75,229
GIROUX, MAEGAN-ANN	104,175
GOBEIL, MALLORY	90,805
GOLD, ERIN	68,412
GOLDEN, CHLOE	82,142
GONZALES, RONALD	114,341
GOODMAN, DEBORAH	67,957
GRAD, ROB	55,284
GRAY, SHELDON	50,791
GREENOUGH, ALLISON	131,611
GROHS, ABIGAIL	70,639
GRYWUL, TRACEY	56,025
GUAY, JENNIFER	107,711
GUEGUEN-NIELSEN, NINA	130,311
GULASH, CHELSEA	74,914
GYOERICK, KRISTIN	109,868
HACKL, WADE	184,146
HAGGARD, BARENT	58,087
HALL, MAY PUI-YEE	86,485
HALLETT, KARYN	102,394
HALTER, JORDYN	70,421
HALVORSEN, JUANITA	108,506
HAMBLETON, DAVID	94,172
HAMILTON, ANGUS	62,567
HAMMETT, MATTHEW	65,599
HAMMETT, MIRANDA	79,860
HAMMETT, TANA	77,781
HAMMOND, ANITA	114,570
HAMMOND, GAETAN	113,420
HANCOCK, JODIE	73,480
HANNANT, TRACY	102,154
HANSON, LISA	119,972
HANUS, SHAUNA	102,346
HAPP, WALKER	67,665
HARBUS, MINDY	109,243
HARDING, ANGELA	110,122
HARLEY, JORDAN	84,459
HARPER, SHAE-ANN	90,549
HARRIS, TAYLOR	82,319
HARRISON, SHERYL	115,490

Name	Amount
HART, ANDREA	108,803
HARTNEY, DESMOND	113,788
HAUTCOEUR, LISA	107,131
HAWKINS, GRACE	62,329
HAYDUK, KATHERINE	107,317
HAYES, GABRIELA	90,903
HAYES, GRAHAM	125,445
HAYWARD, ASHLEY	104,579
HEGI, MICHALA	106,247
HEIDT, SYLVIA	57,048
HEISLER, AMANDA	102,346
HENDREN, ALEXANDRA	84,868
HERMAN, KATHLEEN	81,560
HESZHEIMER, KIM	77,159
HIBBERT, JORDAN	76,383
HICKEY, JUSTINE	76,814
HICKS, BRENDA	56,783
HICKS, RYAN	106,959
HILDEBRAND, HEIDI	197,935
HILLIS, GABRIELLE	68,592
HILSENDAGER, NATHAN	74,937
HINDLE, ERIN	105,809
HINDMARCH, TRINA	102,347
HISCHEBETT, LEAH	101,144
HODGES, EDWARD	107,317
HOEVING, ALEXANDRA	72,649
HOEVING, RYAN	52,069
HOFFMAN, SYDNEY	76,233
HOGNERUD, KATRINA	107,317
HOLLAND, LORI	94,496
HOLLIDAY, SHARLENE	113,420
HOLLINGER, JANNA	113,649
HOLLINGER, KELSEY	73,482
HOLLINGER, NICOLE	104,701
HOLT, NICOLE	104,207
HOPFAUF-SLIVA, CARLY	85,559
HORNUNG, SHERI	110,303
HORSMAN, COURTNEY	99,838
HOUK, RODNEY	111,128
HOUK, SHANNON	59,674

Name	Amount
HOVDEBO, MARCIA	101,290
HRYNKIW, JILL	95,273
HUBER, JESSICA-LYNN	92,076
HUBER, ZACHARY	70,678
HUEL, CHAD	107,180
HUERTO, JENNY	59,631
HUNTER, ELISABETH	76,354
HUTYRA, BARBARA	54,135
HYGARD, ALEXANDRA	61,815
HYND, SARA	103,760
HYNES, CURTIS	112,027
IBON, ROBERT	52,051
JACEK-FLAMAN, AMANDA	101,497
JACKSON, ERIC	103,179
JAMES, RYAN	101,255
JANECZKO, KYLE	105,204
JANZEN, KEIRA	89,571
JARIKRE, EJIROGHENE	99,569
JAVIER, RAFAELA	68,875
JEALOUS-POWERS, MEGHAN	102,410
JEANNOT, BRIAN	134,998
JEFFERS, PATRICK	76,906
JENDRASHEKE, TESS	71,176
JENKINS, AIMEE	54,234
JENSEN, RYLAN	82,890
JEROME, KASSIDY	75,782
JOHNSON, CHANTEL	107,972
JOHNSON, MAUREEN	75,390
JONES, DAWN	116,583
JONES, TIFFANY	102,906
JOST, JANET	108,602
JOST, THOMAS	115,262
JUZYSZYN, STEPHANIE	105,247
KAJATI, ALISON	82,483
KALENCHUK, HEATHER	115,782
KAMINSKI, MEGAN	108,594
KAMPMAN, CHRISTOPHER	131,206
KAMPMAN, MATTHEW	89,115
KAUF, ARKIN	130,884
KAVIMBA MUBENGA, CLARIS	74,174

Name	Amount
KAYTER, ALEAH	105,243
KEEN, DARLA	103,261
KEITH, MELANIE	141,924
KELETA, ZERESLASIE	58,712
KENDALL, HEATHER	96,061
KENDEL, KRISTA	107,396
KENNEDY, DONALD	113,420
KENTZ, CARLY	78,172
KERR, TREVOR	112,647
KHAN, SABA	77,639
KIKOMEKO, MIKE	54,409
KILKENNY, JACLYN	106,881
KIRKUP, DARREN	51,923
KIRWAN, DAVID	70,033
KLEISINGER, ABBIGAYLE	74,469
KLEISINGER, CURTIS	199,913
KLEISINGER, JAMES	101,994
KLEISINGER, PATRICK	58,168
KLINGER, DARLENE	66,793
KLIPPENSTEIN, ALISA	107,317
KNELSEN, READ	69,137
KNIGHT, CHARMAINE	104,017
KNIGHT, MICHAEL	142,014
KOBELSKY, CAROLYNNE	106,155
KOLODII, MYKHAILO	53,621
KONDZIELEWSKI, MARIE	106,354
KOOGER VIXAMAR, CARI	55,529
KOROLUK, KAREN	108,380
KOSHYKOWSKI, JORDANA	52,529
KOSKIE, DANIEL	97,110
KOSLOSKI, TAYLER	72,153
KOSTENKO, YULIIA	50,875
KOT, GARRETT	102,346
KOURLES, SOFIA	77,942
KOWALSKI, MARCELLINA	110,790
KOWALYK, BAILEY	89,431
KOZAK, COLLEEN	104,310
KRAMER, JOSHUA	183,880
KREKLEWICH, TERRI	53,327
KRISTOFF, COLIN	118,906

Name	Amount
KRUEGER, PATRICE	113,985
KRYZANOWSKI, MARGUERITE	107,317
KUNTZ, LISA	100,756
KUNTZ, SCOTT	108,612
KUPPER, SHERI	109,148
KUSTER, JODY	107,339
KUSTER, SHAWN	113,063
LABELLE, KRISTA	87,188
LACELL, TREVOR	51,923
LACH, KAREN	102,346
LACHEUR, LOUISA	62,016
LAFORTUNE, MARLENE	59,568
LAMB, NANCY	103,015
LANDRY, JOANNA	197,935
LANDRY, JULIUS	100,313
LANG, CARTER	103,657
LANG, JOHN	130,410
LANG, LYDELL	102,346
LANGEN, ALEXIS	107,507
LANGEN, AMY	111,269
LANGLOIS, ALYCIA	88,893
LAREAU, JOEL	90,882
LARSON, BRAYDEN	81,349
LARTER, ANDREA	55,477
LASWISSE, BILLIE-JO	70,368
LAURSEN, JILLIAN	115,142
LAVOIE, LAUREN	90,045
LEACH, STEPHANIE	104,368
LEBLOND, RYAN	103,803
LEBOLDUS, SARA	102,857
LECOUFFE, SHANNON	103,884
LEFEBVRE, CHLOE	68,123
LEIBEL, KAREN	111,096
LEITNER, SARAH	100,884
LENIC, AMBER	112,034
LEWIS, RILEY	116,323
LIEBEL, LAURA	84,161
LING, RACHEL	103,228
LIPP, KELSEY	106,982
LIZEE, DANIEL	144,748

Name	Amount
LIZEE, HONNI	120,210
LOCKERT, ANGELE	57,449
LORENCZ, BRITTANY	82,952
LORENCZ, CHERI	76,245
LORENCZ, LAURA	108,641
LOUGHRAN, DALIA	53,516
LOZINSKI, CINDY	76,713
LOZINSKI, NATHAN	66,339
LUBAS, MADELEINE	106,034
LUCE, MAVIS	104,233
LUCE, RAYMOND	51,783
LUCERO, ANNA	102,519
LUCYK, LEONORA	102,386
LUECK, MEGAN	91,733
LUFF, SHEILA	74,880
LUKIWSKI, RYLAND	82,716
MACDONALD, PAUL	60,084
MACLEOD, LINDSEY	110,183
MACLEOD, NICOLE	88,444
MAGNUSSON, DAVID	197,935
MAGNUSSON, HANNAH	73,719
MAGNUSSON, JENNA	85,637
MAGNUSSON, KELLY	102,346
MAH, WILLIAM	81,806
MAIER, LEAH	113,496
MAJEWSKI, ALAINA	77,252
MALAWSKI, NICOLE	83,610
MALICK, MARIE	94,955
MANASTYRSKI, JORDAN	91,570
MANN-FELSKE, BRADIE	104,024
MANNION, EDWARD	107,336
MANTUHAC, NONILO	51,370
MANTYAK MCDONALD, JENNIFER	103,143
MARCHAND, APRIL	103,241
MARCOTTE, AMANDA	103,499
MARCOTTE, LISA	115,055
MARIN, BRIAN	105,192
MARINOS, ALYSSA	72,701
MARIO, BREANNE	51,743
MARION, BRIAN	102,346

Name	Amount
MARKOWICZ-TROY, ELENA	81,891
MARSHALL, MICHELLE	110,712
MARTIN, DAYLIA	85,165
MARTINEZ, DAISY	80,650
MARWICK, JAEDEN	75,613
MASAOAY, CRISANTO	80,766
MASAOAY, MARIA	68,052
MASSEY, MEGAN	103,331
MATLOCK, BRETT	115,886
MATT, CHELSEE	107,932
MATZ, KYLA	105,670
MAZDEN, SHELLEY	99,561
MAZUR, MARIAH	91,795
MBANZA, MUTANGILAYI	87,745
MCBETH, TRISHA	113,420
MCCALMON, ERIC	109,246
MCCALMON, LAURA	106,329
MCCANN, LISA	108,803
MCCARTHY, CAITLIN	97,039
MCCLARE, SABRINA	105,283
MCCLOY, CHANTEL	78,231
MCCULLOCH, ROBERT	114,733
MCCULLOUGH, KRISTIAN	52,949
MCEWEN, CASSIE	83,689
MCGEOUGH, JACOB	94,989
MCGILL, ANDREA	85,444
MCKECHNIE, SHARON	104,600
MCLEAN, WADE	108,779
MCLELLAN, MEAGAN	95,765
MCLENNAN, LEANNE	76,735
MCMANUS, AMY	103,718
MCMARTIN, AVERY	68,241
MCMILLAN, HARMONY	108,016
MCMILLAN, SUZANNE	104,089
MEADOWCROFT, CHERI	103,774
MEDHIN, KEBREAB	61,158
MEGNO NEMGNE, FRANCINE	79,479
MEICKEL, MARK	51,838
MEJIA, ANDRE	101,758
MELNYCHUK, SHERRI	103,545

Name	Amount
MENHART, MILOS	109,155
MERCADO, EUMIR	93,464
MERK, SHELLEY	102,496
MERKOSKY, REBECCA	72,993
MESSER, CHRISTINE	125,123
METZ, BRANDON	59,999
MEUCHEL, STEPHANIE	70,763
MEYER, ASHLYN	80,925
MEYER, VINCENT	102,346
MICKLEBOROUGH, JASMIN	73,063
MILIOKAS, LYDIA	66,769
MILLETTE, EMERY	76,765
MILLETTE, THERESA	61,216
MILLS, CELINE	98,956
MILO, TAMMIE	123,757
MILOS, PAMELA	79,161
MISSENS, AMANDA	75,648
MITCHELL, NATALIE	137,794
MO, JACKY	69,780
MOAT, OLIVIA	74,836
MOHR, NICOLE	107,677
MOLESKY, RENEE	93,817
MOLLEKEN, STACEY	102,654
MOLNAR-FLUTER, NATASHA	82,846
MONTAGUE, RYAN	108,733
MONTENEGRO, RENEE	102,346
MONTERO DE MOORE, NORA	121,509
MORGAN, TERRY	120,495
MORHART, LINDSAY	126,784
MOSER, LAURA	70,277
MOUGEOT, SARA	100,258
MRAZEK, JAMIE	107,078
MURRAY, CLAYTON	127,602
MURRAY, JACQUELINE	107,357
MUSHUMANSKI, AMANDA	113,405
MYERS, JAMIE	68,491
NAGEL ZELLER, KIMBERLY	106,993
NAMETH, CASSANDRA	77,003
NEAL LANGDON, MARY	104,438
NEIGUM, KATHERYN	71,102

Name	Amount
NEILES, SUSAN	102,366
NELSON, DAVID	115,318
NELSON, JOELLE	88,414
NELSON, KENNA	132,778
NELSON, ROBERT	107,317
NEUFELD, CASSIE	79,407
NEUFELD, TEENA	93,769
NEUMANN, JASON	107,317
NEUMANN, TRICIA	103,228
NGUYEN, AMBER	76,933
NGUYEN, JOHN	62,159
NICOLL, RAE	54,114
NICOLSON, CARMEL	125,684
NICOLSON, COLE	86,673
NICURITY, RENEE	100,434
NIELSEN, RUSSELL	114,756
NIELSEN, SARAH	56,429
NISHNIK, KYLA	77,585
NORMINTON, JENNIFER	103,717
NORRIS, MONICA	142,120
NORTON, AMANDA	68,667
NORTON, DANIELLE	59,017
NOVAK, LISA	107,241
NOVAK, SHANTELE	118,000
NOWOSAD, MICHAEL	98,961
NTAWUHORAGEZE, ERNEST	86,228
NWUME, CHUKWUDI	52,694
NYHAGEN, SKYLA	75,383
OCAMPO, ZEDECIAH	75,155
O'DONNELL, JESSICA	83,767
OGUNSEYE, BOLUTIFE	78,241
OLSEN, BRIGITTE	103,082
ONJARO, GRACE	82,183
ONZA, PEDRO	61,763
ORR, ALYSSA	89,504
ORTMAN, PAMELA	111,612
ORTMAN, REEGAN	86,824
OSZUST, JOANNE	113,605
OTTENBREIT, KYLE	110,303
OTTENBREIT, TYLER	77,288

Name	Amount
OWENS, JENNIFER	118,613
OWENS, PAUL	135,930
PADERANGA, IDONA	72,520
PAEZ, ADALUZ	113,696
PAIDEL, KATE	87,633
PALAGITSKA-KENYUK, SVITLANA	79,581
PALAMARA, MELINA	69,590
PALAZZO, CHANDRA	73,124
PALMARIN, DANIEL	113,198
PAPANDREOU, BARBARA	110,289
PARISIEN, CLAYTON	106,623
PARISIEN, KIMBERLY	105,314
PASCAL, LYNETTE	73,627
PASKIMEN, RUSSELL	90,165
PATENAUDE, CINDY	68,441
PATTERSON, HANNAH	113,521
PAUL, HANNAH	93,897
PAUL, MARLA	104,236
PAWLIW, SHIRLEY	64,150
PAYSEN, JAIMIE	123,957
PAYUMO, CHRISTIAN	50,386
PEARCE, SHAWN	144,528
PEAT, JACQUELINE	148,164
PEDERSON, ANDREW	62,468
PELLERIN, BROOKE	70,835
PELLERIN, KYLE	107,948
PELLETIER, GREGORY	108,170
PELLETIER, TYRA	81,808
PENNA, HALI	53,693
PERRAULT, CONNIE	88,197
PERRAULT, LESLEY	107,317
PERREAUX, JOHNNY	61,842
PERREAUX, ROBIN	117,175
PERREY, AMY	64,845
PERRON, CINDY	104,148
PERRON, LINDA	104,409
PETERS, JENNA	102,825
PETTIGREW STEADMAN, TAMMIE	113,456
PHAIR, MICHELLE	105,067
PIEDAD, MANOLITO	51,510

Name	Amount
PILON, DEREK	120,838
PINNOW-WEBER, JOCELYN	107,471
PITZEL, MANDY	103,354
POIRIER, CELINE	109,424
POIRIER, COURTNEY	67,293
PON, ELAINE	51,379
POOL, MICHELLE	107,317
PORTER, JACOB	99,410
POWLEY, CARTER	89,503
PRIFTI, SPYROS	59,922
PRIFTI, VASILA	62,688
PRUVOT, GUILLAUME	62,552
PURDUE, JULIE	52,401
PUSCH, AMY	104,708
PUSCUS, CHRISTINA	101,798
PUSCUS, JORDAN	80,354
QUIROZ-NORMAN, KAREN	131,798
RACETTE, ALETHIA	51,172
RADONS, GLENN	62,834
RADONS, RICHARD	65,277
RAJI, OLAYEMI	66,698
RAMDEZ, PAULA	106,963
RANGER, SAMANTHA	100,422
RATCLIFFE, AIMEE	65,459
RATCLIFFE, MELISSA	105,068
RATH, SERENA	108,342
RAU, MELISSA	104,068
RAVASCO, THOMAS	60,445
REAVIE, MICHAEL	131,379
REDING, YVONNE	103,318
REDLER, JESSICA	109,179
REDLER, TREVOR	124,635
REED, ELLEN	115,247
REED, PATRICK	108,540
REGIER, LILA	89,322
REITER, AMY	77,179
RESCH, JENNIFER	133,364
RICHARDS, EMILY	91,185
RICHARDS-BAILEY, LUNA	102,941
RICHTER, ADAM	102,972

Name	Amount
RIDDLE-JANECZKO, ARDEN	73,566
RIEDER, EMILY	75,894
RIEGER, SHELDON	110,600
RIFFEL, PETRA	104,193
RING, GABRIELLE	103,418
RIPPLINGER, MICHEAL	73,147
RIPPLINGER, VICTORIA	62,390
RIVERA, SOLANA	68,406
ROBERTS, JOCELYN	113,334
ROBERTSON, DAPHNIE	107,317
ROBINSON, RYAN	155,108
ROCKABAR, ERIN	79,414
ROCKTHUNDER, AUDREY	102,219
RODRIGUEZ, GENNA	125,383
ROFLIK, MARCUS	75,919
ROGERS, LINDSAY	52,889
ROGOSCHEWSKY, DANA	91,341
ROMANYK, CHELSEA	105,533
ROSE, TAMMY	73,660
ROSS, DAWN	102,357
ROSS, STEPHANIE	65,851
ROUTLEY, MARA	61,060
RUDD, CHELSEY	86,673
RUNGE, JASMINE	61,528
RUSCHIENSKY, AMANDA	103,843
RYALL, REBECCA	107,277
RYHORCHUK, DANIELLE	103,102
SACKVILLE, CAROLINE	81,604
SAENZ AGUILERA, MARIA	65,763
SAFINUK, AMY	78,459
SALADANA, ZOE	54,816
SALIM, AMANDA	95,689
SALTER, RYAN	73,958
SANDERCOCK, JEANNIE	72,038
SANVILLE, AMY	130,394
SARANCHUK, KEELEY	69,001
SARVARI, ALEX	61,311
SATHER, KENDALL	92,516
SAWATZKY, BEVERLIE	99,173
SAWORSKI, ALICIA	87,949

Name	Amount
SAYER, THERISA	106,258
SAYER, WHITNEY	103,170
SCHAAF, SUSAN	102,346
SCHAAN, BERNADETTE	102,092
SCHAAN, ROBERT	113,637
SCHAFER, PAMELA	109,969
SCHEIBEL, RACHEL	73,198
SCHEIBEL, SHELLEY	109,007
SCHIEMAN, KAREN	116,539
SCHLAMP, CASSIE	66,650
SCHMIDT, BRENDA	113,252
SCHMIDT, EMMA	84,997
SCHMIDT, JULIA	107,159
SCHMITZ, MALLORY	107,317
SCHMITZ, RYAN	109,026
SCHOFF, DANNA	91,721
SCHOFF, LEE AN	104,413
SCHROEDER, MELISSA	52,099
SCHULTZ, CARLY	76,505
SCHULTZ, CHANTEL	74,436
SCHULTZ, DORINDA	108,945
SCHULTZ, JADE	51,929
SCHWEBIUS, DEAN	140,246
SCOLLAN, AMBER	110,382
SCOLLAN, PAUL	113,231
SECK, BROOKLYNN	75,277
SEIDLER, BAILEY	97,975
SEIDLER, JASON	62,706
SEITZ, HEATHER	76,814
SELINGER, SANDRA	142,958
SEMIENIUK, KATELYNN	94,317
SEMPLE, NATASHA	86,520
SENGER, STACI	108,807
SENGER, STEPHANIE	97,671
SENKO, COURTNEY	72,611
SENTES, BRIAN	58,810
SENTES, CYNTHIA	61,093
SHAW, LINDSAY	103,216
SHERAR, MITCHEL	111,604
SHIPLEY, KELSI	68,825

Name	Amount
SHUBA, DIANA	107,446
SHUMAY, MIKAELA	70,330
SHYIAN, OLENA	103,391
SHYNKARUK, TRICIA	133,243
SILVERMAN, KELLY	107,347
SIRDAR, YVONNE	143,303
SIRKE, KARA	95,469
SIROIS, NATALIE	57,977
SKIEHAR, BRODI	71,696
SKOTNITSKY, PAULA	108,602
SMADU, JOACHIM	135,189
SMADU, MEGAN	77,064
SMITH, BAILEY	95,310
SMITH, MITCHELL	82,360
SMITH, SHANE	58,906
SNYDER, CLAIRE	77,803
SOBCHYSHYN, ERIN	52,301
SOKALOFKY, TANNER	91,925
SOLIS, NICOLE	72,562
SONNTAG, JOHNATHAN	96,557
SPELLISCY, VANESSA	78,296
ST AMAND, COLE	85,141
ST AMAND, MAURICE	136,247
ST AMAND, TIMOTHY	111,925
STADNYK, FULVIA	124,790
STARK, ASHLEY	108,348
STARK, EMILY	71,801
STEPHEN, KENNETH	64,085
STEPHENSON, ELIZABETH	109,162
STEWART, RACHEL	64,561
STEWART-MITCHELL, JENNIFER	132,592
STIEB, SHAWN	55,421
STOCKBRUGGER, CARIE	109,942
STOJA, ILDA	87,477
STOLL, KALE	75,706
STOM-ANTHONY, SAMANTHA	113,793
STOPPA, ANNILISE	94,419
STORMS, KERRI	123,762
STRAFACE, TATIYAANA	71,846
STRATILO-CAMPBELL, ELISABETH	103,709

Name	Amount
STRUEBY, KRISTA	113,807
STRUEBY, NADINE	102,030
STRUEBY-DENKERT, JOLENE	113,129
SULLIVAN, FAWN	121,768
SUTHERLAND, WENDY	103,160
SUTTER, NYKA	86,471
SUWALA, BERNADINE	108,456
SVEDAHL, MEEGAN	61,949
SWARTZ, JESSICA	86,694
SYLVESTRE, VANESSA	102,321
SYNK, ROSALIE	114,782
TAYLOR, ARIANNA	62,850
TENDLER, LAURA	74,888
TERRY, TAVIA	71,380
THELEND, ERIC	56,306
THIELE, LAURIE	102,346
THOLL, CHRISTINE	73,528
THOMPSON, KENDRA	107,323
THOMPSON, RACHAEL	77,329
THURMAN, KERRI	58,473
THURMEIER, ERIN	105,310
TKACHUK, DEANNA	112,752
TOCHOR, CLAIRE	87,635
TOCKER, RUSSELL	67,322
TODD, JOSEPH	74,902
TOKARZ, ALLISON	103,536
TOKARZ, SARA	73,164
TOMPOROWSKI, SAMANTHA	84,326
TONIELLO, PAUL	73,147
TONITA, JEFFREY	116,983
TOURIGNY, PAUL	143,786
TRAPANE, JEANETTE	81,816
TREMBLAY, JOANNE	90,265
TREMBLAY, LINDA	59,094
TREPTAU, CHRISTINE	102,756
TROY, TREVOR	135,408
TRUDELL, KATHY	104,867
TURCOTTE, MARTIN	108,829
TURLOCK, KIRSTEN	100,071
ULMER, BRITNEY	50,750

Name	Amount
UNTEREINER, DAWN	60,928
UNTEREINER, JENNIFER	110,533
URSAN, JODI	104,738
URSZULAN, DARREL	70,770
VADEBONCOEUR, TERELYNE	107,682
VALIQUETTE-NORTON, GENEVIEVE	109,118
VAN BENDEGEM, JOYCE	109,220
VAN BETUW, PAUL	143,559
VAN JARIKRE, AN	108,974
VAN PARYS, CRAIG	107,317
VANY, CARRIE	140,716
VATAMANIUCK, SARAH	80,142
VAUGHN, WENDY	107,342
VELLACOTT, SARAH	99,396
VENDRAMIN, DEAN	123,388
VENEZIANO, MARTINA	108,944
VOLLET, TINA	145,162
VOLPE, LUCA	68,717
VON STADEN, ANNA	115,233
VOSS, STEPHANIE	74,616
WAHL, JAMES	149,615
WAHL, MONIQUE	125,384
WALKER, KEATYN	87,816
WALL, AMANDA	108,917
WALLACE-PERKINS, JESSE	78,810
WALLICK, BRUCE	51,991
WARD, ADAM	117,564
WARD, ANDREA	171,947
WARK, MELODIE	102,528
WARNECKE, KYLA	113,939
WARONEK, LOUISE	108,617
WASHKOWSKY, ALEXANDER	75,044
WASYLIW, KATIE	102,286
WATSON, TRACY	56,059
WATT, ADAM	83,930
WEBB, CARLA	114,882
WEBER, KELLY	108,580
WEINS, ANDREA	100,102
WEIR, SEBASTIAN	73,052
WEIR, WILLIAM	139,385

Name	Amount
WEISGERBER, ANGELA	106,282
WENAU, LEAH	91,374
WERNIKOWSKI, JILLIAN	83,869
WERNIKOWSKI, MARK	172,577
WEST, TERESA	103,395
WEST, TWYLLA	110,649
WESTERMAN, BRAYDON	57,246
WHALEN, COURTNEY	74,202
WHITE, SHAWN	107,499
WHITE, STEPHANY	118,158
WHITESTAR, EVAN	83,862
WHITNEY, JENNIFER	103,576
WICKENHEISER, DAVID	113,852
WILCHYNSKI, COLE	69,696
WILD, BRITTNEY	103,973
WILEY, ERIN	84,721
WILKINS, MELANIE	110,107
WILLFONG, LOGAN	71,031
WILLFORD, JILLANA	86,978
WILLIAMS, DREW	74,664
WILLIAMS, KATHERINE	107,394
WILLSON, KIMBERLY	111,807
WILSON - RAIWET, SAMANTHA	57,287
WINGERT, KIMBERLEY	103,767
WINSLOW, HILARIE	102,102
WINTER, MARK	104,903
WISEMAN, VANESSA	109,436
WOLENSKY, LEANNE	104,205
WOLF, CHRISTINE	115,655
WOLF, MICHAEL	113,949
WONG, JASMINE	51,989
WOOLLEY, CONOR	92,931
WOOLLEY, PAUL	68,915
WOYTOWICH, LOGAN	116,983
WRIGHT, MURRAY	111,595
WRIGHT, TYLER	161,100

Name	Amount
WYLLYCHUK, DONNA	52,094
YAKICHUK, MARC	104,494
YANG, CHANDRIA	76,962
YANO, CRYSTA	104,437
YAREMKO, BRENNAN	107,744
YARNTON, DEVIN	84,849
YATES, DEANNA	93,816
YEO, GAIL	103,982
YOUNG, LYNSEY	114,110
YU, JIMMY	52,045
YULE, NATHANIAL	69,262
YUNG, SANDRA	103,782
ZACHARIAS, CAITLIN	90,212
ZACHARIAS, CASSIDY	83,635
ZAMPESE, DEENA	103,986
ZAMPESE, LEANNE	110,901
ZATYLN, BENEDICT	52,048
ZATYLN, DANIELLE	108,249
ZATYLN, KEN	110,561
ZAWACKI, CARLA	102,765
ZECH, ANTON	102,346
ZERAI, BERHE	55,058
ZERE, TADAWIS	59,399
ZEREA, FURTUNA	53,189
ZERR, JEFFREY	95,691
ZIEGLER, SAMANTHA	65,865
ZOLDY, GERIANN	104,146
ZOOK, MARAYA	100,562
ZORN, JENNIFER	105,173
ZUBOT, TYLER	73,388
ZUCK, DENISE	65,592
ZUMSTEIN, MARCUS	97,668
ZWART, ALLYSA	107,000
ZWARYCH, OKSANNA	80,457
ZYLAK, MICHAEL	97,335

Transfers

There were no transfer payments.

Supplier Payments

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

Name	Amount
1080 ARCHITECTURE	\$186,136
3TWENTY SOLUTIONS INC.	4,928,322
ABSTRACT CONSTRUCTION	561,494
ACCELERATED DRIVING ACADEMY LTD.	188,014
ACTION ROOFING LTD.	327,128
AMAZON	362,462
AON CANADA INC.	642,112
ASSA ABLOY ENTRANCE SYSTEM CAN	57,247
ATCO STRUCTURES & LOGISTICS LTD.	262,092
ATLAS-APEX ROOFING	965,054
CALTEC FLOORING LTD.	203,065
CATTAN TECHNOLOGIES INC.	715,498
CG WEALTH MANAGEMENT	5,000,000
CHRISTIE MECHANICAL LTD.	155,295
CITY OF REGINA	740,004
COLLEGE BOARD	75,515
COLLIERS PROJECT LEADERS INC.	93,337
CONCEPT3 BUSINESS INTERIORS LTD.	152,743
CP DISTRIBUTORS LTD.	84,651
DUNCAN ROOFING LIMITED	631,078
EDCO PLUMBING & HEATING	846,350
EDSBY BY COREFOUR INC.	137,494
ENGELHEIM CHARTER	79,989
EXECUTIVE PROTECTION SERVICES	77,450
EXTOL DEVELOPMENTS INC.	216,266
FIRSTCANADA ULC.	6,181,566
GENX SOLUTIONS	58,527
GORDON FOOD SERVICE CANADA LTD.	68,868
GROUP2 ARCHITECTURE INTERIOR DESIGN	570,524

Name	Amount
HBI OFFICE PLUS INC.	168,524
IBM CANADA LTD.	99,734
IMPERIAL DADE CANADA INC.	312,814
INLAND AUDIO-VISUAL LTD.	392,952
JOHNSON CONTROLS INC.	177,157
JPH CONSULTING LTD.	204,533
LEARNING A-Z	60,735
LIFETOUCH CANADA	92,962
LONG & MCQUADE	50,410
LORAAS DISPOSAL SOUTH LTD.	66,923
LS SECURITY	98,072
MENGEL FLOOR AND WINDOW FASHION	94,339
MLT AIKINS	73,344
MOLSON, TARA	142,931
MR. B'S DRIVING SCHOOL	194,681
NOVEXCO	96,803
NRB INC.	551,875
ONX ENTERPRISE SOLUTIONS LTD.	55,483
PALMERS ELECTRIC LTD.	250,406
PEARSON CANADA INC.	91,257
PLAIN VIEW MEDIA	63,964
PME INC.	2,357,261
POWERLAND COMPUTERS LTD.	510,364
POWERSCHOOL	147,685
QUOREX CONSTRUCTION SERVICES LTD.	1,663,421
RADISH EDUCATION INC.	55,460
RANCH EHRLO SOCIETY	161,800
REAL CANADIAN SUPERSTORE	143,281
REAL CDN WHOLESALE #67	174,697
REGINA AIRPORT AUTHORITY INC.	83,160
REGINA DISTRICT INDUSTRY EDUCATION	55,150

Name	Amount
REGINA HIGH SCHOOLS ATHLETIC ASSOCIATION	136,245
REGINA SCHOOL DIVISION NO.4	214,143
RMIS ENGINEERING	156,841
ROYALE DRIVING ACADEMY	120,825
RPM CRANES LTD.	74,205
RUBICON A SAVVAS COMPANY	63,772
SASKATCHEWAN DISTANCE LEARNING	64,250
SASKATCHEWAN ENERGY INCORPORATED	1,017,428
SASKATCHEWAN FINANCE REVENUE DIVISION	55,035
SASKATCHEWAN WCB	394,321
SASKPOWER	1,775,370
SASKTEL	264,333
SAUNDERS BOOK COMPANY	77,441
SCHOLASTIC	125,667
SILVER SCREEN INC.	116,975
SILVERADO DEMOLITION OPERATION	863,925
SOMERSET EQUIPMENT FINANCE LTD.	513,427

Name	Amount
SOUTH COUNTRY EQUIPMENT	64,911
SPACES INC.	141,084
SPLETT, SHEENA	95,340
SPORTFACTOR INC.	58,800
STRATEGIC PRAIRIE REGION ALLIANCE - A JOINT VENTURE	226,533
STAPLES	256,980
TECHNIQUE CONSTRUCTION INC.	147,366
THE HOME DEPOT	51,505
TOSHIBA BUSINESS SOLUTIONS	218,348
TRADE WEST EQUIPMENT LTD.	53,932
VANGUARD SPECIALTY PRODUCTS INC.	82,022
VIPOND INC.	50,594
W.K.S. PROFESSIONAL DRIVING	239,732
WAL-MART SUPERCENTER	71,839
WALTER'S INDUSTRIAL MECHANICAL	103,960
WESTERN ELECTRICAL MANAGEMENT	170,315
WESTRIDGE CONSTRUCTION LTD.	16,161,621

Other Expenditures

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

Name	Amount
CUPE LOCAL UNION 1125	\$80,967
LONDON LIFE INSURANCE COMPANY	2,941,395
RECEIVER GENERAL FOR CANADA	35,272,168
REGINA CATHOLIC SCHOOLS TEACHERS ASSOCIATION	172,110

Name	Amount
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,943,561
SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD	104,704
SASKATCHEWAN TEACHERS FEDERATION	10,762,030
TEACHERS SUPERANNUATION COMMISSION	144,933

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 through the MFA.

Classroom Supports Categories	2024-25 Funding Allocation	Description of how the MFA classroom support resources were used in 2024-25
Targeted Supports	\$1,787,393	<ul style="list-style-type: none"> Targeted Supports funding was primarily used to staff additional school-level support teachers and instructional assistants.
Specialized Support Classrooms	\$300,000	<ul style="list-style-type: none"> This Learning Centre provided a flexible space for students requiring additional support in academics, behaviour, self-regulation, social skills, mental health, wellness, and spirituality. The model combined both pull-out and push-in approaches to promote inclusion while addressing individual goals. The Learning Centre was staffed by a teacher, two assistants, a Family Support Worker (FSW), administrative vice principal, and a contracted Occupational Therapist (OT). Collaborative planning time was provided for the Learning Centre staff and professional development on instructional and behavioural resources including <i>Zones of Regulation</i>, <i>Trauma-Informed Practices</i>, <i>Therapeutic Crisis Intervention</i>, and <i>Character Strong</i> to support student well-being and skill development.
Teacher Innovation Support Fund	\$99,265	<ul style="list-style-type: none"> Magma Math was purchased to enhance assessment practices by providing teachers with efficient, meaningful ways to evaluate student understanding and gain insight into student thinking at both the classroom and division levels. Literacy in Primary School – Leveled Decodable Books were purchased for a pilot school to strengthen early literacy instruction through the integration of leveled

Classroom Supports Categories	2024-25 Funding Allocation	Description of how the MFA classroom support resources were used in 2024-25
		decodable books, supporting students' development of foundational reading and decoding skills.
Supports for Learning	\$21,019,104	<ul style="list-style-type: none"> • Funding in this area was primarily used to staff the following positions: Instructional Assistants, Counselors, Nutrition Workers, Psychologists, Medical Aids, Learning Catalyst Teachers, and Intensive Support Teachers. • Professional Development focused on Inclusion, Response to Intervention, Collaborative Response, and Character Strong. • Student Technology (hardware and software) supported UDL principles, equitable access, and closing learning gaps. • Contracted Services included Occupational Therapy and Speech-Language Pathology (SLP). • Furniture and Equipment created inclusive, flexible spaces that met diverse physical, emotional, and sensory needs. • Psycho-educational Assessments provided information on learning strengths and challenges and guided targeted supports. • Elders shared cultural knowledge, language, and lived experience to enrich learning for all students. • Stealthwear reduced injury risk for students and staff during high-risk or self-injurious behaviours. • Ranch Ehrlo Tuition supported students in alternative, therapeutic, and skill-building educational settings. • EAL Resources supported language acquisition, curriculum access, and inclusion for English language learners.

Appendix C – Management Report and Audited Financial Statements

Audited Financial Statements


Of the The Board of Education of the Regina Roman Catholic Separate School Division No. 81

School Division No. 2160000

For the Period Ending: August 31, 2025



Chief Financial Officer



Auditor

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

Saskatchewan 

Management's Responsibility for the Financial Statements

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


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

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

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

On behalf of the Regina Roman Catholic Separate School Division No. (81):


Board Chair


CEO/Director of Education


Chief Financial Officer

November 24, 2025

INDEPENDENT AUDITORS' REPORT

To the Board of Education of the
Regina Roman Catholic Separate
School Division No. 81

Opinion

We have audited the financial statements of the Regina Roman Catholic Separate School Division No. 81, which comprise the statement of financial position as at August 31, 2025 and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the school division as at August 31, 2025, and its financial performance 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 Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the school division in accordance with the ethical requirements that are relevant to our audit of the 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, other than the financial statements and our auditors' report thereon, in the Annual Report.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Annual Report prior to the date of this auditors' 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 in this auditors' report. We have nothing to report in this regard.

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

Management is responsible for the preparation and fair presentation of the 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 financial statements, management is responsible for assessing the school division'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 intends to dissolve the school division or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the school division's financial reporting process.

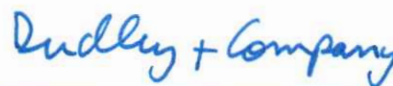
Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' 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 material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the over-ride 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 school division'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 school division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the school division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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.



Dudley & Company LLP
Chartered Professional Accountants

Regina, Saskatchewan
November 25, 2025

The Board of Education of the Regina Roman Catholic Separate School Division No. 81
Statement of Financial Position
as at August 31, 2025

	2025	2024
	\$	\$
Financial Assets		
Cash and Cash Equivalents	38,368,268	31,591,041
Accounts Receivable (Note 7)	14,633,151	10,513,372
Portfolio Investments (Note 3)	5,000,000	4,735,375
Total Financial Assets	58,001,419	46,839,788
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	19,244,065	18,479,243
Liability for Employee Future Benefits (Note 5)	3,575,100	3,684,800
Deferred Revenue (Note 9)	6,941,603	3,568,611
Total Liabilities	29,760,768	25,732,654
Net Financial Assets	28,240,651	21,107,134
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	167,293,576	144,910,134
Prepaid Expenses	1,364,942	1,490,276
Total Non-Financial Assets	168,658,518	146,400,410
Accumulated Surplus (Note 12)	196,899,169	167,507,544

Contingent Liabilities (Note 14)
Contractual Obligations (Note 15)

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 Roman Catholic Separate School Division No. 81

Statement of Operations and Accumulated Surplus from Operations for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
REVENUES	(Note 13)		
Property Taxes and Other Related	46,153,605	44,349,085	45,846,066
Grants	126,716,282	136,889,981	106,952,328
Tuition and Related Fees	105,541	106,300	93,039
School Generated Funds	1,830,283	2,424,367	1,986,996
Complementary Services (Note 10)	1,825,438	2,075,438	1,811,625
External Services (Note 11)	1,871,031	5,087,828	2,021,350
Other	1,541,741	2,353,281	2,975,557
Total Revenues (Schedule A)	180,043,921	193,286,280	161,686,961
EXPENSES			
Governance	853,789	826,897	570,050
Administration	4,680,930	4,975,856	4,507,254
Instruction	116,553,416	119,475,602	107,133,303
Plant Operation & Maintenance	22,091,686	22,782,989	24,788,098
Student Transportation	6,258,198	6,030,012	5,750,025
Tuition and Related Fees	149,211	221,550	153,500
School Generated Funds	1,873,031	2,298,429	1,719,506
Complementary Services (Note 10)	1,235,538	1,884,705	1,675,208
External Services (Note 11)	1,742,655	5,346,854	2,087,043
Other	10,162	51,761	6,925
Total Expenses (Schedule B)	155,448,616	163,894,655	148,390,912
Operating Surplus for the Year	24,595,305	29,391,625	13,296,049
Accumulated Surplus from Operations, Beginning of Year	167,507,544	167,507,544	154,211,495
Accumulated Surplus from Operations, End of Year	192,102,849	196,899,169	167,507,544

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

The Board of Education of the Regina Roman Catholic Separate School Division No. 81

**Statement of Changes in Net Financial Assets
for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
	(Note 13)		
Net Financial Assets, Beginning of Year	21,107,134	21,107,134	23,693,089
Operating Surplus, for the Year	24,595,305	29,391,625	13,296,049
Acquisition of Tangible Capital Assets (Schedule C)	(32,148,000)	(28,560,693)	(22,676,447)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	-	139,871
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	-	51,307	(139,871)
Amortization of Tangible Capital Assets (Schedule C)	6,100,495	6,125,944	5,629,431
Net Change in Other Non-Financial Assets	-	125,334	1,165,012
Change in Net Financial Assets	(1,452,200)	7,133,517	(2,585,955)
Net Financial Assets, End of Year	19,654,934	28,240,651	21,107,134

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

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The Board of Education of the Regina Roman Catholic Separate School Division No. 81

Statement of Cash Flows
for the year ended August 31, 2025

	2025	2024
	\$	\$
OPERATING ACTIVITIES		Restated
Operating Surplus for the Year	29,391,625	13,296,049
Add Non-Cash Items Included in Surplus (Schedule D)	2,315,879	3,999,654
Net Change in Non-Cash Operating Activities (Schedule E)	33,669	(5,000,993)
Cash Provided by Operating Activities	31,741,173	12,294,710
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(24,699,321)	(21,186,541)
Proceeds on Disposal of Tangible Capital Assets	-	139,871
Cash Used in Capital Activities	(24,699,321)	(21,046,670)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(264,625)	(4,735,375)
Cash Used in Investing Activities	(264,625)	(4,735,375)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	6,777,227	(13,487,335)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	31,591,041	45,078,376
CASH AND CASH EQUIVALENTS, END OF YEAR	38,368,268	31,591,041

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

The Board of Education of the Regina Roman Catholic Separate School Division No. 81

**Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue	(Note 13)		
Tax Levy Revenue			
Property Tax Levy Revenue	43,388,616	41,857,289	43,120,269
Revenue from Supplemental Levies	129,433	64,524	166,217
Total Property Tax Revenue	43,518,049	41,921,813	43,286,486
Grants in Lieu of Taxes			
Federal Government	564,323	538,126	567,459
Provincial Government	2,071,233	1,889,146	1,992,121
Total Grants in Lieu of Taxes	2,635,556	2,427,272	2,559,580
Total Property Taxes and Other Related Revenue	46,153,605	44,349,085	45,846,066
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	92,039,570	98,993,014	82,121,438
Operating Grant PMR	2,538,000	3,073,106	2,538,574
Other Ministry Grants	1,571,712	1,841,455	2,883,957
Total Ministry Grants	96,149,282	103,907,575	87,543,969
Other Provincial Grants	210,000	208,426	191,558
Federal Grants	-	860,306	182,832
Total Operating Grants	96,359,282	104,976,307	87,918,359
Capital Grants			
Ministry of Education Capital Grants	30,357,000	30,661,938	19,033,969
Other Provincial Capital Grants	-	1,251,736	-
Total Capital Grants	30,357,000	31,913,674	19,033,969
Total Grants	126,716,282	136,889,981	106,952,328

The Board of Education of the Regina Roman Catholic Separate School Division No. 81

**Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Tuition and Related Fees Revenue	(Note 13)		
Operating Fees			
Tuition Fees			
School Boards	31,541	19,500	40,189
Individuals and Other	74,000	86,800	52,850
Total Tuition Fees	105,541	106,300	93,039
Total Operating Tuition and Related Fees	105,541	106,300	93,039
Total Tuition and Related Fees Revenue	105,541	106,300	93,039
School Generated Funds Revenue			
Curricular			
Student Fees	377,538	549,628	385,953
Total Curricular Fees	377,538	549,628	385,953
Non-Curricular Fees			
Commercial Sales - Non-GST	27,421	40,156	30,561
Fundraising	495,879	565,851	507,525
Grants and Partnerships	12,756	22,006	12,421
Students Fees	901,756	1,145,563	928,358
Other	14,933	101,163	122,178
Total Non-Curricular Fees	1,452,745	1,874,739	1,601,043
Total School Generated Funds Revenue	1,830,283	2,424,367	1,986,996
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,825,438	1,525,438	1,511,625
Other Ministry Grants	-	550,000	300,000
Total Operating Grants	1,825,438	2,075,438	1,811,625
Total Complementary Services Revenue	1,825,438	2,075,438	1,811,625

The Board of Education of the Regina Roman Catholic Separate School Division No. 81
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
External Services	(Note 13)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	507,699	516,316	512,836
Other Ministry Grants	426,655	455,212	470,956
Other Provincial Grants	90,817	161,461	178,435
Other Grants	709,860	715,486	730,592
Total Operating Grants	1,735,031	1,848,475	1,892,819
Capital Grants			
Ministry of Education Capital Grants	-	3,100,000	-
Total Capital Grants	-	3,100,000	-
Fees and Other Revenue			
Other Revenue	136,000	139,353	128,531
Total Fees and Other Revenue	136,000	139,353	128,531
Total External Services Revenue	1,871,031	5,087,828	2,021,350
Other Revenue			
Miscellaneous Revenue*	866,741	714,971	535,596
Sales & Rentals	388,511	499,932	331,852
Investments	286,489	1,138,378	952,921
Gain on Disposal of Capital Assets	-	-	139,871
Change in Previous Years ARO Estimate	-	-	1,015,317
Total Other Revenue	1,541,741	2,353,281	2,975,557
TOTAL REVENUE FOR THE YEAR	180,043,921	193,286,280	161,686,961
Miscellaneous Revenue*	2025 Budget	2025 Actual	2024 Actual
Reimbursements including rebates, united way contributions and scholarships	655,494	284,937	336,278
Noon Hour Supervision Fees	175,000	332,775	159,036
Other	36,247	97,259	40,282
	866,741	714,971	535,596

The Board of Education of the Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Governance Expense	(Note 13)		
Board Members Expense	301,637	262,198	232,029
Professional Development - Board Members	41,000	33,097	19,667
Grants to School Community Councils	42,000	28,320	35,915
Elections	182,808	173,122	8,219
Other Governance Expenses	286,344	330,160	274,220
Total Governance Expense	853,789	826,897	570,050
Administration Expense			
Salaries	3,749,768	4,038,080	3,772,948
Benefits	582,625	604,081	424,544
Supplies & Services	245,168	252,676	221,897
Non-Capital Furniture & Equipment	-	1,650	1,019
Communications	15,078	12,207	12,620
Travel	13,886	6,257	4,500
Professional Development	73,350	57,216	66,037
Amortization of Tangible Capital Assets	1,055	3,689	3,689
Total Administration Expense	4,680,930	4,975,856	4,507,254
Instruction Expense			
Instructional (Teacher Contract) Salaries	82,781,104	85,971,035	77,049,242
Instructional (Teacher Contract) Benefits	4,724,585	5,727,340	4,546,065
Program Support (Non-Teacher Contract) Salaries	14,666,117	14,693,376	12,739,569
Program Support (Non-Teacher Contract) Benefits	2,704,676	3,192,938	2,868,682
Instructional Aids	2,798,862	2,597,547	2,835,814
Supplies & Services	2,297,028	1,620,782	1,542,741
Non-Capital Furniture & Equipment	3,742,570	2,795,031	2,805,517
Communications	55,972	152,700	156,397
Travel	49,042	110,284	97,317
Professional Development	470,000	534,403	409,713
Student Related Expense	669,628	787,379	757,648
Amortization of Tangible Capital Assets	1,593,832	1,292,787	1,324,598
Total Instruction Expense	116,553,416	119,475,602	107,133,303

The Board of Education of the Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 13)		
Salaries	5,695,384	5,362,213	5,416,146
Benefits	1,108,751	1,154,440	1,249,394
Supplies & Services	296,263	1,621,064	1,340,990
Non-Capital Furniture & Equipment	315,084	71,431	69,157
Building Operating Expenses	10,093,957	9,669,083	12,325,985
Communications	30,665	17,806	19,275
Travel	74,204	95,255	107,832
Professional Development	14,517	6,499	3,068
Amortization of Tangible Capital Assets	4,348,545	4,664,468	4,135,521
Amortization of Tangible Capital Assets ARO	114,316	120,730	120,730
Total Plant Operation & Maintenance Expense	22,091,686	22,782,989	24,788,098
Student Transportation Expense			
Salaries	75,923	77,287	75,418
Benefits	19,806	18,197	17,004
Contracted Transportation	6,162,469	5,934,528	5,657,603
Total Student Transportation Expense	6,258,198	6,030,012	5,750,025
Tuition and Related Fees Expense			
Tuition Fees	142,129	191,630	136,300
Transportation Fees	7,082	29,920	17,200
Total Tuition and Related Fees Expense	149,211	221,550	153,500
School Generated Funds Expense			
Academic Supplies & Services	377,538	430,986	298,120
Cost of Sales	27,421	51,233	34,187
School Fund Expenses	1,425,325	1,772,183	1,342,549
Amortization of Tangible Capital Assets	42,747	44,027	44,650
Total School Generated Funds Expense	1,873,031	2,298,429	1,719,506

The Board of Education of the Regina Roman Catholic Separate School Division No. 81
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Complementary Services Expense	(Note 13)		
Instructional (Teacher Contract) Salaries & Benefits	1,075,707	1,127,396	1,077,548
Program Support (Non-Teacher Contract) Salaries & Benefits	136,691	708,702	589,315
Transportation Salaries & Benefits	-	33,813	-
Instructional Aids	23,140	10,613	3,698
Supplies & Services	-	91	90
Non-Capital Furniture & Equipment	-	1,309	4,145
Professional Development (Non-Salary Costs)	-	2,299	-
Student Related Expenses	-	239	169
Amortization of Tangible Capital Assets	-	243	243
Total Complementary Services Expense	1,235,538	1,884,705	1,675,208
External Service Expense			
Grant Transfers	-	3,100,000	-
Instructional (Teacher Contract) Salaries & Benefits	507,699	761,583	768,957
Program Support (Non-Teacher Contract) Salaries & Benefits	106,132	296,738	142,710
Instructional Aids	-	11,536	8,323
Supplies & Services	1,036,515	1,038,386	946,653
Non-Capital Furniture & Equipment	-	11,135	8,949
Building Operating Expenses	-	115,809	199,306
Communications	-	2,926	981
Travel	-	692	307
Professional Development (Non-Salary Costs)	-	4,312	3,122
Student Related Expenses	92,309	3,737	7,735
Total External Services Expense	1,742,655	5,346,854	2,087,043
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	10,162	454	6,925
Total Interest and Bank Charges	10,162	454	6,925
Loss on Disposal of Tangible Capital Assets	-	51,307	-
Total Other Expense	10,162	51,761	6,925
TOTAL EXPENSES FOR THE YEAR	155,448,616	163,894,655	148,390,912

The Board of Education of the Regina Roman Catholic Separate School Division No. 81

Schedule C - Supplementary Details of Tangible Capital Assets

for the year ended August 31, 2025

			Buildings	Buildings	Other	Furniture and	Computer	Computer	Assets		
	Land	Buildings	Short-Term	ARO	Vehicles	Equipment	Hardware and Audio Visual Equipment	Software	Under Construction	2025	2024
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<i>Tangible Capital Assets - at Cost</i>											
Opening Balance as of September 1	6,999,263	147,586,096	28,453,087	8,464,754	534,118	11,696,492	1,208,968	268,750	30,322,930	235,534,458	215,377,793
Additions/Purchases	-	256,785	10,800,753	-	-	691,051	28,403	-	16,783,701	28,560,693	22,676,447
Disposals	-	-	-	(856,976)	-	(1,040,245)	(21,721)	(17,001)	-	(1,935,943)	(1,504,465)
Write-Downs	-	-	-	-	-	-	-	-	-	-	(1,015,317)
Transfers to (from)	-	18,368,073	-	-	-	-	-	-	(18,368,073)	-	-
Closing Balance as of August 31	6,999,263	166,210,954	39,253,840	7,607,778	534,118	11,347,298	1,215,650	251,749	28,738,558	262,159,208	235,534,458
<i>Tangible Capital Assets - Amortization</i>											
Opening Balance as of September 1	-	59,652,786	15,908,938	6,283,307	448,573	7,702,690	488,773	139,257	-	90,624,324	87,514,675
Amortization of the Period	-	3,030,229	1,527,003	120,730	19,773	1,134,729	243,130	50,350	-	6,125,944	5,629,431
Disposals	-	-	-	(805,669)	-	(1,040,245)	(21,721)	(17,001)	-	(1,884,636)	(1,504,465)
Write-Downs	-	-	-	-	-	-	-	-	-	-	(1,015,317)
Closing Balance as of August 31	N/A	62,683,015	17,435,941	5,598,368	468,346	7,797,174	710,182	172,606	N/A	94,865,632	90,624,324
Net Book Value											
Opening Balance as of September 1	6,999,263	87,933,310	12,544,149	2,181,447	85,545	3,993,802	720,195	129,493	30,322,930	144,910,134	127,863,118
Closing Balance as of August 31	6,999,263	103,527,939	21,817,899	2,009,410	65,772	3,550,124	505,468	79,143	28,738,558	167,293,576	144,910,134
Change in Net Book Value	-	15,594,629	9,273,750	(172,037)	(19,773)	(443,678)	(214,727)	(50,350)	(1,584,372)	22,383,442	17,047,016
Disposals											
Historical Cost	-	-	-	856,976	-	1,040,245	21,721	17,001	-	1,935,943	1,504,465
Accumulated Amortization	-	-	-	805,669	-	1,040,245	21,721	17,001	-	1,884,636	1,504,465
Net Cost	-	-	-	51,307	-	-	-	-	-	51,307	-
Price of Sale	-	-	-	-	-	-	-	-	-	-	139,871
Gain (Loss) on Disposal	-	-	-	(51,307)	-	-	-	-	-	(51,307)	139,871

Buildings with a net book value of \$4,870,117 (2024-\$5,651,915) include an asset retirement obligation for the removal and disposal of asbestos (Note 8)

The Board of Education of the Regina Roman Catholic Separate School Division No. 81
Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2025

	2025	2024
	\$	\$
Non-Cash Items Included in Surplus		Restated
Amortization of Tangible Capital Assets (Schedule C)	6,125,944	5,629,431
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus	(3,861,372)	(1,489,906)
Net Loss (Gain) on Disposal of Tangible Capital Assets (Schedule C)	51,307	(139,871)
Total Non-Cash Items Included in Surplus	2,315,879	3,999,654

The Board of Education of the Regina Roman Catholic Separate School Division No. 81
Schedule E: 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	(4,119,779)	(7,699,274)
Increase in Accounts Payable and Accrued Liabilities	764,822	3,212,038
Decrease in Liability for Employee Future Benefits	(109,700)	(78,900)
Increase (Decrease) in Deferred Revenue	3,372,992	(1,599,869)
Decrease in Prepaid Expenses	125,334	1,165,012
Total Net Change in Non-Cash Operating Activities	33,669	(5,000,993)

The Board of Education of the Regina Roman Catholic Separate School Division No. 81

**Schedule F: 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
	\$	\$	\$	\$ (Note 12)
External Sources				
Contractual Agreements				
Future Salary Obligations	-	1,870,751	-	1,870,751
Metis Nation of Saskatchewan	-	132,000	-	132,000
Total Contractual Agreements	-	2,002,751	-	2,002,751
Jointly Administered Funds				
School Cafeteria Funds	-	263,475	-	263,475
Scholarship	-	28,875	-	28,875
Salary	-	106,185	-	106,185
School Generated Funds	1,953,316	-	28,032	1,925,284
Total Jointly Administered Funds	1,953,316	398,535	28,032	2,323,819
Ministry of Education				
Designated for tangible capital asset expenditures	7,912,573	4,254,646	-	12,167,219
PMR maintenance project allocations	2,679,842	3,073,106	2,805,165	2,947,783
Specialized Classroom Support	300,000	-	144,375	155,625
Early Learning Intensive Supports	-	550,000	209,267	340,733
Teacher Innovation Fund	75,000	110,000	75,000	110,000
Early Years Family Resource Centre	395,185	455,212	491,622	358,775
Total Ministry of Education	11,362,600	8,442,964	3,725,429	16,080,135
Total	13,315,916	10,844,250	3,753,461	20,406,705
Internal Sources				
Board governance				
Board Election	60,000	-	60,000	-
Total Board governance	60,000	-	60,000	-
Curriculum and student learning				
Curriculum Renewal	300,000	-	300,000	-
Total curriculum and student learning	300,000	-	300,000	-
Facilities				
Non School Building	1,500,000	-	500,000	1,000,000
Administrative Building	851,241		851,241	-
Relocatable Classroom	1,600,000		1,100,000	500,000
Total facilities	3,951,241	-	2,451,241	1,500,000
Information technology				
IT Replacement	3,541,184	-	3,541,184	-
Total information technology	3,541,184	-	3,541,184	-
Other				
Foundation Operating Grant/Tax Payment Timing Difference	7,863,824	15,459,010	7,863,824	15,459,010
Total Other	7,863,824	15,459,010	7,863,824	15,459,010
Professional development				
LINC Professional Development	73,212	-	55,983	17,229
Total professional development	73,212	-	55,983	17,229
Transportation				
Vehicles	950,000	-	950,000	-
Total transportation	950,000	-	950,000	-
Total	16,739,461	15,459,010	15,222,232	16,976,239
Total Designated Assets	30,055,377	26,303,260	18,975,693	37,382,944

**THE BOARD OF EDUCATION OF THE REGINA ROMAN CATHOLIC SEPARATE
SCHOOL DIVISION No. 81
NOTES TO THE 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 Roman Catholic Separate School Division No. 81" and operates as "Regina Catholic Schools". 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 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) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$3,575,100 (2024 - \$3,684,800) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$44,349,085 (2024 - \$45,846,066) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related accumulated amortization of \$94,865,632 (2024 - \$90,624,324) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$7,577,351 (2024- \$7,949,327) because actual expense may differ significantly from valuation estimates.
- estimated accrued salaries of \$nil (2024 – \$2,822,199) 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.

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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.

c) 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 financial statements. Financial instruments of the school division include cash and cash equivalents, accounts receivable, portfolio investments, and accounts payable and accrued liabilities.

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 revenue or expense. Impairment losses such as write-downs or write-offs are reported in the statement of operations and accumulated surplus from operations.

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

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

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

d) Financial Assets

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

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

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Accounts Receivable includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances. 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 is 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 GIC's. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (c).

e) Non-Financial Assets

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

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

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

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

Buildings *	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
Other vehicles – passenger	5 years
Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years

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Computer software

5 years

*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 2-38 years.

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

Pooled assets in furniture and equipment, computer hardware and audio visual equipment, and computer software are written down when the tangible capital assets in its current capacity can no longer contribute to the school divisions ability to provide services or the value of future economic benefits associated with the tangible capital asset is less than its net book value, and there is no alternative use for the asset.

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.

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance, Saskatchewan School Boards Association (SSBA) fees, on-line software resources, subscription renewals, etc.

f) Liabilities

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

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

Asset Retirement Obligation (ARO) consists of buildings that contain asbestos and vermiculite. 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 estimated fair value of an ARO is capitalized as part of the related tangible capital asset and amortized on the same basis as the underlying asset. The school division does not utilize discounting in the measurement of its ARO. The uncertainty regarding the timing and ultimate amount to settle the ARO makes it unlikely that discounting would significantly improve the measurement of the ARO.

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

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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.

g) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

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

Defined Contribution Plans

The school division's non-teaching employees participate in a defined contribution pension plan. The school division's contributions to the plan are expensed when due.

h) Revenue Recognition

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

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

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. 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 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) Property Taxation

Property tax is levied and collected on a calendar year basis. Uniform education property tax mill rates are set by the Government of Saskatchewan and agreed to by the

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board of education, although separate school divisions have a legislative right to set their own mill rates. Tax revenues are recognized on the basis of time with 1/12th of estimated total tax revenue recorded in each month of the school division's fiscal year. The tax revenue for the September to December portion of the fiscal year is based on the actual amounts reported by the municipalities for the calendar taxation year. For the January to August portion of its fiscal year, the school division estimates tax revenue based on estimate information provided by municipalities who levy and collect the property tax on behalf of the school division. The final annual taxation amounts are reported to the division by each municipality following the conclusion of each calendar taxation year, and any difference between final amounts and the school division's estimates is recorded as an adjustment to revenue in the next fiscal year.

On January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan became the taxing authority for education property tax. The legislation provides authority to separate school divisions to set a bylaw to determine and apply their own mill rates for education property taxes. For both 2024 and 2025 taxation years, the school division does have a bylaw in place.

iii) 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.

iv) Interest Income

Interest is recognized as revenue when it is earned.

v) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the

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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.

i) 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	\$ 5,000,000	\$ 4,735,375
Total portfolio investments reported at cost or amortized cost	\$ 5,000,000	\$ 4,735,375

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Amortization of TCA	2025 Actual	2024 Actual
Governance	\$ 262,198	\$ 564,699	\$ -	\$ 826,897	\$ 570,050
Administration	4,642,161	330,006	3,689	4,975,856	4,507,254
Instruction	109,584,689	8,598,126	1,292,787	119,475,602	107,133,303
Plant Operation & Maintenance	6,516,653	11,481,138	4,785,198	22,782,989	24,788,098
Student Transportation	95,484	5,934,528	-	6,030,012	5,750,025
Tuition and Related Fees	-	221,550	-	221,550	153,500
School Generated Funds	-	2,254,402	44,027	2,298,429	1,719,506
Complementary Services	1,869,911	14,551	243	1,884,705	1,675,208
External Services	1,058,321	4,288,533	-	5,346,854	2,087,043
Other	-	51,761	-	51,761	6,925
TOTAL	\$ 124,029,417	\$ 33,739,294	\$ 6,125,944	\$ 163,894,655	\$148,390,912

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5. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, severance benefits and retirement gratuity. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. 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.

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	\$ 3,345,900	\$ 2,845,000
Current period service cost	204,400	209,300
Interest cost	133,000	127,700
Benefit payments	(418,500)	(352,100)
Actuarial (gains) losses	(93,300)	516,000
Plan amendments	222,400	-
Accrued Benefit Obligation - end of year	3,393,900	3,345,900
Unamortized net actuarial gains	181,200	338,900
Liability for Employee Future Benefits	\$ 3,575,100	\$ 3,684,800

Employee Future Benefits Expense	2025	2024
Current period service cost	\$ 204,400	\$ 209,300
Amortization of net actuarial (gain)	(28,600)	(63,800)
Benefit cost	175,800	145,500
Interest cost	133,000	127,700
Total Employee Future Benefits Expense	\$ 308,800	\$ 273,200

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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 financial statements do not include any expense for employer contributions to these plans. Net pension assets or liabilities for these plans are not reflected in these financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP and with the Government of Saskatchewan for the STSP.

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

STRP: Effective July, 2018 to June 30, 2024 member contributions are 9.50% of salary up to the year's maximum pensionable earnings (YMPE) and 11.70% of salary over the YMPE. Effective July 1, 2024 member contributions are a flat rate of 10% on all pensionable earnings.

STSP: No change since September 1, 2011. Member contributions are 6.05% of earnings subject to CPP and 7.85% for CPP exempt earnings.

	2025			2024
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1,082	1	1,083	1,072
Member contribution rate (percentage of salary)	see above	see above	-	-
Member contributions for the year	\$ 8,931,839	\$ 3,129	\$ 8,934,968	\$ 7,726,255

Defined Contribution Plans

The pension plan for non-teaching employees is with Canada Life and is funded by deductions from payroll which is matched by the school division. The deduction taken is determined from what is negotiated in the local Canadian

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Union of Public Employees (CUPE) agreement. Effective January 1, 2013, the employee and board contributions to the pension plan were 7.50% of earnings. Employees also have the option of contributing extra voluntary pension which is not matched by the school division. Pension benefits are based on accumulated contributions and investment earnings. Under the defined contribution plan, the school division's obligations are limited to its contributions.

Details of the Canada Life Plan are as follows:

	2025	2024
Number of active School Division members	445	386
Member contribution rate (percentage of salary)	7.50%	7.50%
School Division contribution rate (percentage of salary)	7.50%	7.50%
Member contributions for the year	\$ 1,497,533	\$ 1,292,137
School Division contributions for the year	\$ 1,460,101	\$ 1,262,528

7. ACCOUNTS RECEIVABLE

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

	2025			2024		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 57,019	\$ -	\$ 57,019	\$ 177,137	\$ -	\$ 177,137
Provincial Grants Receivable	11,580,653	-	11,580,653	8,340,614	-	8,340,614
Other Receivables	2,995,479	-	2,995,479	1,995,621	-	1,995,621
Total Accounts Receivable	\$ 14,633,151	\$ -	\$ 14,633,151	\$ 10,513,372	\$ -	\$ 10,513,372

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

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	2025	2024
Accrued Salaries and Benefits	\$ 3,105,528	\$ 5,717,244
Supplier Payments	8,373,011	4,461,892
Liability for Asset Retirement Obligation	7,577,351	7,949,327
Funds Held for Award and Deferred Salary	140,119	95,533
Negotiated Professional Development Carryover	-	73,094
Audit Fees	31,000	30,000
Payable to Other Boards	17,056	152,153
Total Accounts Payable and Accrued Liabilities	\$ 19,244,065	\$ 18,479,243

The school division recognized an estimated liability for asset retirement obligation of \$7,577,351 (2024 - \$7,949,327) for the removal and disposal of asbestos and vermiculite. The nature of the liability is an estimate of future costs related to remediation of asbestos and vermiculite in buildings. The assumptions used in estimating the liability include estimated future costs to remediate asbestos and vermiculite based on material type and related risks associated with removal of the asbestos and vermiculite.

Liability of Asset Retirement Obligations	2025	2024
Asset Retirement Obligations, beginning of year	\$ 7,949,327	\$ 9,480,071
Liabilities Settled	(371,976)	(515,427)
Revisions in estimated cash flows	-	(1,015,317)
Asset Retirement Obligations, end of year	\$ 7,577,351	\$ 7,949,327

9. 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:				
Education Property Taxes - City of Regina	\$ 3,568,611	\$ 6,941,603	\$ 3,568,611	\$ 6,941,603
Total Deferred Revenue	\$ 3,568,611	\$ 6,941,603	\$ 3,568,611	\$ 6,941,603

10. 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 revenue and expenses of the Complementary Services programs operated by the school division:

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Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Early Learning Intensive Supports	2025	2024
Revenues:				
Operating Grants	\$ 1,525,438	\$ 550,000	\$ 2,075,438	\$ 1,811,625
Total Revenues	1,525,438	550,000	2,075,438	1,811,625
Expenses:				
Salaries & Benefits	1,510,644	359,267	1,869,911	1,666,863
Instructional Aids	10,613	-	10,613	3,698
Supplies and Services	91	-	91	90
Non-Capital Equipment	1,309	-	1,309	4,145
Professional Development (Non-Salary Costs)	2,299	-	2,299	-
Student Related Expenses	239	-	239	169
Amortization of Tangible Capital Assets	243	-	243	243
Total Expenses	1,525,438	359,267	1,884,705	1,675,208
Excess (Deficiency) of Revenues over Expenses	\$ -	\$ 190,733	\$ 190,733	\$ 136,417

11. 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 revenue and expenses of the External Services programs operated by the school division:

Summary of External Services Revenues and Expenses, by Program	Cafeteria	Associate School - Mother Theresa Middle School	Early Years Family Resource Centre	SGI	Following Their Voices	Harbour Landing West School Site	2025	2024
Revenues:								
Operating Grants	\$ -	\$ 516,316	\$ -	\$ -	\$ -	\$ -	\$ 516,316	\$ 512,836
Capital Grants	-	-	-	-	-	3,100,000	3,100,000	-
Other Ministry Grants	-	-	455,212	-	-	-	455,212	470,956
Other Provincial Grants	-	-	-	-	161,461	-	161,461	178,435
Grants from Others	-	-	-	715,486	-	-	715,486	730,592
Fees and Other Revenue	139,353	-	-	-	-	-	139,353	128,531
Total Revenues	139,353	516,316	455,212	715,486	161,461	3,100,000	5,087,828	2,021,350
Expenses:								
Grant Transfers	-	-	-	-	-	3,100,000	3,100,000	-
Salaries & Benefits	118,844	516,316	177,893	-	245,268	-	1,058,321	911,667
Instructional Aids	-	-	11,536	-	-	-	11,536	8,323
Supplies and Services	139,269	1,379	177,062	719,827	849	-	1,038,386	946,653
Non-Capital Equipment	11,038	-	-	-	97	-	11,135	8,949
Building Operating Expenses	-	-	115,809	-	-	-	115,809	199,306
Communications	-	-	2,926	-	-	-	2,926	981
Travel	-	-	692	-	-	-	692	307
Professional Development	-	-	3,021	-	1,291	-	4,312	3,122
Student Related Expenses	-	-	2,683	-	1,054	-	3,737	7,735
Total Expenses	269,151	517,695	491,622	719,827	248,559	3,100,000	5,346,854	2,087,043
Excess (Deficiency) of Revenues over Expenses	\$ (129,798)	\$ (1,379)	\$ (36,410)	\$ (4,341)	\$ (87,098)	\$ -	\$ (259,026)	\$ (65,693)

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12. 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 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	\$ 144,910,134	\$ 22,383,442	\$ -	\$ 167,293,576
Less: Liability for Asset Retirement Obligation	(7,949,327)	-	(371,976)	(7,577,351)
	136,960,807	22,383,442	(371,976)	159,716,225
Designated Assets (Schedule F)	30,055,377	26,303,260	18,975,693	37,382,944
Unrestricted Surplus (Deficit)	491,360	-	691,360	(200,000)
Total Accumulated Surplus	\$ 167,507,544	\$ 48,686,702	\$ 19,295,077	\$ 196,899,169

13. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 27, 2024, and the Minister of Education on August 29, 2024.

14. 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 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.

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15. CONTRACTUAL OBLIGATIONS

Significant contractual obligations of the school division are as follows:

- The school division and Regina Public School Division No. 4 are constructing a North Regina Joint-Use School (Tawaw- St. Raphael). The total construction contract is for \$58,743,780 and our school division's portion is \$30,026,979. To be paid over the next two years is \$3,750,105.
- The school division and Regina Public School Division No. 4 are constructing a Harbour Landing West Joint-Use School. The total project management and design services and constructions contract is for \$49,871,680 and our school division's portion is \$25,041,120. To be paid over the next two years is \$22,182,821.
- The school division and Regina Public School Division No. 4 are constructing a South East Joint-Use School The total project management is for \$737,798 and our school division's portion is \$358,570. To be paid over the next three years is \$271,421.

Operating lease obligations of the school division are as follows:

	Operating Leases				
	Busing	Copier Leases	Computer Lease	Office Space Lease	Total Operating
Future minimum lease payments:					
2026	\$ 6,246,914	\$ 167,830	\$ 207,205	\$ 87,106	\$ 6,709,055
2027	6,464,055	167,830	29,925	87,977	6,749,787
2028	6,688,506	-	-	88,857	6,777,363
2029	-	-	-	89,745	89,745
2030	-	-	-	90,643	90,643
Thereafter	-	-	-	1,579,943	1,579,943
Total Lease Obligations	\$ 19,399,475	\$ 335,660	\$ 237,130	\$ 2,024,271	\$ 21,996,536

16. COMPARATIVE INFORMATION

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

17. RISK MANAGEMENT

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

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i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include close monitoring of overdue accounts. The school division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case-by-case basis to determine if a valuation allowance is necessary to reflect an 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	\$ 11,580,653	\$ 11,580,653	\$ -	\$ -	\$ -
Other Receivables	1,638,078	968,153	8,509	21,634	639,782
Net Receivables	\$ 13,218,731	\$ 12,548,806	\$ 8,509	\$ 21,634	\$ 639,782

Receivable amounts related to GST, PST and Property Tax 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.

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	\$ 19,244,065	\$ 11,526,595	\$ -	\$ 140,119	\$ 7,577,351
Total	\$ 19,244,065	\$ 11,526,595	\$ -	\$ 140,119	\$ 7,577,351

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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. The school division also has an authorized bank line of credit of \$10,000,000 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;
- managing cash flows to minimize utilization of its bank line of credit; and
- investing in GICs and term deposits for short terms at fixed interest rates.

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.