

# Annual Report for 2023-24

## Saskatchewan Distance Learning Centre

[saskDLC.ca](https://saskDLC.ca)



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# Letters of Transmittal



The Honourable  
Everett Hindley  
Minister Responsible for  
Saskatchewan Distance  
Learning Centre

Office of the Lieutenant Governor of Saskatchewan

I respectfully submit the Annual Report for Saskatchewan Distance Learning Centre for the fiscal year ending August 31, 2024.

This report highlights the organization’s commitment to providing high-quality Kindergarten to career online education to Saskatchewan students, while contributing to the growth of our province’s skilled labour force.

Everett Hindley  
Minister Responsible for Saskatchewan Distance Learning Centre



Darren Gasper  
Chief Executive Officer

The Honourable Everett Hindley  
Minister Responsible for Saskatchewan Distance Learning Centre

Dear Minister:

I have the honour of submitting Saskatchewan Distance Learning Centre’s Annual Report for the fiscal year ending August 31, 2024.

I accept responsibility for the financial administration and control of the organization. I further take responsibility for public accountability and provide assurance that the information contained in this report is accurate and reliable.

Darren Gasper  
Chief Executive Officer

# Overview

## Mission Statement

Saskatchewan Distance Learning Centre (Sask DLC) is dedicated to promoting lifelong learning and contributing to growing a skilled labour force through providing Saskatchewan students, families and adults with high-quality online Kindergarten-to-career education.

## Vision Statement

To be the best provider of Kindergarten to Grade 12 choice-driven, flexible online learning in Canada, enabling students to be prepared for their future.

## Value Statement

Sask DLC is committed to providing learning opportunities that are responsive to our students, families and communities to meet the needs of our growing and diverse province. We strive for educational excellence, leadership at all levels and a strong and inclusive work and learning culture that is accomplished through continuous improvement and growth in all aspects of our organization.

## Purpose Statements

The future of education is evolving to meet the diverse needs of students in an ever-changing world. These purpose statements describe a future where learning is inclusive, personalized and meaningful, fostering student success through innovation, connection and opportunity.

1. **The future of learning is personalized** - it meets students where they are, offers equitable access to content and instruction suited to each student's strengths and interests and is focused on mastery of content and skills. It provides students with voice and choice in their learning.
2. **The future of learning is limitless** - it empowers students to thrive in ways that align with their unique lives, aspirations and needs. With guidance and encouragement, students gain the tools and confidence to navigate their learning journey with purpose and success.
3. **The future of learning is real-world** - students have a variety of course options that provide hands-on experiences that help students explore their areas of passion. Students will learn and develop skills that allow them to be successful in any path they choose.
4. **The future of learning builds community** - students, no matter where they live in the province, feel part of a community in their learning and have opportunities to share their gifts, talents and culture through curricular and extracurricular opportunities.
5. **The future of learning offers pathways** - students have opportunities to explore future career options starting in the elementary grades and through their high school education to support them in making informed decisions about their future.
6. **The future of learning fosters belonging** - students are at the center of all decisions and programs so they feel connected and supported as they take risks, learn and pursue a future that matters to them.

## Strategic Priorities

Sask DLC has identified six key strategic priorities that drive its long-term success and alignment with its mission. These priorities are:

1. **Continuous Improvement:** Fostering an organizational culture that encourages all employees to identify opportunities and make incremental changes to processes to enhance all aspects of the organization.
2. **Educational Excellence:** Sask DLC is dedicated to educational excellence that is accomplished through providing learning opportunities that are responsive to students, families and communities to meet the needs of our growing and diverse province.
3. **Fiscal Responsibility:** Sask DLC is dedicated to responsibly managing public funds to ensure Saskatchewan students receive exceptional, effective and sustainable online learning from Kindergarten through to Grade 12. This investment in online education is a strategic move towards securing a brighter future for all.
4. **Leadership:** Sask DLC embraces the concept of *leadership at all levels* by fostering a culture that encourages every individual in the organization to share commitment to and align with the direction and goals of the organization through collaboration and teamwork.
5. **Strategic Partnerships:** Sask DLC is committed to fostering partnerships with school divisions, post-secondary institutions, businesses and industries to help Saskatchewan students explore potential career opportunities that support our growing province.
6. **Workplace Excellence:** Sask DLC provides its employees with a safe environment and the resources they need to be motivated, engaged and empowered to provide quality services to the people of Saskatchewan.

## About Sask DLC

Saskatchewan Distance Learning Centre (Sask DLC) is a Treasury Board Crown corporation established to deliver high-quality online learning opportunities for Kindergarten to Grade 12 (K-12) students across Saskatchewan. Operating under *The Education Act, 1995*, Sask DLC adheres to the Ministry of Education's [Quality Assurance Framework](#), which sets the standards for all online learning providers in the province. Saskatchewan Distance Learning Corporation is the organization's legal name, and the school operates as Saskatchewan Distance Learning Centre.

Sask DLC's centralized online learning platform provides students and families with greater choice and flexibility in their education while ensuring a consistent, high-quality user experience. Students may choose to study full-time online, or high school students may take one or more online courses to supplement their in-class learning at their local school. Full-time online K-12 students can study at their own pace in an asynchronous course, or they can attend daily, live synchronous classes. This flexibility allows students and families to select the learning environment that best suits their needs, while being supported by their teacher. Funding for students under the age of 22 is covered through their local school division or school. Adults aged 22 and over can access high school courses at a cost of \$500 per course.

Sask DLC is dedicated to providing students choice in their learning to equip them with the skills and knowledge they need to excel in their futures. Since opening in September 2023, Sask DLC has experienced rapid growth. The organization provided online education to nearly 9,000 students registered in more than 22,000 K-12 online courses during the 2023-24 school year. By collaborating with school divisions and education partners across the province, Sask DLC ensures that all students have equitable access to online learning, no matter where they live in the province. In the 2023-24 school year, Sask DLC provided online education to students from all 27 provincial school divisions as well as from independent schools, First Nations schools and post-secondary institutions.

Sask DLC offers more than 180 K-12 online courses, with a wide range of resources for students and teachers, including instructional videos and lesson plans. High school students may choose from over 120 courses including more than 70 unique elective options in subject areas such as agriculture, business, creative arts, technology, trades and wellness. Additionally, students may enrol in dual credit courses, which provide both post-secondary and high school credits, or take part in hands-on learning opportunities in trades, agriculture and power engineering. This extensive range of course options provide students access to classes they may not have in their local schools, allowing them to explore their interests, consider future career opportunities and support their graduation plans. Information on Sask DLC course offerings is available at [www.saskDLC.ca](http://www.saskDLC.ca).

In addition to a diverse selection of courses, Sask DLC ensures that students receive robust support to enhance their learning experience. Sask DLC's Online Learning Facilitators (OLFs), based-in high schools throughout Saskatchewan, provide in-person support for part-time students and act as liaisons between students, parents, local schools and Sask DLC teachers. OLFs also assist with work placements, conduct on-site work placement safety visits and ensure students stay on track in their online course to meet their academic goals. Sask DLC offers a variety of supports and services for full-time students including access to speech-language pathology, psychology and professional counselling supports.

In the 2023-24 school year, Sask DLC established and renewed strategic partnerships to expand student learning opportunities through expert insights for course content, offering dual credit courses, organizing learning camps, offering in-person industry work placements and offering high-quality learning resources. These partnerships align with the government's objective to promote experiential learning and encourage employer participation in the province's education and training system. They also enable students to explore potential career paths during high school, empowering them to make informed decisions about their future.

Sask DLC is supported by a team of dedicated staff focused on delivering effective online education to students across the province. Staff work from the main office in Kenaston, the corporate office in Regina and nine regional campuses located in Estevan, La Ronge, Moose Jaw, Neilburg, Nipawin, Prince Albert, Saskatoon, Swift Current and Yorkton, as well as various satellite locations throughout Saskatchewan. As of August 31, 2024, Sask DLC employed 272.88 full-time equivalents (FTEs) across these locations.

# Educational Excellence

Saskatchewan Distance Learning Centre (Sask DLC) continues to provide accessible, high-quality online education tailored to the diverse needs of students across Saskatchewan. This report highlights key metrics, achievements and progress made during the 2023-24 school year.

### Student Enrolment

Sask DLC provided online learning education to 8,984 Kindergarten to Grade 12 (K-12) full- and part-time online students. The breakdown is as follows:

| Student Group                         | Number of Students |
|---------------------------------------|--------------------|
| <b>Total Students, including:</b>     | <b>8,984</b>       |
| Full-Time Online Students, including: | 3,293              |
| • Kindergarten to Grade 9             | 396                |
| • Grade 10-12                         | 2,897              |
| Part-Time Online Grade 10-12 Students | 5,438              |
| Adult Learners (Age 22+)              | 253                |

### Course Registration

To meet diverse educational needs, Sask DLC offered a wide range of courses for students to choose from. During the 2023-24 school year, there were 22,199 K-12 course registrations. The breakdown is as follows:

| Student Group                         | Number of Course Registrations |
|---------------------------------------|--------------------------------|
| <b>Total Courses</b>                  | <b>22,199</b>                  |
| Kindergarten to Grade 9               | 3,168                          |
| Part-Time Online Grade 10-12 Students | 10,267                         |
| Full-Time Online Grade 10-12 Students | 8,250                          |
| Adult Learners (Age 22+)              | 514                            |

### Course Completion Rates

Recognizing the unique needs of each student group, Sask DLC established completion rate targets based on student learning group and mode of learning. The course completion rate is defined as the percentage of students who remain enrolled after the initial 15-day grace drop period. This metric accounts for all students who complete the course, irrespective of whether they pass or fail. The following course completion rates were achieved in 2023-24 school year:

| Student Group                          | Completion Rate |
|--|-----------------|
| Part-time Online Grade 10-12 Students  | 71%             |
| • Synchronous live courses             | 82%             |
| • Asynchronous courses                 | 70%             |
| Full-time Online Grade 10-12 Students* | 60%             |
| • Synchronous live courses             | 68%             |
| • Asynchronous courses                 | 52%             |
| Adult Learners (Age 22+)**             | 72%             |

\*Full-time students include both students up to age 18 and young adult students aged 18-21.

\*\*Adult students typically take asynchronous courses, and as such there is insufficient data to break down by asynchronous and synchronous live course types.

### Credit Attainment

Sask DLC's credit attainment metrics measure the success rate of students in receiving credits for completed courses. Credit attainment refers to the number of students who completed the course and received a recorded mark on their transcript, reflecting the pass/fail status of each course. This metric does not include any students who dropped the course.

In 2023-24 school year, a total of 11,275 final marks were submitted for 8,377 students. The following credit attainment rates were achieved in 2023-24 school year:

| Student Group                          | Credit Attainment Rate |
|--|------------------------|
| Part-time Online Grade 10-12 Students  | 96%                    |
| • Synchronous live courses             | 95%                    |
| • Asynchronous courses                 | 96%                    |
| Full-time Online Grade 10-12 Students* | 93%                    |
| • Synchronous live courses             | 93%                    |
| • Asynchronous courses                 | 92%                    |
| Adult Learners (Age 22+)**             | 100%                   |

\* Full-time students include both students up to age 18 and young adult students aged 18-21.

\*\* Adult students typically take asynchronous courses, and as such there is insufficient data to break down by asynchronous and synchronous live course types.

### Summer School 2024

Sask DLC offered a Summer School in July and August of 2024, providing students with additional opportunities to earn high school credits at a cost of \$500 per course. Summer School had the following outcomes:

| Category          | Numbers |
|-------------------|---------|
| Total Students    | 112     |
| Total Courses     | 534     |
| Completion Rate   | 89%     |
| Credit Attainment | 97%     |

**Graduation for Sask DLC Class of 2024**

A total of 236 full-time online Grade 12 students graduated from Sask DLC during the 2023-24 school year. Sask DLC also supported part-time Grade 12 students around the province in earning high school credits online to support them in achieving their graduation plan goals. The inaugural graduation ceremony for full-time Grade 12 students was held on June 15, 2024, with in-person celebrations in Estevan, Kenaston and Saskatoon.

**Graduation Rates**

Graduation rates are calculated based on students' enrolment at the end of their Grade 10 year. As Sask DLC's first Grade 10 cohort enrolled in the 2023-24 academic year, the school's three-year graduation rate will be available following the conclusion of the 2025-26 school year.

**Corrections Clients**

Sask DLC partners with the Ministries of Immigration and Career Training and Corrections, Policing and Public Safety to provide high school learning opportunities to correctional clients, to support them in their rehabilitation. Through this partnership, Sask DLC and corrections teachers based in the institutions work collaboratively to support the students learning, with many courses offered in a paper-based format. In the 2023-24 school year Sask DLC provided education to 359 corrections clients, including 97 youth and 262 adults, completing 355 high school courses.

# Strategic Partnerships

The *Saskatchewan Growth Plan: The Next Decade of Growth 2020-2030* is a forward-looking roadmap to support sustainable growth in the province, including strengthening the province's economy and supporting strong communities and families. Saskatchewan Distance Learning Centre (Sask DLC) is committed to advancing this vision by building strategic partnerships across educational institutions, industries and businesses, enabling Saskatchewan students to explore career pathways that contribute to the province's growth. Sask DLC's initiatives for the 2023-24 school year reflect its commitment to supporting the growth plan.

## Growing a Skilled Labor Force through Education and Training

Sask DLC has established strategic partnerships with various stakeholders to enhance its educational offerings. These collaborations include seeking expert insights for course content design, offering dual credit courses, organizing learning camps and supporting industry work placements. These efforts align with the government's objective of promoting experiential learning and increasing employer participation in the province's education and training system. Student engagement opportunities include various activities such as learning camps, partnered insight events, industry work placements and steam lab hours to provide real-world experience in a potential career path.

Below are examples of our program partners, along with a summary of Sask DLC's collaborative initiatives:

### 1. Student Work Placements

Sask DLC collaborates with industry partners to create student work placements and other engagement opportunities. The placements are offered and supported across the province. These partnerships include:

**Agriculture Technician program:** The North American Equipment Dealers Association (NAEDA) signed a five-year partnership agreement to provide \$40,000 annually to support work placements for students enrolled in online Agriculture Equipment Technician, Parts Technician and Precision Agriculture courses through Sask DLC. During the 2023-24 school year, this partnership supported 108 student work placements.

**Mechanical and Automotive program:** The Saskatchewan Automobile Dealer's Association (SADA) signed a one-year partnership agreement to invest \$40,000 and their industry expertise to support work placements for high school students at one of their 133-member car dealerships. During the 2023-24 school year, this partnership supported 124 work placements, where students completed more than 4,500 work placement hours. Discussions are underway with SADA to renew this partnership for the 2024-25 school year.

**Autobody program:** The Saskatchewan Association of Automotive Repairers (SAAR) signed a one-year partnership agreement to invest \$20,000 and their industry expertise to support coordination of work placements for high school students at one of their member businesses for the 2023-24 school year. This partnership supported 20 work placements during the 2023-24 school year, where students completed more than 625 work placement hours. Discussions are underway with SAAR to renew this partnership for the 2024-25 school year.

**Oil and Gas program:** In June 2024, Sask DLC announced plans to partner with energy companies, including Teine Energy, to create new Energy and Mines - Oil & Gas online courses with work placements that will be available to students beginning in the 2024-25 school year. Through the two-year agreement, Sask DLC will develop a 20 and 30 level course, based on the existing Energy and Mines curriculum with input from industry experts. These courses will include 50 hours of online theory and 50 hours of work placement, providing hands-on learning experiences as students explore potential careers in Saskatchewan's energy industry.

**Tourism program:** In August 2024, Sask DLC signed a one-year partnership agreement with Tourism Saskatchewan to develop Tourism 20 and 30 level courses with work placements, beginning in the 2024-25 school year. These courses are based on existing provincial curriculum and will include 50 hours of online theory and 50 hours of a work placement at a local service industry business, such as hotels, museums, restaurants, events or tourist attractions. Through the agreement, Tourism Saskatchewan is investing \$40,000 to provide a work placement coordinator and they will also provide resources and videos to supplement students learning the 10, 20 and 30 level courses.

**Power Engineering programs:** In August 2024, Sask DLC signed a Memorandum of Understanding with SaskPower to arrange steam lab opportunities and work placements for students pursuing power engineering-focused programs. This initiative will provide students with the practical experience required for Class 4 and 5 Power Engineering certification.

## **2. Agriculture Learning Camp**

In 2023-24, Sask DLC collaborated with Saskatchewan Polytechnic (Sask Polytech) to provide students taking Agriculture Equipment Technician and Parts Technician courses with a one-day learning camp. This optional hands-on learning opportunity gave students the chance to get a glimpse into post-secondary training for key roles in the agriculture industry, learn from Sask Polytech instructors, shadow industry experts and connect with classmates from around the province.

## **3. Dual Credit Courses**

Sask DLC has partnered with eight post-secondary institutions to offer more than 30 dual credit courses for high school students. These institutions include the University of Saskatchewan, University of Regina, Saskatchewan Polytechnic, Athabasca University, Royal Conservatory of Music, Lifesaving Society -Saskatchewan Branch, Collège Mathieu and Lakeland College. This collaboration provided 40 high school students with the opportunity to simultaneously earn high school and post-secondary credits during the 2023-24 school year.

## **4. Free High School Courses for Adults in Northern Saskatchewan**

Sask DLC partnered with Northlands College to provide adults living in Northern Saskatchewan with access to free Grade 10-12 courses. Northlands College contributed \$100,000 to cover course fees for students over the age of 22 in the Northern Saskatchewan Administrative District. This partnership benefitted 75 adult learners in the 2023-24 school year, enabling them to complete Grade 12, upgrade high school courses or fulfil prerequisites for post-secondary education. Discussions are underway to renew this successful partnership for the 2024-25 school year, supporting the province's goal of fostering continued learning to meet evolving economic demands.

## Growing Small Business and Tourism

### 1. Tourism program

Through Sask DLC's new partnership with Tourism Saskatchewan, students will be able to access both online and hands-on learning experiences in Saskatchewan's tourism industry. Students will learn about quality customer service, event organization and community engagement as part of these courses. This initiative is designed to enable students to explore the significant contributions of Saskatchewan's tourism industry, discover a variety of career opportunities and gain practical experience through structured work placements. This initiative aligns with the province's objective of cultivating a skilled workforce that meets the evolving needs of the tourism sector.

### 2. Financial Literacy

Sask DLC played a key role in the province-wide rollout of the new Financial Literacy 10 curriculum. It provided professional development opportunities and resources to enhance both teacher effectiveness and student learning. Sask DLC developed an online hub featuring free, open-source and teacher-recommended resources accessible to all teachers in the province. These resources are available through Sask DLC's Resource Bank.

### 3. New Business Courses

In 2023-24, Sask DLC initiated a multi-year initiative to revitalize its business program. The first phase focused on renewing key accounting and entrepreneurship courses, laying the foundation for a more dynamic curriculum. Building on this progress, Sask DLC will continue to assess and improve its program offerings to align with evolving industry standards and equip students with the skills and knowledge needed for success in a competitive global marketplace.

## Securing a Better Quality of Life for Saskatchewan's Families and Communities

### 1. Football and Baseball Courses

In May 2024, Sask DLC announced partnerships with Saskatoon Minor Football and Going Yard Baseball Academy to develop new, online Football Skills and Baseball Skills courses for Grade 10-12 students. These courses are available to athletes of all levels across the province and will include resources and instructional videos co-created with the partnering organizations. Baseball Skills 10L and 20L will be introduced in Semester 1 of the 2024-25 school year, with the 30L level course following in Semester 2. Football Skills 10L will cover both tackle and flag football and will be launched in Semester 2 of 2024-25, with the 20L and 30L courses available in the following school year.

These courses aim to enhance athletic skills while educating students on nutrition, conditioning and essential values such as teamwork, leadership and sportsmanship. By offering these programs, Sask DLC is supporting the promotion of active lifestyles and community engagement through accessible sports education across Saskatchewan. These courses also allow students to explore potential career and post-secondary opportunities in sport, both as an athlete and in the many non-playing careers including coaching, refereeing, umpiring, recruiting and broadcasting.

## **2. Expanding Student Learning Opportunities**

Sask DLC is committed to continuing to expand student online learning opportunities by exploring partnerships with post-secondary institutions, Government of Saskatchewan ministries and agencies, industries and businesses to support provincial work force priorities in key areas such as health care, trades, technology and business. By offering students a wide range of courses options, students can explore future career pathways while earning high school credits. This supports students in making informed decisions about their post-secondary education, training and careers while also supporting our province's growing need for a skilled workforce.

## **3. New Course Development and Course Renewal**

Sask DLC is dedicated to expanding online learning opportunities by offering a diverse range of course options to students. In 2023-24, Sask DLC developed and renewed a variety of courses designed to meet the evolving needs of Saskatchewan learners. These courses were meticulously crafted by our skilled course development teachers, guided by instructional design consultants. Together, they collaborated with other Sask DLC staff and external stakeholders to ensure alignment with best practices and the ADDIE (Analysis, Design, Development, Implementation and Evaluation) instructional design model.

This collaborative approach delivers high-quality, engaging learning experiences tailored to student needs. The following courses were developed or renewed in 2023-24, reflecting Sask DLC's commitment to providing Saskatchewan students with flexible, high-quality educational opportunities that support their goals and diverse interests:

- Accounting 10, 20
- Agriculture Equipment Technician 20, 30
- Agriculture Production - Field Crop B10, B20, B30
- Baseball Skills 10L, 20L
- Creative Writing 20
- Entrepreneurship 20
- Financial Literacy 20, 30
- Food Studies 30
- Grade 8 Cross-Curricular
- Grade 9 Practical and Applied Arts pathways
- Hairstyling and Esthetics 10, 20
- Hockey Skills 30L
- Mathematics 21
- Precision Agriculture 30L
- Environmental Science 21
- Tourism 10
- Wildlife and Habitat Studies 10

Through these initiatives, Sask DLC continues to empower students with innovative, flexible and inclusive learning opportunities, fostering their academic and personal success.

## **4. Access to Sask DLC Resource Bank**

Sask DLC supports educators, parents, students and community members through an online Resource Bank, which houses over 17,000 teacher-vetted resources aligned with Saskatchewan's curriculum. Accessible at <https://resourcebank.ca>.

# Continuous Improvement

Sask DLC remains committed to fostering a culture of continuous improvement, encouraging all employees to actively seek opportunities to enhance processes and services, as well as their own professional practices. Our goal is to consistently meet and exceed the needs of students and stakeholders. In the 2023-24 school year, Sask DLC implemented several initiatives aimed at enhancing its processes and services. Below are the key continuous improvement initiatives undertaken this year.

## **Data Driven Decisions to Improve Course Development and Refinement**

Sask DLC prioritized continuous improvement by leveraging course completion data from the DLCgo platform. This data, combined with feedback from users, including students and teachers, as well as stakeholders such as school divisions, informed our course development, renewal and improvement strategies to ensure that Sask DLC effectively addresses the needs of students and teachers.

## **Enhanced Course Development Process**

Sask DLC improved its course development process to ensure high-quality online learning experiences for students across the province. Some of these improvements include:

- **In-House Video Production:** Expanding in-house video production capabilities to support online course instruction. For example, this year, instructional math videos were created using our green screen room for the Grade 8 Cross-Curricular course.
- **Interactive Content:** Developing interactive elements to increase student engagement, including integrating third-party software for interactive exercises, simulations and learning games.
- **Rigorous Testing:** Conducting comprehensive reviews and testing of course instruction, design and functionality for a seamless user experience.
- **Comprehensive Support Materials:** Creating detailed course timelines, syllabi, handbooks and instructional videos to support teachers and students.
- **Collaborative Launch:** Coordinating among Sask DLC teams to ensure a successful course launch and promotion, including providing course teaching content on the Resource Bank for public and educational use.

## **Development of a Structured Literacy Framework**

Sask DLC introduced a Structured Literacy Framework to empower students, teachers and families in promoting a culture of literacy. This framework supports lifelong success and adapts to the evolving needs of each student through effective instruction, assessment and monitoring practices.

## **Development of an Assessment, Grading and Communication Framework**

Sask DLC established an Assessment, Grading and Communication Framework to guide these activities throughout the organization. This framework emphasizes a student-centred approach ensuring that each student's unique strengths, challenges and aspirations are recognized. It serves as a cornerstone for creating an inclusive and supportive educational environment where students can thrive academically, socially and emotionally. The success of this framework is anchored in clear and accessible communication channels, actively engaging students, parents, teachers and administrators in the assessment process.

**Stakeholder Engagement with School Divisions**

The Chief Executive Officer and several members of Sask DLC's senior executive team engaged with school divisions across the province to gather insights on enhancing services. Feedback informed improvements to invoicing, refund and registration processes that will be implemented in the 2024-25 school year.

**Supporting Part-Time Online Students**

Sask DLC works collaboratively with school divisions to support part-time online students, including providing access to Online Learning Facilitators (OLFs) based in local schools. OLFs, who are Sask DLC staff, offer in-person support to students taking online courses and maintain regular communication with the student, parents, local school and Sask DLC teachers.

# Leadership

In the 2023-24 school year, Sask DLC demonstrated its commitment to leadership at all levels by fostering a culture of shared responsibility and alignment with organizational goals through collaboration and teamwork. Several key initiatives were undertaken to strengthen this commitment.

## **Development of a Strategic Plan**

Sask DLC initiated the development of a multi-year strategic plan that incorporates feedback from all areas of the organization. This inclusive approach fosters ownership and active engagement in the strategic direction of Sask DLC.

## **Continuous Feedback to Education Partners**

Sask DLC provided monthly and bi-annual reports to school divisions to communicate key metrics such as registration data and tuition invoices. Additionally, bi-annual reports included completion rates, credit attainment and individual student data to keep schools and school divisions informed and engaged in our shared students' success.

## **Hopes and Dreams Program**

This initiative involved teachers reaching out to parents of full-time students to discuss each family's aspirations for their children. Through these discussions, Sask DLC built valuable relationships with families, enabling teachers to understand the individual needs and challenges of each student. The program also aimed to ensure parents felt valued and involved in their child's educational journey while establishing open lines of communication between home and school.

## **Leader in Me Program**

Sask DLC began implementing the Leader in Me program, based on Stephen Covey's *The 7 Habits of Highly Effective People*, to instill leadership and life skills among students and staff. This three-year rollout will involve all full-time online students and staff, with a focus on enhancing students' achievement and completion rates.

## **Parent Teacher Student Conferences**

Parent Teacher Student (PTS) Conferences were held twice – one per semester – with strong attendance from parents, underscoring the value of these collaborative meetings. In addition to PTS Conferences, parents and students have the ability to book virtual meetings with their teacher at any time during the year to discuss student progress.

# Workplace Excellence

Sask DLC is committed to fostering a safe and inclusive work environment, empowering employees with the skills and resources they need to deliver quality services to the people of Saskatchewan.

## Staffing

Sask DLC staff work out of the main office in Kenaston, the corporate office in Regina, and nine regional campuses in Estevan, La Ronge, Moose Jaw, Neilburg, Nipawin, Prince Albert, Saskatoon, Swift Current and Yorkton, as well as various satellite locations around the province. As of August 31, 2024, Sask DLC employed 272.88 full-time equivalent (FTE) positions in a range of specialized roles, each essential to our operations:

| Union Affiliation                         | Number of FTE Positions |
|---|-------------------------|
| CUPE – Canadian Union of Public Employees | 82.57                   |
| Out-of-Scope (Management)                 | 34                      |
| Teachers                                  | 156.31                  |
| <b>Total Positions</b>                    | <b>327</b>              |
| <b>Total FTE</b>                          | <b>272.88</b>           |

**CUPE Positions:** These roles include support staff such as Online Learning Facilitators, Educational Assistants, IT technicians, caretakers and administrative assistants.

**STF Members:** Most of the 170 teachers, all of which are Saskatchewan Teachers’ Federation (STF) members (156.31 FTEs), provide direct student instruction. Others work in curriculum development and student support roles, including Curriculum Consultants and Student Support Teachers. Campus Principals and Vice Principals are also STF members.

**Out-of-Scope:** These positions are in administrative, management and leadership positions. Positions include CEO, Superintendents, Vice President of Corporate Services, Executive Directors, Directors and Human Resource staff.

## Professional Development

- Cybersecurity Awareness Training: All Sask DLC staff completed Module 1 of Cybersecurity Awareness Training in June 2023.
- Indigenous Learning: As part of our commitment to the Truth and Reconciliation Commission’s Calls to Action, staff participated in a cultural and historical learning session with Indigenous Elders.
- Technological Support: Staff have daily access to a technical support team to assist with instructional practices, design optimization and support for educational technology.
- Professional Development (PD) Days: Education staff receive PD days throughout the year for online instruction support. These sessions include guest speakers and online experts covering topics such as Artificial Intelligence in education and effective online assessments.
- Continuous Learning Improvement Portal: Staff have access to professional learning resources, task lists and continuous improvement resources through a dedicated Moodle course titled “Continuous Learning Improvement Portal”.

- **Managing Difficult Conversations Training:** In August 2024, members of Sask DLC’s senior leadership team and Campus Principals and Vice Principals participated in training for handling crucial conversations.
- **Ongoing Educational Support:** Sask DLC offers financial support for CUPE and Out-of-Scope employees pursuing accredited courses. Teaching staff also have access to funds through their Local Implementation Negotiation Committee (LINC) agreement for further professional development opportunities.
- **Membership and Accreditation:** Sask DLC covers membership and accreditation fees to support staff in maintaining their professional certifications.

### **Orientation and Mentorship Program for new staff**

New staff participate in a multiday orientation to support their transition into their roles and the organization. Newly hired staff are also paired with a staff mentor to provide ongoing guidance and support.

### **Professional Learning Network**

Education staff are grouped into Professional Learning Networks by subject area. These groups set goals and meet regularly to share best practices, instructional content and collaborate on course improvements.

### **Access to Sask DLC Resource Bank**

Sask DLC supports educators, parents, students and community members through an online Resource Bank, which houses over 17,000 teacher-vetted resources aligned with Saskatchewan’s curriculum. Accessible at <https://resourcebank.ca>, the Resource Bank is a valuable tool for all Sask DLC staff, particularly teaching staff.

### **Occupational Health and Safety Committee**

Sask DLC prioritizes workplace safety with health and safety committees established across all campuses to ensure a secure environment for employees.

### **Community Engagement and Support**

Sask DLC is committed to fostering community involvement by encouraging staff to engage in local initiatives and participate in extracurricular activities. To support this, Sask DLC provided Earned Days Off to staff who volunteered, in accordance with the provisions of the relevant Collective Bargaining Agreement.

# Fiscal Responsibility

Sask DLC is committed to managing public funds responsibly while ensuring Saskatchewan students receive high-quality online learning from Kindergarten through career. Our financial approach prioritizes efficiency, ethics and sustainability in delivering this educational service. Below, you'll find detailed information about Sask DLC's funding model and a financial summary for the 2023-24 fiscal year.

## **Funding Model**

Sask DLC receives funding through a combination of operating grant funding from the General Revenue Fund (GRF) and tuition fees from school divisions based on the number of courses students enrol in. The per course fees are set at \$500. For each full-time online student, the Ministry of Education provides school divisions and/or schools \$6,000 in base funding, plus a smaller amount for Supports for Learning (SFL) which varies slightly by division. Sask DLC collects \$5,000 of the base funding as tuition to cover the instructional costs with the remaining \$1,000 staying with the local division.

The funding model includes an invoicing process, whereby Sask DLC invoices school divisions in late fall for Semester 1, based on course enrolment data as of September 30. School divisions review and validate the invoice amounts before the Ministry of Education pays the invoices on their behalf. A second round of invoicing occurs in the spring to account for most Semester 2 enrolments, followed by a final invoice in July to capture any late or additional registrations after the spring cutoff.

## **Financial Summary**

A detailed breakdown of Sask DLC's financial statements can be found on the following pages of this document.

**Appendix A: Saskatchewan Distance Learning Corporation  
For the Year Ended August 31, 2024  
Over \$50,000 Personal Services  
Unaudited**

|                              |         |                        |         |
|------------------------------|---------|------------------------|---------|
| Abbott, Travis               | 85,512  | Gudmundson, Chandree   | 56,556  |
| Abiodun, Modupeola           | 86,785  | Guebert, Philip        | 59,149  |
| Ali, Stephanie               | 113,728 | Guest, Noelle Kona     | 94,358  |
| Amy, Lori                    | 110,337 | Hanson, Paula          | 87,063  |
| Andrie, Daniel               | 100,646 | Harrison, Renee        | 95,631  |
| Archibald, Jeffrey           | 70,815  | Hawryluk, Sara         | 146,905 |
| Armstrong, James             | 88,774  | Haydukewich, Kelly     | 89,709  |
| Bang, Jena-Lea               | 96,863  | Heath, Kurtis          | 108,341 |
| Bartsch, Luke                | 91,113  | Henderson, Kayla       | 80,484  |
| Batty, Erin                  | 103,199 | Herrem, Nathan         | 91,539  |
| Bazylak, Tracy               | 90,946  | Hintz, Leanne          | 55,516  |
| Bec, Jessica                 | 74,481  | Honoroski, Terri       | 61,069  |
| Bennett, James               | 132,084 | Ives, Stephanie        | 96,576  |
| Bergen, Clarence             | 91,438  | Jamieson, Amy          | 96,884  |
| Biberdorf, Aaron             | 116,724 | Jeanneault, Shelby     | 77,107  |
| Bilinski, Kaleah             | 51,287  | Jetzke, Sherri         | 87,895  |
| Boklaschuk, Kelli            | 168,069 | Johnson, Ryan          | 120,432 |
| Boulton, Jeff                | 119,028 | Johnson, Duane         | 69,811  |
| Bourassa, Aimee              | 92,769  | Johnston, Brian        | 105,434 |
| Bowes Waiting, Jolene        | 91,196  | Jones-Walter, Shandel  | 121,838 |
| Boyd, Kristin                | 90,956  | Katchin, Lisa          | 92,416  |
| Bryksa, Lane                 | 96,192  | Kerpan, Melanie        | 89,983  |
| Budd, Shelby                 | 108,462 | Kezema, Kirk           | 111,694 |
| Cairns, Hope                 | 105,971 | Kitchen, Kevin         | 97,138  |
| Cameron, Jennesa             | 100,273 | Klyne, Jeff            | 71,353  |
| Cameron, Mason               | 60,677  | Kolbuc, Trevor Elliott | 89,198  |
| Cannon, Rene                 | 101,077 | Korolis, Henrietta     | 84,212  |
| Chase, Nicole                | 51,220  | Kosior, Mark           | 132,994 |
| Clarke, Ashley               | 95,736  | Kosior, Ashley         | 104,088 |
| Climenhaga, Sandra           | 103,015 | Krahn, George          | 87,063  |
| Cline Flath, Lori Anne       | 96,483  | Kurtz, Christa         | 90,371  |
| Cloutier, Sari               | 90,418  | Lachica, Kayla         | 79,553  |
| Colibaba, Keith Kacey        | 87,688  | Lander, Melissa        | 105,627 |
| Collinge, Charmaine          | 97,485  | LaRose, Darren         | 90,946  |
| Crawford, Tanis              | 77,546  | Layton, Alicia         | 95,501  |
| Crawford-Didluck, Kerry Lynn | 96,863  | Lewis, Carol           | 60,094  |
| Cronan, Ronald               | 91,222  | L'Heureux, Jason       | 109,013 |
| Crozier, Angeline            | 90,418  | Li, Ying Zhu Wendy     | 80,823  |
| Davey, Jennifer              | 58,781  | Lichtman, Sandra       | 90,617  |
| Davis, Connie                | 100,440 | Long, Jill             | 153,849 |
| De Huber, Allison            | 62,583  | Lowe, Cindy            | 96,126  |
| Dean, David                  | 89,872  | Mahoney, Lesley        | 110,736 |
| Dufour, Sean                 | 95,346  | Malinowski, Kimberly   | 91,059  |
| Duke, Marie Doris            | 86,794  | Martin, Erin           | 95,926  |
| Dunbar, Brennan              | 96,533  | Martin, Tracey         | 88,613  |
| Duquette, Kimberly           | 84,737  | McCabe, Bryan          | 94,017  |
| Fauvelle, Shauna             | 66,753  | McCaughy, Keith        | 68,077  |
| Fetch, Tanner                | 66,429  | McCowan, Corey         | 75,583  |
| Finnestad, Craig             | 88,645  | Mclvor, Marcia         | 78,826  |
| Foster, Jessica              | 126,662 | McJannet, Correne      | 96,493  |
| Galay, Melissa               | 97,472  | McLauchlin, Todd       | 87,509  |
| Gasper, Darren               | 181,543 | McLauchlin, Nicole     | 87,040  |
| Gasper, Lori                 | 97,597  | McNabb, Katie          | 65,462  |
| Gasper, Donald               | 65,118  | Melling, Nadine        | 92,102  |
| German, Tammy                | 125,864 | Michener, Tanis        | 72,056  |
| Gobeil, Marc                 | 129,936 | Miller, Michelle       | 163,965 |

|                            |         |                    |         |
|----------------------------|---------|--------------------|---------|
| Mills, Suellen             | 91,231  | Wilson, Stacey     | 91,245  |
| Mirtle, Jaime              | 86,828  | Wilson, Brantt     | 75,120  |
| Moore, Aaron               | 87,100  | Windrum, Pamela    | 52,075  |
| Muir, Regan                | 97,291  | Yakimchuk, Carrie  | 56,816  |
| Nagy, Jody                 | 93,358  | Young, Bryan       | 109,424 |
| Nakoneshny, Reg            | 74,830  | Zdunich, Elizabeth | 54,460  |
| Nienaber, Aileen           | 91,761  | Ziegler, Jeff      | 63,088  |
| Noseworthy, Jim            | 93,093  |                    |         |
| O'Brien, Laura             | 91,915  |                    |         |
| Obrigewitsch, Caitlin      | 76,163  |                    |         |
| O'Connor, Jenna            | 50,614  |                    |         |
| Olayele, Benjamin          | 100,135 |                    |         |
| Ortman, Sarah              | 52,160  |                    |         |
| Owens, Cara                | 94,030  |                    |         |
| Parsons, Terri             | 73,227  |                    |         |
| Petterson, Aryn            | 76,940  |                    |         |
| Petterson, Kara            | 86,711  |                    |         |
| Phillips, Heather          | 106,973 |                    |         |
| Preikschat, Douglas        | 94,096  |                    |         |
| Quan, Sheena               | 83,248  |                    |         |
| Ramsay, Chris              | 102,674 |                    |         |
| Rann, Scott                | 87,475  |                    |         |
| Reddekopp, Rhiannon        | 55,877  |                    |         |
| Rederburg, Melissa         | 90,583  |                    |         |
| Rhinas-Helberg, Jacqueline | 105,423 |                    |         |
| Roberts, Corra-Lynn        | 87,475  |                    |         |
| Ruf, Sarah                 | 97,345  |                    |         |
| Rumpel, Stefan             | 90,863  |                    |         |
| Rusheleau, Amy             | 83,734  |                    |         |
| Ruten, Nathan              | 90,986  |                    |         |
| Ruten, Wendy               | 72,413  |                    |         |
| Sakundiak, Lindsay         | 74,316  |                    |         |
| Salyn, Greg                | 69,762  |                    |         |
| Samoleski, Judy Anne       | 81,300  |                    |         |
| Savage, Britney            | 71,455  |                    |         |
| Schellenberg, Shawna       | 59,989  |                    |         |
| Schellenberg, Bailey       | 51,641  |                    |         |
| Schilling, Patricia        | 51,958  |                    |         |
| Schlosser, Katie           | 79,767  |                    |         |
| Scholer, Stacey            | 78,144  |                    |         |
| Seidler, Jody              | 86,899  |                    |         |
| Simonson, Kristen          | 90,418  |                    |         |
| Simpson, Kimberly          | 86,766  |                    |         |
| Slade, Wendy               | 91,544  |                    |         |
| Smith, Brennan             | 70,505  |                    |         |
| South, Jennifer            | 87,358  |                    |         |
| Squires, Dean              | 109,900 |                    |         |
| St Pierre, Scott           | 97,054  |                    |         |
| Stewart, Brad              | 82,122  |                    |         |
| Stroh, Brandon             | 153,116 |                    |         |
| Swidzinski, Thad           | 114,162 |                    |         |
| Telfer, Pat                | 91,689  |                    |         |
| Theede, Ellyse             | 96,588  |                    |         |
| Thompson, Chanel           | 71,622  |                    |         |
| Thuringer, Stephen         | 64,825  |                    |         |
| Vetter, Sherry Anne        | 95,492  |                    |         |
| Vrinten, Gary              | 74,488  |                    |         |
| Walso, Jeffrey             | 94,149  |                    |         |
| Wandler, Alan              | 86,520  |                    |         |
| Weber, Jaimes              | 77,962  |                    |         |
| Werbicki, Guy              | 123,436 |                    |         |

**Saskatchewan Distance Learning Corporation**  
**For the Year Ended August 31, 2024**  
**Over \$50,000 Payee Schedule**  
**Unaudited**

|   |                     |
|---|---------------------|
| ADP   | \$ 107,400          |
| Board of Education of the North East School Division No. 200 of Saskatchewan                    | 52,250              |
| Board of Education of the Prairie South School Division No. 210 of Saskatchewan                 | 61,751              |
| Board of Education of the Regina Roman Catholic Separate School Division No. 81 of Saskatchewan | 134,220             |
| Board of Education of the South East Cornerstone School Division No. 209 of Saskatchewan        | 146,743             |
| Board of Education of the Sun West School Division No. 207 of Saskatchewan                      | 1,086,562           |
| Embark Corporation  | 116,676             |
| Genius SIS LLC  | 110,475             |
| HBI Office Plus Inc.  | 314,966             |
| Hewlett-Packard Financial Services Canada Company   | 50,630              |
| Inland Audio Visual   | 53,611              |
| Insight Canada Inc.   | 219,310             |
| Konica Minolta Business Solutions (Canada) Ltd.   | 58,671              |
| Legacy Land Inc.  | 202,977             |
| Lutz Electric Inc.  | 88,848              |
| Memory Express Inc.   | 53,344              |
| Ministry of SaskBuilds and Procurement  | 73,263              |
| Open LMS LLC  | 121,667             |
| PEPP  | 463,069             |
| Pro Print Inc.  | 148,333             |
| Saskatchewan Workers' Compensation Board  | 71,235              |
| SaskTel   | 193,997             |
| Triassic Consulting Ltd.  | 83,122              |
| <b>Total</b>  | <b>\$ 4,013,120</b> |

**SASKATCHEWAN DISTANCE LEARNING CORPORATION**

**FINANCIAL STATEMENTS**

**AUGUST 31, 2024**

# 2024 Financial Results

## **Management's Responsibility for the Financial Statements of Saskatchewan Distance Learning Corporation**

The financial statements have been prepared by management, which is responsible for the reliability, integrity and objectivity of the information provided.

The preparation of financial statements necessarily involves the use of estimates, based on informed judgments by management and giving appropriate consideration to reasonable limits of materiality. In the opinion of management, the financial statements present fairly, in all material respects, the financial position, results of operations, changes in net assets and cash flows of Saskatchewan Distance Learning Corporation ("the Corporation"). Financial information presented elsewhere in this annual report is consistent with the financial statements and the underlying information from which the financial statements were prepared.

Management is responsible for maintaining a comprehensive system of accounting records, internal controls, policies and management practices, designed to provide reasonable assurance that transactions are properly authorized and in compliance with legislation, assets are safeguarded, and reliable financial information is available on a timely basis.

The Corporation's Board of Director, through the audit, is responsible for ensuring that management fulfills its responsibility for financial reporting and internal controls.

The financial statements have been approved by the Board of Director and by Treasury Board and have been examined by external auditors appointed by the Lieutenant Governor in Council. The Independent Auditor's Report outlines the scope of their examination and expresses their opinion.



## INDEPENDENT AUDITOR'S REPORT

To: The Members of the Legislative Assembly of Saskatchewan

### Opinion

We have audited the financial statements of the Saskatchewan Distance Learning Corporation, which comprise the statement of financial position as at August 31, 2024, and the statement of operations and accumulated surplus, statement of changes in net financial assets and statement of 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 Saskatchewan Distance Learning Corporation as at August 31, 2024, and the results of its operations, changes in its net debt, and cash flows for the year then ended in accordance with Canadian public sector accounting standards.

### Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Saskatchewan Distance Learning Corporation 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.

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

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards for Treasury Board's approval, 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 Saskatchewan Distance Learning Corporation's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Saskatchewan Distance Learning Corporation or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Saskatchewan Distance Learning Corporation's financial reporting process.

### Auditor's 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 auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these 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 override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Saskatchewan Distance Learning Corporation'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 Saskatchewan Distance Learning Corporation's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Saskatchewan Distance Learning Corporation 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 identified during the audit.

Regina, Saskatchewan  
April 14, 2025

A handwritten signature in black ink that reads "T. Clemett".

Tara Clemett, CPA, CA, CISA  
Provincial Auditor  
Office of the Provincial Auditor

**Saskatchewan Distance Learning Corporation**  
**Statement of Financial Position**  
**As at August 31**

(thousands)

|   | 2024<br>(Twelve months) | 2023<br>(Six months) |
|---|-------------------------|----------------------|
| <b>Financial Assets</b>                           |                         |                      |
| Cash  | \$ 9,877                | \$ 5,120             |
| Due from General Revenue Fund (note 3)            | 2,040                   | 17,986               |
| Accounts receivable (note 4)                      | 1,309                   | 152                  |
| Advances  | ---                     | 1                    |
| <b>Total Financial Assets</b>                     | <b>13,226</b>           | <b>23,259</b>        |
| <b>Liabilities</b>                                |                         |                      |
| Accounts payable and accrued liabilities (note 5) | 488                     | 496                  |
| Unearned revenue                                  | 27                      | ---                  |
| Accrued payroll                                   | 521                     | ---                  |
| Employee leaves entitlement (note 6)              | 319                     | ---                  |
| <b>Total Liabilities</b>                          | <b>1,355</b>            | <b>496</b>           |
| <b>Net Financial Assets</b>                       | <b>\$ 11,871</b>        | <b>\$ 22,763</b>     |
| <b>Non-Financial Assets</b>                       |                         |                      |
| Tangible capital asset (note 7)                   | 3,887                   | ---                  |
| Prepaid expenses and deposits                     | 301                     | 114                  |
| <b>Total Non-Financial Assets</b>                 | <b>4,188</b>            | <b>114</b>           |
| <b>Total Accumulated Surplus</b>                  | <b>\$ 16,059</b>        | <b>\$ 22,877</b>     |

Contractual Obligations (note 11)  
 Contractual Rights (note 12)  
 See accompanying notes to the financial statements.

On behalf of the Board of Directors:

  
 Chairperson

  
 Vice President

**Saskatchewan Distance Learning Corporation**  
**Statement of Operations and Accumulated Surplus**  
For the year ended August 31

(thousands)

|   | <b>2024<br/>Budget<br/>(Twelve months)</b> | <b>2024<br/>Actual<br/>(Twelve months)</b> | <b>2023<br/>Actual<br/>(Six months)</b> |
|---|--|--|---|
| <b>Revenues</b>                               |  |  |   |
| Provincial grants (note 9):                   |  |  |   |
| Operating                                     | \$ 18,000                                  | \$ 10,000                                  | \$ 19,000                               |
| Capital                                       | ---  | ---  | 4,976                                   |
| Tuition                                       | 15,000                                     | 11,734                                     | ---                                     |
| Other grants                                  | ---  | 387  | ---                                     |
| Interest income                               | ---  | 334  | 212                                     |
|   | <b>33,000</b>                              | <b>22,455</b>                              | <b>24,188</b>                           |
| <b>Expenses</b>                               |  |  |   |
| Salaries and benefits                         | 27,900                                     | 24,119                                     | 431                                     |
| Operating (note 10)                           | 4,941                                      | 5,096                                      | 880                                     |
| Amortization (note 7)                         | ---  | 58   | ---                                     |
|   | <b>32,841</b>                              | <b>29,273</b>                              | <b>1,311</b>                            |
| <b>Operating (deficit)/surplus</b>            | <b>\$ 159</b>                              | <b>\$ (6,818)</b>                          | <b>\$ 22,877</b>                        |
| <b>Accumulated surplus, beginning of year</b> | <b>\$ 22,877</b>                           | <b>\$ 22,877</b>                           | <b>\$ ---</b>                           |
| <b>Accumulated surplus, end of year</b>       | <b>\$ 23,036</b>                           | <b>\$ 16,059</b>                           | <b>\$ 22,877</b>                        |

See accompanying notes to the financial statements.

**Saskatchewan Distance Learning Corporation**  
**Statement of Changes in Net Financial Assets**  
For the year ended August 31

(thousands)

|  | <b>2024<br/>Budget<br/>(Twelve months)</b> | <b>2024<br/>Actual<br/>(Twelve months)</b> | <b>2023<br/>Actual<br/>(Six months)</b> |
|--|--|--|---|
| <b>Net Financial Assets, beginning of year</b> | <b>\$ 22,763</b>                           | <b>\$ 22,763</b>                           | <b>\$ ---</b>                           |
| <b>Changes During the Year</b>                 |  |  |   |
| (Deficit)/surplus for the year                 | 159  | (6,818)                                    | 22,877                                  |
| Changes in tangible capital asset              | ---  | (3,945)                                    | ---                                     |
| Changes in prepaid expenses                    | ---  | (187)                                      | (114)                                   |
| Changes in amortization                        | ---  | 58   | ---                                     |
| <b>Net Financial Assets, end of year</b>       | <b>\$ 22,922</b>                           | <b>\$ 11,871</b>                           | <b>\$ 22,763</b>                        |

The budget is for comparison purposes.

See accompanying notes to the financial statements.

**Saskatchewan Distance Learning Corporation**  
**Statement of Cash Flows**  
For the year ended August 31

(thousands)

| <b>Cash Provided By (Used In):</b>        | <b>2024</b>            | <b>2023</b>         |
|---|------------------------|---------------------|
|   | <b>(Twelve months)</b> | <b>(Six months)</b> |
| <b>Operating Activities*</b>              |                        |                     |
| Operating (deficit)/surplus               | \$ (6,818)             | \$ 22,877           |
| Increase in accounts receivable           | (1,157)                | (152)               |
| Increase in prepaid expenses and deposits | (187)                  | (114)               |
| (Decrease)/increase in accounts payable   | (8)                    | 496                 |
| Decrease/(increase) in advances           | 1                      | (1)                 |
| Increase in unearned revenue              | 27                     | ---                 |
| Increase in employee benefits entitlement | 319                    | ---                 |
| Increase in accrued payroll               | 521                    | ---                 |
| Increase in amortization                  | 58                     | ---                 |
|   | <u>(7,244)</u>         | <u>23,106</u>       |
| <b>Capital Activities</b>                 |                        |                     |
| Tangible capital asset purchases          | (3,945)                | ---                 |
|   | <u>(3,945)</u>         | <u>---</u>          |
| Net (decrease)/increase in cash           | (11,189)               | 23,106              |
| Cash, beginning of year                   | \$ 23,106              | ---                 |
| Cash, end of year                         | <u>\$ 11,917</u>       | <u>\$ 23,106</u>    |
| <b>Cash includes the following:</b>       |                        |                     |
| Cash                                      | 9,877                  | 5,120               |
| Due from General Revenue Fund             | 2,040                  | 17,986              |
|   | <u>\$ 11,917</u>       | <u>\$ 23,106</u>    |

\* Includes cash interest receipts of \$322 (2023 - \$60).  
See accompanying notes to the financial statements.

**Saskatchewan Distance Learning Corporation**  
**Notes to Financial Statements**  
**August 31, 2024**

**Note 1: Status of the Corporation**

Saskatchewan Distance Learning Corporation (“the Corporation”) operates under the authority of *The Education Act, 1995* and *The Crown Corporations Act, 1993* of Saskatchewan. Pursuant to section 315.01 to 315.03 of *The Education Act, 1995*, the Corporation receives grant contributions from the Government of Saskatchewan – General Revenue Fund. The Minister of Education established the Corporation on December 7, 2022, as a Treasury Board Crown, with transactions beginning to occur in March 2023.

The Corporation is a fully accredited online school that offers kindergarten to grade 12 and its general objectives are to offer education to Saskatchewan students of all ages and backgrounds. The Corporation is a online learning model that will provide students, teachers and families with a consistent user experience and flexible learning opportunities.

The Corporation is a Treasury Board Crown. Accordingly, its financial position, operating results and cash flows are included in the summary financial statements of the Government of Saskatchewan. As a Treasury Board Crown entity, the Corporation is not subject to federal income tax or provincial income and capital taxes.

**Note 2: Significant Accounting Policies**

The financial statements have been prepared in accordance with Canadian public sector accounting (PSA) standards, issued by the Public Sector Accounting Board of the Chartered Professional Accountants of Canada. The Corporation will not be presenting a statement of remeasurement of gains and losses in the financial statements as there are no relevant transactions to report. The following accounting policies are considered significant:

**a) Basis of accounting**

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

**b) Use of estimates**

The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, the reported amounts of revenues and expenses for the reporting period, and actual results could differ from those estimates.

**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 Corporation recognizes a financial instrument when it becomes a party to the contractual provisions of a financial instrument. The financial assets and financial liabilities portray these rights and obligations in the financial statements. Financial instruments of the Corporation include cash, Due from the GRF, accounts receivable, advances, accounts payable and accrued liabilities, and accrued payroll and employee leave entitlements.

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

Gains and losses on financial instruments, measured at cost or amortized cost, are recognized in the statement of operations and accumulated surplus 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 Corporation believes that it is not subject to significant unrealized foreign exchange translation gains and losses arising from its financial instruments.

**Saskatchewan Distance Learning Corporation**  
**Notes to Financial Statements**  
**August 31, 2024**

**Note 2: Significant Accounting Policies, continued**

**d) Financial assets**

**Cash**

Cash consists of cash on hand and balances with banks.

**Accounts receivable**

Accounts receivable includes interest income receivable.

**Advances**

Advances are recorded at cost. Cost includes amounts advanced to employees, less repayments.

**e) Non-financial assets**

**Prepaid expenses and deposits**

Prepaid expenses are for goods and services which will provide economic benefits in one or more future periods. Prepaid expenses include a prepayment for a building lease and software licenses. The deposits are for a deposit held in trust on a building lease which is refunded when the lease has been terminated.

**Tangible capital assets**

Tangible capital assets are recorded at cost and are amortized on a straight-line basis over the assets' useful life of 40 years.

**f) Liabilities**

**Accounts payable and accrued liabilities**

Accounts payable and accrued liabilities are present obligations arising from third party transactions and employees for work performed, goods supplied, and services rendered, but not yet paid, by the end of the next fiscal year.

**Unearned revenue**

Unearned revenue is recognized as revenue once performance obligations have been met.

**Accrued payroll**

Accrued payroll is expensed when incurred and paid at a future date.

**Employee leaves entitlement**

Employee leaves entitlement includes vacation leave, sick leave, scheduled days off, and earned days off. The cost of these benefits is recorded as the benefits are earned by employees. The liability relating to these benefits is actuarially determined using the projected benefit method pro-rated on service. Actuarial valuations are performed periodically using assumptions including discount rate, inflation, salary escalation, termination and retirement rates and mortality. An actuary extrapolates these valuations when a valuation is not done in the current fiscal year. Actuarial gains and losses are amortized on a straight-line basis over the expected average remaining service life of the related employee groups.

**Employee pension plans**

Employees of the Corporation participate in the following multi-employer defined benefit and contribution plans:

- I. Teachers participate in the Saskatchewan Teacher's Retirement Plan (STRP) or the Saskatchewan Teachers' Superannuation Plan (STSP). The Corporation's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plan.

**Saskatchewan Distance Learning Corporation**  
**Notes to Financial Statements**  
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**Note 2: Significant Accounting Policies, continued**

- II. Other employees participate in Public Employees Pension Plan (PEPP) and Municipal Employees' Pension Plan (MEPP). PEPP is a defined contribution pension plan and MEPP is defined benefit pension plan whereby the Corporation is limited to collecting and remitting contributions of the employees at rates determined by the plans.

**g) Revenue recognition**

**Grants**

Grants are from the Ministry of Education which are 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 is recorded as deferred revenue and recognized as revenue in the statement of operations and accumulated surplus as the stipulation liabilities are settled.

Other grants are recognized as revenue when the criteria have been met.

**Interest income**

Interest is recognized as revenue when it is earned.

**Tuition**

Tuition is recognized as revenue once the performance obligation is met. The Corporation receives tuition from School Divisions on behalf of students and directly from student that are twenty-two years of age and older. Tuition revenue from School Divisions is transferred from the Ministry of Education on their behalf.

**New Accounting Standards**

*PS3400 Revenue* is a new standard establishing guidance on how to account for revenue arising from exchange and unilateral transactions. The Corporation adopted the new standard on September 1, 2023, and analyzed that there is no impact to the financial statements.

*The Conceptual Framework for Financial Reporting in the Public Sector* (effective April 1, 2026), builds upon the previous conceptual framework to a new foundation for public sector financial reporting standard setting.

*PS1202 Financial Statement Presentation* (effective April 1, 2026) establishes requirements for the presentation of information in general purpose financial statements.

The Corporation plans to adopt both standards on the effective date and has plans to analyze the impact this will have on these financial statements.

**Note 3: Due from General Revenue Fund**

The monies of the Corporation are deposited in the General Revenue Fund and are due to the Corporation from the General Revenue Fund.

The Corporation's earned interest is calculated and paid by the General Revenue Fund on a quarterly basis using the Government's thirty day borrowing rate. The account earned interest at rates from 4.46% to 5.07% per annum (2023 – 4.49% to 4.99%).

**Saskatchewan Distance Learning Corporation**  
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**Note 4: Accounts Receivable**

(thousands)

Accounts receivable represents surcharges due to the Corporation on account but not yet paid by individuals and miscellaneous receivables. The balance at August 31 consists of:

|   | <b>2024</b>     | <b>2023</b>   |
|---|-----------------|---------------|
| Total surcharge receivable                  | \$ 1,309        | \$ 152        |
| Allowance for doubtful accounts             | ---             | ---           |
| Net surcharge receivable                    | 1,309           | 152           |
| School Division receivable                  | 1,260           | ---           |
| Ministry of Immigration and Career Training | 38              |               |
| Interest receivable                         | 11              | 152           |
|   | <b>\$ 1,309</b> | <b>\$ 152</b> |

**Note 5: Accounts Payable and Accrued Liabilities**

(thousands)

|  | <b>2024</b>   | <b>2023</b>   |
|--|---------------|---------------|
| Supplier accounts payable and accruals | \$ 440        | \$ 464        |
| Leases payable                         | 48            | 32            |
|  | <b>\$ 488</b> | <b>\$ 496</b> |

**Note 6: Employee Future Benefits**

The Corporation 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 August 31, 2024.

Details of the employee future benefits are as follows:

|  | <b>2024</b> |
|--|-------------|
|--|-------------|

Long-term assumptions used:

|  |          |
|--|----------|
| Discount rate at end of period (per annum)   | 4.00%    |
| Inflation and productivity rate – Teachers (excluding merit and promotion) (per annum)     | 2.50%    |
| Inflation and productivity rate – non-Teachers (excluding merit and promotion) (per annum) | 2.00%    |
| Expected average remaining service life (years)  | 12 years |

**Saskatchewan Distance Learning Corporation**  
**Notes to Financial Statements**  
**August 31, 2024**

**Note 6: Employee Future Benefits, continued**

| <b>Liability for Employee Future Benefits</b>  | <b>2024</b> |
|--|-------------|
| Accrued benefit obligation – beginning of year | \$ ---      |
| Current period service cost                    | 35,400      |
| Interest cost                                  | 1,400       |
| Benefit payments                               | ---         |
| Actuarial (gains)                              | ---         |
| Plan amendment / past service cost             | 281,900     |
| Accrued benefit obligation – end of year       | 318,700     |
| Unamortized net actuarial gains                | ---         |
| Liability for employee future benefits         | \$ 318,700  |

| <b>Expenses for employee future benefits</b> | <b>2024</b> |
|--|-------------|
| Current period service cost                  | \$ 35,400   |
| Amortization of net actuarial (gain) loss    | ---         |
| Benefit cost                                 | 35,400      |
| Interest cost                                | 1,400       |
| Total employee future benefits expense       | \$ 36,800   |

**Note 7: Tangible Capital Asset**

(thousands)

|  | <b>2024</b> | <b>2023</b> |
|--|-------------|-------------|
| Opening costs of tangible capital assets             | \$ ---      | \$ ---      |
| Additions during the year                            | 3,945       | ---         |
| Closing costs of tangible capital assets             | 3,945       | ---         |
| Opening accumulated amortization                     | ---         | ---         |
| Annual amortization                                  | 58          | ---         |
| Closing accumulated amortization                     | 58          | ---         |
| Net book value of tangible capital assets, ending    | \$ 3,887    | \$ ---      |
| Net book value of tangible capital assets, beginning | \$ ---      | \$ ---      |

Tangible capital asset consists of a building.

**Note 8: Financial Instruments and Risk Management**

The Corporation, through its financial assets and liabilities, is exposed to various risks. The following analysis explains the nature and extent of the Corporation's exposures to credit risk, liquidity risk and market risk (consisting of interest rate risk and foreign exchange risk).

**Credit risk**

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss. The Corporation is exposed to credit risk through accounts receivable. Accounts receivable consists of interest income receivable due from the General Revenue Fund and division revenue due from the Ministry of Education, all due within one year. As the General Revenue Fund is from the provincial government and the Ministry of Education is a government entity, the risk is minimal.

**Saskatchewan Distance Learning Corporation**  
**Notes to Financial Statements**  
**August 31, 2024**

**Note 8: Financial Instruments and Risk Management, continued**

**Liquidity risk**

Liquidity risk is the risk that the Corporation will encounter difficulty in meeting financial obligations as they fall due. The Corporation has accounts payable and accrued liabilities, accrued payroll, and employee leaves entitlement which are all short-term. All financial obligations, apart from employee leaves entitlement are due within one year. To manage liquidity risk, the Corporation maintains adequate cash balances.

**Fair value**

For the following instruments, the fair values approximate their carrying value due to their immediate or short-term nature:

- Due from general revenue fund,
- Accounts receivable,
- Accounts payable,
- Accrued payroll.

**Market Risk**

The Corporation 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 future cash flows of a financial instrument will fluctuate due to changes in market interest rates. Interest receivable is subject to interest rate risk.

Interest income is a small portion of the Corporation's total revenue and increases or decreases in interest rates would not be expected to significantly impact operations.

**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 Corporation 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 Corporation believes that it is not subject to significant foreign exchange risk from its financial instruments.

**Note 9: Provincial grants**

*(thousands)*

|                 | <b>2024</b>      | <b>2023</b>      |
|-----------------|------------------|------------------|
| Operating grant | \$ 10,000        | \$ 19,000        |
| Capital grant   | ---              | 4,976            |
|                 | <b>\$ 10,000</b> | <b>\$ 23,976</b> |

**Saskatchewan Distance Learning Corporation**  
**Notes to Financial Statements**  
**August 31, 2024**

**Note 10: Operating Expenses**

(thousands)

|                       | 2024            | 2023          |
|-----------------------|-----------------|---------------|
| Supplies and services | \$ 3,046        | \$ 341        |
| Equipment             | 1,304           | 401           |
| Contract services     | 516             | 77            |
| Travel                | 194             | 43            |
| Communications        | 36              | 18            |
|                       | <b>\$ 5,096</b> | <b>\$ 880</b> |

**Note 11: Contractual Obligations**

(thousands)

The Corporation as at August 31, 2024, has leased office space in buildings and equipment, and has rental obligations as follows:

|            | School division<br>leases -<br>buildings | Other<br>building<br>leases | School division<br>leases – computers<br>and copiers | Other computer<br>and docking<br>station lease | Total    |
|------------|--|-----------------------------|--|--|----------|
| 2025       | \$ 474                                   | \$ 837                      | \$ 16  | \$ 64  | \$ 1,391 |
| 2026       | 474                                      | 844                         | 1  | 64   | 1,383    |
| 2027       | 475                                      | 848                         | ---  | ---  | 1,323    |
| 2028       | 449                                      | 794                         | ---  | ---  | 1,243    |
| Thereafter | ---                                      | 4,358                       | ---  | ---  | 4,358    |

The Corporation as at August 31, 2023, has leased office space in buildings and equipment, and has rental obligations as follows:

|            | School division<br>leases -<br>buildings | Other<br>building<br>leases | School division<br>leases – computers<br>and copiers | Other computer<br>and docking<br>station lease | Total  |
|------------|--|-----------------------------|--|--|--------|
| 2024       | \$ 435                                   | \$ 189                      | \$ 37  | \$ 61  | \$ 722 |
| 2025       | 409                                      | 257                         | 16   | 61   | 743    |
| 2026       | 409                                      | 266                         | 1  | 56   | 732    |
| 2027       | 409                                      | 273                         | ---  | ---  | 682    |
| Thereafter | 388                                      | 1,719                       | ---  | ---  | 2,107  |

**Note 12: Contractual Rights**

The Corporation has the following contractual rights as at August 31, 2024:

| Entity name   | Receipt date(s)  | Amount    | Other details  |
|---|--|-----------|--|
| Canada Equipment Dealers Foundation (CEDF) and North American Equipment Dealers Association (NAEDA) | September 30, 2025<br>September 30, 2026<br>September 30, 2027 | \$ 40,000 | The Corporation will offer accredited courses depending on pupil demand and will recognize CEDF and NAEDA on promotional materials and communications.       |
| Tourism Saskatchewan  | September 1, 2024  | \$ 40,000 | The Corporation will offer accredited courses depending on pupil demand and will recognize Tourism Saskatchewan on promotional materials and communications. |

**Saskatchewan Distance Learning Corporation**  
**Notes to Financial Statements**  
**August 31, 2024**

**Note 12: Contractual Rights, continued**

The Corporation has the following contractual rights as at August 31, 2023:

The Memorandum of Understanding with the Saskatchewan Automobile Dealer's Association (SADA) took into effect on May 14, 2023. Pursuant to the agreement SADA will pay \$40K to the Corporation no later than October 31, 2023. The Corporation will offer accredited courses depending on pupil demand and will recognize the SADA on promotional materials and communications.

**Note 13: Pension Plans**

**Multi-employer defined benefits plans**

Information on the multi-employer pension plans to which the Corporation 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 Corporation'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 Corporation's employees are as follows:

|   | <b>2024</b>  |             |
|---|--------------|-------------|
|   | <b>STRP</b>  | <b>STSP</b> |
| Number of active Corporation members            | 156          | 16          |
| Member contribution rate (percentage of salary) | 9.50%-11.70% | ---         |
| Member contributions for the year               | \$1,382,808  | \$---       |

**ii. Municipal Employees' Pension Plan (MEPP)**

The MEPP provides retirement benefits based on length of service and pensionable earnings. The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

Every three years, an actuarial valuation is performed to assess the financial position of the plan and the adequacy of plan funding. Any actuarially determined deficiency is the responsibility of the participating employers and employees which could affect future contribution rates and/or benefits.

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

**Saskatchewan Distance Learning Corporation**  
**Notes to Financial Statements**  
**August 31, 2024**

**Note 13: Pension Plans, continued**

Details of the MEPP are as follows:

|  | <b>2024</b>       |
|--|-------------------|
| Number of active Corporation members                 | 6                 |
| Member contribution rate (percentage of salary)      | 9%                |
| Corporation contribution rate (percentage of salary) | 9%                |
| Member contributions for the year                    | \$ 25,585         |
| Corporation contributions for the year               | \$ 25,585         |
| Information below as at December 31, 2023:           |                   |
| Actuarial extrapolation date                         | December 31, 2023 |
| Plan assets (in thousands)                           | \$ 3,602,822      |
| Plan liabilities (in thousands)                      | \$ 2,441,485      |
| Plan surplus (in thousands)                          | \$ 1,161,337      |

**Defined Contribution Plan**

**Public Employees Pension Plan (PEPP)**

The Corporation participates in PEPP, a defined contribution plan. The Corporation's obligations are limited to the amount stipulated in the employment contract. Pension costs of \$463,069 are included in salaries and comprise the employer's contribution for current services.

**Note 14: Related Party Disclosures**

*(thousands)*

Included in the financial statements are transactions with various Saskatchewan Crown Corporations, Ministries, School Divisions, and Agencies related to the Corporation by virtue of common control by the Government of Saskatchewan, collectively referred to as "related parties".

Related parties also include key management personnel, their close family members and entities controlled by or under shared control of key management personnel or their close family members. Key management personnel include board members and the President.

Transactions with related parties are conducted in the normal course of operations and are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

**Saskatchewan Distance Learning Corporation**  
**Notes to Financial Statements**  
**August 31, 2024**

**Note 14: Related Party Disclosures, continued**

Transactions with related parties are not significant to the Corporation's operations or financial position except as described below.

|   | <b>2024</b> | <b>2023</b> |
|---|-------------|-------------|
| Revenue                                     |             |             |
| School Divisions                            | \$ 10,958   | \$ ---      |
| Ministry of Education                       | 10,140      | 23,976      |
| Ministry of Finance                         | 333         | 212         |
| Ministry of Immigration and Career Training | 284         | ---         |
| Expenses                                    |             |             |
| School Divisions                            | 547         | 349         |
| Saskatchewan Telecommunications Inc.        | 194         | 24          |
| Ministry of SaskBuilds and Procurement      | 74          | ---         |
| Saskatchewan Workers' Compensation Board    | 71          | ---         |
| Saskatchewan Power Corporation              | 15          | ---         |
| SaskEnergy Incorporated                     | 4           | ---         |
| Accounts receivable                         |             |             |
| School Divisions                            | 1,260       | ---         |
| Ministry of Immigration and Career Training | 38          | ---         |
| Ministry of Finance                         | 11          | 152         |
| Prepaid expenses and deposits               |             |             |
| School Divisions                            | 25          | 5           |
| Tangible capital asset                      |             |             |
| School Division                             | 3,945       | ---         |
| Accounts payable and accrued liabilities    |             |             |
| School Divisions                            | 49          | 110         |
| Ministry of SaskBuilds and Procurement      | 9           | 1           |
| Saskatchewan Power Corporation              | 3           | 2           |
| Saskatchewan Telecommunications Inc.        | 2           | 17          |