



**REGINA  
PUBLIC  
SCHOOLS**

2023 - 2027  
*Strategic Plan*



# STUDENT ATTENTION

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## LAND ACKNOWLEDGEMENT

**Cree:** nimirweyihnten- mâcihta mamihcitotamowin nêwo-tipahamâtowin- askiy, êkwa- awiyak- otaskehk- âpihtawikôsisânak.

**English:** We would like to begin by acknowledging that we are on Treaty 4 Territory, as well as in the homeland of the Métis Nation. We respect and honour the treaties and, in the spirit of reconciliation and collaboration, we are committed to move forward in partnership with Indigenous Nations whose traditional lands include Regina Public Schools.

**French:** Pour commencer, nous aimerions reconnaître que nous sommes sur le territoire du Traité no 4 ainsi que dans la patrie des Métis. Nous respectons et honorons les traités. Dans un esprit de réconciliation et de collaboration, nous nous engageons à aller de l'avant en partenariat avec les Premières Nations dont les terres ancestrales comprennent les écoles publiques de Regina.

## DIVERSITY ACKNOWLEDGEMENT

**Cree:** oskana ka asesteki kiskinwahamâtowikwa mamihcitotamowin anima kiskinwahamawakan, kakiyaw kiyawaw peyakwan iyikohk kîkway ka nisitohtamihk United Nations Universal Declaration of Human Rights ekwa mina Saskatchewan Human Rights Code. Diversity sôhki.

**English:** The Regina Board of Education recognizes that every student, staff and community member has equal value as prescribed under the United Nations Universal Declaration of Human Rights and the Saskatchewan Human Rights Code. Diversity makes us stronger.

**French:** Le conseil scolaire des Écoles publiques de Regina reconnaît que chaque élève, membre du personnel et membre de la communauté a la même valeur en vertu de la Déclaration universelle des droits de l'homme des Nations Unies et du code des droits de la personne de la Saskatchewan. La diversité fait notre force.



# BOARD CHAIR'S MESSAGE

The Board of Education is pleased to present the 2023-2027 Strategic Plan. Improving the student experience is the Strategic Imperative for this plan and will be central to all decisions over the next four years. This plan aligns with the Provincial Education Plan as mandated by the Ministry of Education.

Created following extensive consultations and surveys, this plan involved thousands of stakeholders, employees, and students. The voices of those who represent diverse and marginalized communities were heard and are reflected in the plan. We are committed to providing student-centred learning in inclusive, safe, and welcoming environments.

Although the School Division faces ongoing funding challenges while managing unprecedented growth, this strategic plan will focus the decisions of the Board on actions and initiatives that will advance the Regina Public Schools' vision. Fulfillment of the actions in this strategic plan will contribute to the societal expectation that all children and youth learn, grow, and contribute.

The Division's employees, families, volunteers, and community partners are key to achieving the outcomes of the plan. The Regina Board of Education looks forward to continued dialogue with school communities and will report back annually on progress. The Board appreciates your support and commitment to public education.

**Sarah Cummings Truskowski**  
**Chairperson**

A handwritten signature in blue ink that reads "Sarah C. Truskowski". The signature is written in a cursive style.



# DIRECTOR OF EDUCATION'S MESSAGE

As the Director of Education/CEO of Regina Public Schools, I have the privilege to provide this Strategic Plan to the Board of Education and the school community.

This plan was created following a thorough consultation process. It demonstrates the School Division's commitment to address the Truth and Reconciliation Calls to Action and work towards increased Indigenous student achievement. At the same time, this plan reflects the Division's unwavering support for diversity, equity, and inclusion in all aspects of our operations. We strive to provide a caring and welcoming learning environment for all students and staff.

This Strategic Plan is a guide to our organization's actions and initiatives for the next four years. It is also designed to be flexible enough to incorporate new ideas and opportunities that may help further the Division's efforts to achieving our vision and will be renewed and updated annually.

Each school in the Division plays a significant role in implementing this plan. School-level plans have been created that have actions building towards the goals and strategic priorities in the Division plan.

I would like to thank our Board of Education, senior management, and all staff, students, parents, caregivers, and stakeholders who took time to provide input and ideas into this Strategic Plan. I hope you see your priorities and aspirations for Regina Public Schools in the pages that follow.

My team and I look forward to reporting on our progress and further building and nurturing a culture of learning, innovation, belonging and respect in all of our schools.

**Darren Boldt**  
Director/CEO

A handwritten signature in black ink that reads "D Boldt". The signature is stylized and written in a cursive-like font.



# QUICK FACTS

55

RPS educates more than 26,000 students in:



8 High Schools, Campus Regina Public and the RPS Adult Campus.



44 Elementary Schools.



3 Associate Schools (registered independent schools with operating agreements with RPS).

3700

Enrollments are the key driver of both revenues and expenses. Since 2015, enrollments have increased by more than 3,700 students, or 17%.

\$275  
MILLION

The RPS Budget is over \$275 Million of which 95% is spent on instruction and school operations

600

RPS operates Prekindergarten programs that provide early learning experiences to approximately 600 children.

3900

RPS provides support to over 3,900 English as an Additional Language students.

4500

Over 4,500 RPS students self identify as First Nations, Métis, or Inuit.

2600

Eight elementary schools and two high schools offer French Immersion programs to over 2,600 students.

# 4

## RPS operates 4 High School Academy Programs in Sports, Arts, Police, and STEAM.



Sports



Arts



Police



STEAM



RPS has opened 10 new schools since 2008. Two other schools are approved and will open in 2025 and 2026.



Each school has a School Community Council that supports and engages parents and the community in educational programming.



RPS employs over 2,400 full-time equivalent employees.



RPS is governed by an elected board of seven trustees.



Approximately 5,000 students are transported to and from school daily.



# BACKGROUND

The Regina Public Schools Strategic Plan is a key foundational document that guides the Division’s work for the next four years. The plan was developed through a consultative approach that ensured a wide variety of voices were heard. The Strategic Plan aligns with the Provincial Education Plan and the Strategic Priorities reflect the specific needs of students, families, staff and other RPS stakeholders.

## **Strategic Planning in Education**

School divisions constitute large and complex organizations that provide a multitude of services to the students they serve. The primary purpose of the school division is to provide appropriate learning for all students enrolled in Pre-Kindergarten, Kindergarten to Grade 12, and specialized learning programs. School divisions also serve an administrative and operational function, delivering transportation, technological and facility infrastructure, human resources, and financial services. In many communities, the school division is one of the largest local organizations providing services to youth and families, and a significant employer in the community.

## **Strategic Planning Approach**

Strategic planning is critical to the success of any high-performing organization. This Strategic Plan is a multi-year plan, comprised of the Division’s external and internal Vision, Mission, Values, Strategic Imperative, and Strategic Priorities. The Strategic Plan works in tandem with the budget and operational plans to achieve the organization’s desired outcomes.



## Engagement Approach

The Strategic Plan engagement approach was rooted in inclusivity and participatory contribution. Led by a Planning Committee comprised of the Board Chair and Division leadership, the strategic planning process included a background document review, input from high school students, eight focus group sessions, a public/stakeholder engagement survey, and an employee engagement survey. Using these methods, the Regina Public School Division sought to capture the diverse perspectives, needs, and aspirations of the students, employees, and communities whom the Division serves.

Through this inclusive engagement approach, the planning process was informed by those directly impacted, fostering ownership and transparency within the Division and ensuring the strategy is aligned with the needs of the community and educational partners.

# Focus Groups

Throughout the strategic planning process, Praxis Consulting facilitated eight focus group sessions. Focus group sessions were designed to encourage participation through large group and small group discussions, creative group activities, and individual activities. Focus group sessions sought to gain a diversity of perspectives and input to inform the framework and priorities for the new Strategic Plan.

Date	Engagement Session	Number of Attendees
April 3, 2023	Board of Education #1	6
April 26, 2023	Division Management, Division Staff, & Principals Session #1	98
April 27, 2023	Diversity Committee Session (Anti-Racism/Anti-Oppression Committee, Gender & Sexual Diversity Advisory Committee)	18
May 4, 2023	Mental Health & Well-Being Committee Session	16
May 8, 2023	Elder's Advisory Council Session #1	6
June 5, 2023	Elder's Advisory Council Session #2	6
June 6, 2023	Division Management, Division Staff, & Principals Session #2	96
June 20, 2023	Board of Education Session #2	6





## Surveys

### **Public and Stakeholder Engagement Survey**

The Public and Stakeholder Engagement Survey garnered a total of 2,138 responses and was available from April 27th to May 11th, 2023. The survey sought to engage interested members of the public as well as primary and secondary stakeholders to understand perceptions of the performance of the Regina Public School Division and collect input on organizational priorities. Survey questions were designed by Praxis Consulting in consultation with the Regina Public School Division. The survey was distributed through the Division's established communication network including the 'Edsby' digital communication platform and email communications to all Regina Public School Division Employees. An online link and QR code to the survey were available on the Division's website and were communicated through the Division's social media accounts.

### **Employee Engagement Survey**

The Employee Engagement Survey was available from April 27th to May 11th, and received 1,254 responses, representing a 38.8% response rate. The survey objective was to understand employee perceptions to inform future human resources strategies and to align the strategies with the new Strategic Plan. Praxis Consulting, in collaboration with the Division, designed the survey questions. Individual electronic survey links were provided to all employees.

## Key Themes

While there was a great diversity of thoughts and ideas shared during the sessions, there were some discernible themes that consistently emerged. These themes are noted below.



### Student Focus

Students must be at the centre of a well-designed and well-functioning education system. This involves aligning all functions and staff with a line of sight to the student experience.



### Student Growth

All students must have the opportunity to learn and grow in ways that are appropriate for their individual needs. Growth is not limited to academics, it also includes mental well-being and social inclusion.



### Family/Caregiver Involvement

Encouraging family and caregiver involvement is critical to the well-being of students in and outside of the school setting. Families must have a voice in the education of their students.



### Indigenous Focus

Respondents were concerned with the relevance of the education system for Indigenous students and families. Programs must resonate with Indigenous students, families and communities to facilitate engagement in the system and a sense of belonging.



### Diversity, Equity, and Inclusion (DEI)

Consistent in all consultations was a need for the Division to model principles of Diversity, Equity, and Inclusion (DEI) and integrate DEI into both programming and facilities.



### Employee Engagement and Well-being

The education system is only as well as those working within it. There was consistent concern for the well-being, professional development, and engagement of employees. A positive employee experience is necessary for student and organizational success.



### Advocacy

Drawing attention to the need for adequate resources to properly support public education is required.



### Safety

The physical and mental safety of all within the Division must be paramount. This includes system-wide policies and procedures as well as the Division's organizational culture.



# STRATEGIC PLAN

## Strategic Framework

The following is a visual overview of the 2023-2027 Strategic Plan for the Regina Public School Division. This “plan on a page” includes the Regina Public School Division’s Vision, Mission, Values, and Strategic Imperative. Students and families are positioned at the centre of the model as those impacted directly by the Division.

Success is achieved through the intersection of four balanced priorities:

- Engaged & Successful Students
- Healthy & Skilled Employees
- Equitable & Safe Environments
- Sustainable & Accountable Operations

The system is supported by an additional priority enveloping the inner circle - Effective Governance & Leadership.

# Regina Public School Division

## 2023-2027 Strategic Plan

### VALUES

I Belong; I Want to Know; I am Responsible; I Respect

### MISSION

Regina Public Schools provides student-centered learning in inclusive, safe, and welcoming environments.

### STRATEGIC IMPERATIVE

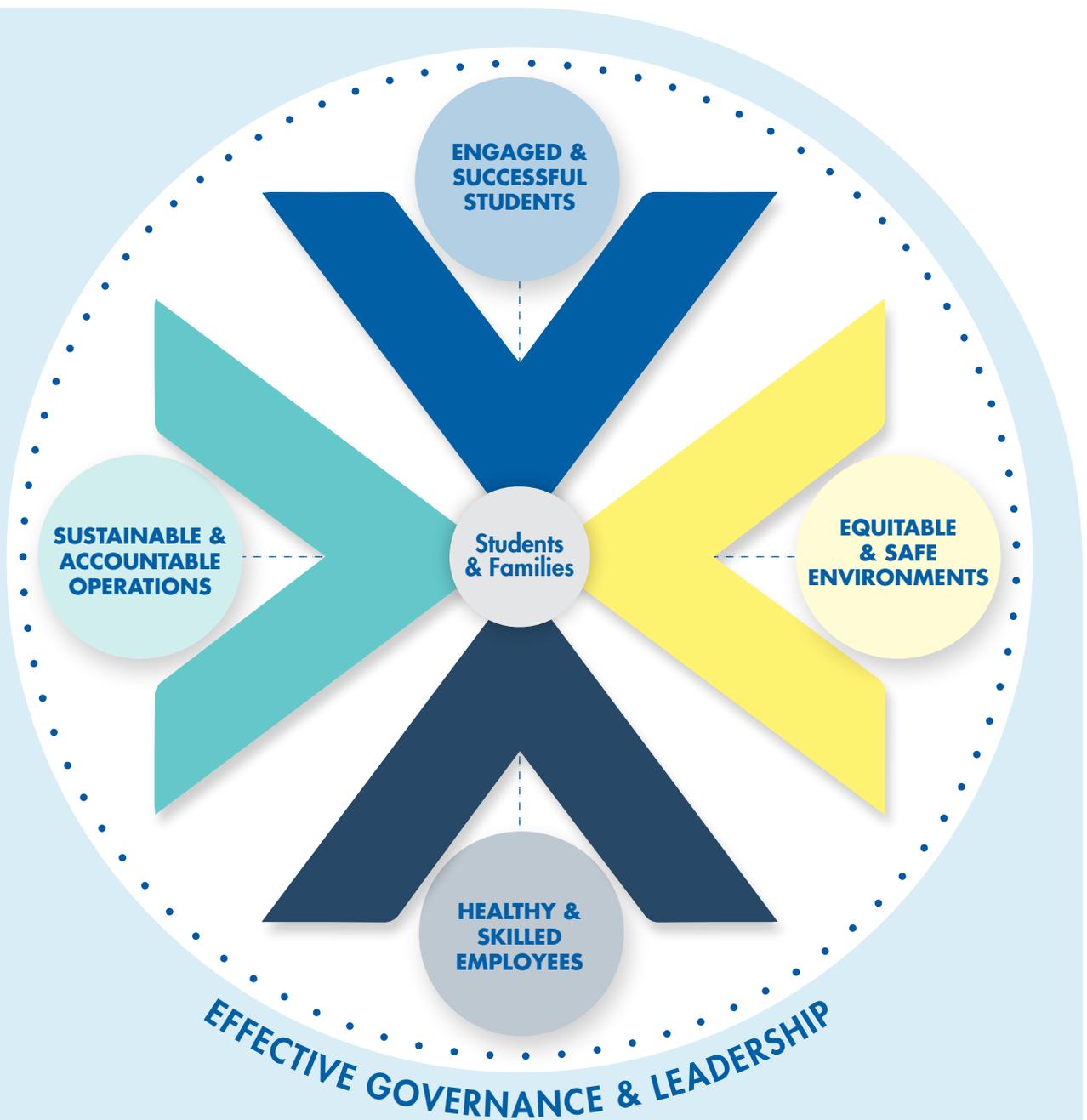
Student Experience

### EXTERNAL VISION

All children and youth learn, grow, and contribute.

### INTERNAL VISION

A caring community of engaged and diverse employees unified by a commitment to student growth.



**All children and youth learn, grow, and contribute.**

## External Vision

The Regina Public School Division has oriented the Strategic Plan around the desire for a world where everyone endeavours to uplift one another, where every voice is heard, where growth is encouraged, and where each person's unique contributions are celebrated.

**A caring community of engaged and diverse employees unified by a commitment to student growth.**

## Internal Vision

The Regina Public School Division builds a community that embodies the organizational values in support of the Division's desire for all children and youth to learn, grow, and contribute. Through this shared vision, drawing on experience, strengths, and resources, the Division articulates its collective commitment to student growth.

**Regina Public Schools provides student-centred learning in inclusive, safe, and welcoming environments.**

## Mission

The core focus of the Regina Public School Division is to provide student-centred learning in environments that are inclusive, celebrate diversity, and enable students to thrive. The Division provides for student success, operational sustainability, and workplace excellence.

**I Belong.  
I Want to Know.  
I am Responsible.  
I Respect.**

## Values

The Division has well established Shared Values endorsed by the Board of Education and outlined in Board Policy 1. Throughout the engagements, organizational values were discussed. The existing values were strongly supported and entrenched.

### I BELONG

A sense of belonging is important for educational success. It is fostered by one’s family, friends, and community. In an educational setting, a sense of belonging is created by recognizing and utilizing each individuals unique contributions. As a caring community, the Division works to ensure that schools are comfortable and safe places for everyone to work and learn.

### I WANT TO KNOW

The value of knowledge is fundamental to education. It is within this context that the Division develops policies, delivers curriculum, and creates learning environments. It is important to nurture a positive commitment to excellence in learning, with an emphasis on academic achievement and personal, moral, and ethical development.

### I AM RESPONSIBLE

The value of responsibility is a cornerstone of a healthy society and essential for quality education. Regina Board of Education is committed to the development of personal, social, and community responsibility. The exercising of these responsibilities extends to human interactions, the learning environment, and curriculum development and delivery.

### I RESPECT

The value of respect is critical for living and learning within a diverse community. Respect provides the basis for all interactions within Regina’s Public Schools. Respect is based upon acceptance and understanding of the similarities and differences among people. In an educational setting, respect is an essential component to ensure that all students reach their highest potential.



**Student  
Experience.**

## Strategic Imperative

The strategic imperative for the Regina Public School Division is the most critical measure that drives organizational success and propels the Division towards the vision.

The Regina Public School Division has defined the Strategic Imperative for the 2023-2027 Strategic Plan as Student Experience. Student Experience represents the core focus of the Division’s work and will serve to guide the utilization of resources through the Strategic Plan. Student Experience will be measured through a multi-faceted approach that collectively defines the desired student experience.



## STUDENTS

**“I love learning and going to school to explore my future.”**

## Students and Families Success Statements

Success Statements articulate the specific, measurable outcomes that the Regina Public School Division seeks to achieve. These statements provide clarity by defining the desired expectations and results of the work of the Division. These statements are written in the voice of those served and exemplify what would be said if the Division is successful in meeting need. “Students” and “Families” were identified as the primary external stakeholders of the Regina Public School Division.

## FAMILIES

**“I am informed, connected, and confident in the education of my student”**

These success statements are the result of discussions that considered the question, “If we are successful, what will students and families say about Regina Public Schools?”. The “student” statement highlights the desire for the Division to ensure all students receive a meaningful and engaging school experience and are prepared for their self-determined future. The “families” statement illustrates the aspiration of the Division to ensure families and caregivers can trust and have confidence in public education and the work of the Division.



# STRATEGIC PRIORITIES

From the engagement conducted throughout the planning process, the following five Strategic Priorities emerged:

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

Goals further articulate the desired outcomes and each goal is supported with a set of actions. Measures are presented to demonstrate expectations and a determination of how progress toward each goal will be evaluated.



## STRATEGIC PRIORITY 1: Engaged & Successful Students

Provide inclusive, quality, and joyful teaching and learning experiences for each student to reach their potential.

<p><b>Goal 1.1</b>  <b>Implement varied and proven instructional, intervention, and assessment practices.</b></p>	<p><b>Action 1.1.1:</b> Establish an Early Years Intervention Framework for all students from PreK to Grade 3 using existing and promising practices and resources.</p> <p><b>Action 1.1.2:</b> Implement the Responsive Instructional Coaches model with a focus on High Count High Rate schools (schools identified as having vulnerable populations) in support of increasing reading achievement in Grades 1-3.</p> <p><b>Action 1.1.3:</b> Use a systematic approach to re-vision, create shared understanding, and facilitate responsive, high impact classroom instructional practices.</p> <p><b>Action 1.1.4:</b> Implement provincial assessment tools to deepen teachers in assessment literacy and pedagogy, and re-design grading and reporting procedures.</p> <p><b>Action 1.1.5:</b> Develop shared capacity to identify and address construct bias in assessment practices and tools.</p>
<p><b>Goal 1.2</b>  <b>Engage all learners through innovative, responsive, and engaging learning opportunities.</b></p>	<p><b>Action 1.2.1:</b> Evaluate the effectiveness of the current elementary and high school Land-Based and Academy Programs.</p> <p><b>Action 1.2.2:</b> Implement the kiskinwahamotok framework that focuses on early learning literacy and student progress from Pre-K to Grade 3 in select schools.</p> <p><b>Action 1.2.3:</b> Explore and support Indigenous language programs including the Michif Early Learning Program.</p> <p><b>Action 1.2.4:</b> Evaluate and support Science, Technology, Engineering, Arts, and Math (STEAM) education and remove traditional barriers for success for students across grades and schools.</p>
<p><b>Goal 1.3</b>  <b>Support the unique learning needs of all students.</b></p>	<p><b>Action 1.3.1:</b> Conduct an analysis of the current practices within Intensive Supports, in particular the effectiveness and impact of congregated programming.</p> <p><b>Action 1.3.2:</b> Enhance and expand intervention supports and instructional practices.</p> <p><b>Action 1.3.3:</b> Build capacity for differentiation strategies for diverse learners (e.g., English as an Additional Language).</p>
<p><b>Goal 1.4</b>  <b>Support successful transitions as learners enter and progress through to graduation and determine a life pathway.</b></p>	<p><b>Action 1.4.1:</b> Identify existing and new partners having influence and connection to children 0-5 years of age, and their families, to inform decisions, leverage resources, and provide targeted support.</p> <p><b>Action 1.4.2:</b> Build relationships and engage children 0-5 years of age and their families by way of information, involvement, engagement, and leadership.</p> <p><b>Action 1.4.3:</b> Analyze, evaluate, and renew current practices at key student transitions into school; through school, including between grades, schools, divisions, and supports; and out of school to home, employment, and post-secondary training and education.</p>

<p><b>Goal 1.5</b>  <b>Honour the principles of reconciliation in our work and actualize the vision and goals of Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework.</b></p>	<p><b>Action 1.5.1:</b> Create the Division’s response to enact the Truth and Reconciliation Commission’s (TRC) Calls to Action to focus the Board and Division’s actions over the next four years.</p> <p><b>Action 1.5.2:</b> Promote the 4 Seasons of Reconciliation training and report on results.</p> <p><b>Action 1.5.3:</b> Enhance efforts to include Indigenous voices in all areas of education utilizing the Indigenous Education Responsibility Framework, Treaty Outcomes and culturally responsive pedagogy.</p> <p><b>Action 1.5.4:</b> Evaluate Indigenous Advocates and Elders in Residence/Knowledge Keepers in schools and strategically place staff to support student learning.</p>
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<b>MEASURES</b>
<ul style="list-style-type: none"> <li>• Grades 1-3 students reading at or above grade level.</li> <li>• Gap between First Nations, Métis and Inuit (FNMI) and non-FNMI students in Grades 1-3 reading levels.</li> <li>• Grades 1-3 students who demonstrate improvement in reading during the school year.</li> <li>• Number of program reviews completed.</li> <li>• Students with at least 80% attendance.</li> <li>• Students with at least 90% attendance.</li> <li>• Change in overall student attendance.</li> <li>• OurSchool survey Intellectual Engagement Composite and Interested and Motivated to Learn questions.</li> <li>• Inclusion and Intervention Plan (IIP) goals attained.</li> <li>• Kindergarten students leaving Kindergarten at Tier 1 according to the Early Years Evaluation – Teacher Assessment (EYE).</li> <li>• Grade 9 students who achieve 8+ credits the following year.</li> <li>• Students in Grades 10-12 who attain 8 or more credits per year.</li> <li>• Students who graduate within 3 years of entering Grade 10.</li> <li>• Students who graduate within 5 years of entering Grade 10.</li> <li>• Staff who complete the 4 Seasons of Reconciliation training.</li> </ul>

## STRATEGIC PRIORITY 2: Equitable & Safe Environments

Provide inclusive, safe, and welcoming environments, informed by trauma-sensitive practices, committed to principles of diversity, equity, and inclusion.

<p><b>Goal 2.1</b></p> <p><b>Enrich, strengthen, and promote mental health and well-being in students and staff.</b></p>	<p><b>Action 2.1.1:</b> Develop and begin to implement an updated Mental Health and Well-being framework for staff and students focusing on promotion, prevention, and intervention.</p> <p><b>Action 2.1.2:</b> Work with the Ministry of Education and other school divisions to share effective practices and to develop a planning tool to ensure more students benefit from leading practices.</p> <p><b>Action 2.1.3:</b> Support the implementation of the provincial health education curriculum and the related mental health learnings (stress management, body image, peer pressure, Social Emotional Learning).</p> <p><b>Action 2.1.4:</b> Develop trauma-informed/trauma-sensitive professional development for all staff and provide a framework for periodic scans with a DEI lens.</p> <p><b>Action 2.1.5:</b> Facilitate the Mental Health and Well-being Steering and Working groups and hold bi-annual meetings with senior leadership to discuss recommendations and progress.</p>
<p><b>Goal 2.2</b></p> <p><b>Deepen awareness, understanding, and commitment for diversity, equity, and inclusion.</b></p>	<p><b>Action 2.2.1:</b> Develop a new Diversity, Equity and Inclusion framework that focuses on teaching and learning, leadership, culture and climate, and family and community engagement with DEI principles.</p> <p><b>Action 2.2.2:</b> Implement a Division-wide strategy focusing on Autism and using neurodiverse affirming approaches.</p> <p><b>Action 2.2.3:</b> Develop and provide ongoing opportunities for staff to expand their understanding of, and commitment to, inclusive, anti-racist, and anti-oppressive practices.</p> <p><b>Action 2.2.4:</b> Support the Truth and Reconciliation Commission Calls to Action and deepen staff capacity through professional learning opportunities about inter-cultural competency, conflict resolution, human rights, and anti-racism.</p> <p><b>Action 2.2.5:</b> Develop and begin to implement staff recruitment, hiring and retention programs, procedures, and resources that support and promote diversity, equity, inclusion, and Indigenization principles across all employee groups.</p> <p><b>Action 2.2.6:</b> Develop a DEI scan process to support school planning around DEI principles.</p>
<p><b>Goal 2.3</b></p> <p><b>Create accepting, safe, inclusive, and accountable learning and working spaces.</b></p>	<p><b>Action 2.3.1:</b> Develop and implement playground standards that include universal and local accessibility considerations.</p> <p><b>Action 2.3.2:</b> Develop accessible, inclusive, and functional congregated program spaces.</p> <p><b>Action 2.3.3:</b> Develop purchasing practices that include building relationships with First Nations partners and actively seek procurement opportunities.</p> <p><b>Action 2.3.4:</b> Develop a Division-wide standard and multi-year roll-out plan for gender-neutral bathrooms and change rooms across the Division.</p> <p><b>Action 2.3.5:</b> Develop culturally affirming spaces across the Division.</p> <p><b>Action 2.3.6:</b> Promote and attend events to celebrate diversity.</p> <p><b>Action 2.3.7:</b> Evaluate and revise administrative procedures to address inclusion barriers for students and staff.</p> <p><b>Action 2.3.8:</b> Facilitate the DEI Steering and Advisory Committees and hold bi-annual meetings with senior leadership to discuss recommendations and progress.</p>

## MEASURES

- OurSchool Survey questions regarding levels of student anxiety.
- OurSchool Survey question regarding the prevention and intervention strategies to reduce student anxiety.
- Representative workforce.
- OurSchool Survey Sense of Belonging questions.
- OurSchool Survey Cultural Awareness question.
- OurSchool Survey Feel Safe Attending School question.
- OurSchool Survey Advocacy at School question.
- OurSchool Survey Positive Learning Climate question.
- Number of Indigenous companies bidding on tenders/ contracts by 2027.

## STRATEGIC PRIORITY 3: Healthy & Skilled Employees

Inspire, support, and empower individuals and teams.

<p><b>Goal 3.1</b></p> <p><b>Advance leadership capability and capacity across the school division.</b></p>	<p><b>Action 3.1.1:</b> Define leadership career pathways so that employees have equitable and varied development opportunities.</p> <p><b>Action 3.1.2:</b> Build a leadership development framework to enhance capacity and support positive workplace cultures.</p> <p><b>Action 3.1.3:</b> Develop and implement updated tools, resources, and training to support employee performance and career development.</p> <p><b>Action 3.1.4:</b> Regularly and intentionally request and give constructive feedback from supervisor(s) and from direct reports.</p> <p><b>Action 3.1.5:</b> Increase communication (horizontally and vertically) within the Division by creating new forums, both in-person and electronic.</p>
<p><b>Goal 3.2</b></p> <p><b>Build shared commitment and capacity to facilitate an inclusive, safe, and healthy work culture.</b></p>	<p><b>Action 3.2.1:</b> Leverage the results of the employee engagement survey to develop targeted action plans that will enhance the employee experience.</p> <p><b>Action 3.2.2:</b> Develop recruitment and retention initiatives building on the strengths of Regina Public Schools as an employer.</p> <p><b>Action 3.2.3:</b> Review, update, and refine the Disability Management Program and accommodation processes to support proactive approaches, ongoing connectivity to the workplace, and timely and safe return to work.</p> <p><b>Action 3.2.4:</b> Implement, monitor and refine the Safety Management system to ensure continuous improvement of policies, practices and programs.</p>
<p><b>Goal 3.3</b></p> <p><b>Provide targeted and high-quality staff professional development and skills training.</b></p>	<p><b>Action 3.3.1:</b> Review and refine employee training and development programs to help develop and retain employees and prepare them for future opportunities.</p> <p><b>Action 3.3.2:</b> Evaluate and leverage the online Vector Training Software to facilitate the delivery of health and safety training and job skill development.</p> <p><b>Action 3.3.3:</b> Design and deliver refreshed on-boarding and orientation programs.</p> <p><b>Action 3.3.4:</b> Build a management skills framework to support school-based administrators.</p> <p><b>Action 3.3.5:</b> Build capacity and competency in staff on Division-standard technology tools and applications.</p>

## MEASURES

- Leadership Development training.
- Leadership goals in performance plans.
- Employee Survey results for the question “To what extent do you agree with the statement: The Division promotes a culture of equity, diversity, and inclusion”.
- Employee Survey results for the question “To what extent do you agree with the statement: It is safe to speak up at work”.
- Number of Injuries per year and time lost days as measured by Workers’ Compensation Board.

## STRATEGIC PRIORITY 4: Sustainable & Accountable Operations

Ensure responsible management of the organization and its physical infrastructure toward ongoing operational sustainability.

<p><b>Goal 4.1</b>  <b>Develop an equitable, sustainable financial plan that supports achievement of the Strategic Plan.</b></p>	<p><b>Action 4.1.1:</b> Develop annual budgets that align with the Strategic Plan and manage within Provincial operating funding.</p> <p><b>Action 4.1.2:</b> Strengthen internal financial management capacity among employees with budget responsibilities.</p>
<p><b>Goal 4.2</b>  <b>Provide safe and efficient student transportation services.</b></p>	<p><b>Action 4.2.1:</b> Develop procedures to strengthen transparency and accountability in transportation services.</p> <p><b>Action 4.2.2:</b> Analyze transportation logistics and processes and develop new approaches to promote light vehicle and busing efficiency.</p>
<p><b>Goal 4.3</b>  <b>Leverage technology to inform, engage, connect, and protect.</b></p>	<p><b>Action 4.3.1:</b> Develop and implement information technology service standards and processes to support reliable service delivery and strengthen accountability.</p> <p><b>Action 4.3.2:</b> Develop and implement information technology hardware and application standards to ensure reliable and sustainable technology for students and staff.</p> <p><b>Action 4.3.3:</b> Develop and implement enhanced information technology security standards.</p> <p><b>Action 4.3.4:</b> Improve client service by developing and implementing service standards and updating Service Desk tools and processes.</p>
<p><b>Goal 4.4</b>  <b>Create safe, healthy, functional, and modern learning and working spaces.</b></p>	<p><b>Action 4.4.1:</b> Effectively manage approved major and minor capital projects.</p> <p><b>Action 4.4.2:</b> Evaluate the effectiveness of new school design features by seeking feedback from administrators, teachers, support staff and itinerant staff to guide future new school design.</p> <p><b>Action 4.4.3:</b> Develop and implement standardized, equitable processes for school facility project requests and prioritization.</p> <p><b>Action 4.4.4:</b> Evaluate safety measures to update and improve building safety and security protocols and practices.</p> <p><b>Action 4.4.5:</b> Develop and implement consistent and equitable furniture and equipment standards for schools, classrooms and workspaces.</p> <p><b>Action 4.4.6:</b> Develop a Facility Master Plan that provides a comprehensive assessment of building infrastructure and projected student numbers to guide future school facility capital decisions.</p> <p><b>Action 4.4.7:</b> Build and implement a consistent tool for assessing enrollments and school utilizations and a regular reporting framework to inform leadership of utilization issues and the potential for boundary changes, transportation changes, and staff implications.</p> <p><b>Action 4.4.8:</b> Develop a comprehensive professional development and training plan for Facilities staff aligned with job requirements and provide on-boarding to new and transferring staff.</p>

<p><b>Goal 4.5</b>  <b>Review operational processes and services to improve service delivery and efficiency.</b></p>	<p><b>Action 4.5.1:</b> Develop and implement an Enterprise Risk Management framework to identify and prevent/mitigate key risks to the Division.</p> <p><b>Action 4.5.2:</b> Strengthen the Division’s emergency preparedness and response capabilities through clarifying roles and responsibilities and developing a Business Continuity Plan to ensure critical Division services are available through major critical events.</p> <p><b>Action 4.5.3:</b> Modernize the Division’s Administrative Procedures to ensure policies and procedures meet legislative requirements, are current, and are easily understood.</p> <p><b>Action 4.5.4:</b> Complete and operationalize a Division-Wide Energy Sustainability Plan.</p> <p><b>Action 4.5.5:</b> Develop and implement Division-wide records retention and destruction processes for paper and electronic documents.</p> <p><b>Action 4.5.6:</b> Review, refine, and leverage human resource systems and technology to drive efficiency and effective operational decisions, and provide meaningful reporting of data (eg. Atrieve, At Work Care, Applicant Tracking)</p> <p><b>Action 4.5.7:</b> Develop and implement a Division-level purchasing function that achieves maximum purchasing efficiencies.</p> <p><b>Action 4.5.8:</b> Review and enhance the human resources service delivery model to clarify roles and responsibilities and deploy modern human resources practices.</p> <p><b>Action 4.5.9:</b> Maintain the Division’s Strategic Plan and build templates and capacity to cascade the plan’s goals and actions to school-level plans, department plans, and individual performance plans.</p>
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<b>MEASURES</b>
<ul style="list-style-type: none"> <li>• Audited Financial Statements.</li> <li>• Percent of bused students riding 45 minutes or less one way.</li> <li>• Percent of bused students transported on buses compared to light vehicles.</li> <li>• Bus utilization.</li> <li>• Number of bus accidents.</li> <li>• Student to device ratios.</li> <li>• IT service tickets closed within the expected timeline.</li> <li>• Cybersecurity audit recommendations completed/in progress/not started.</li> <li>• Preventive Maintenance and Renewal projects completed on time and on budget.</li> <li>• Facility Condition Index (FCI) of school buildings.</li> <li>• Facility service tickets closed within the expected timeline.</li> </ul>

## STRATEGIC PRIORITY 5: Effective Governance & Leadership

Advocate for a vibrant, well-resourced, and inclusive public education system.  
Ensure accountable leadership of our educational system.

<p><b>Goal 5.1</b></p> <p><b>Enhance Board advocacy work in support of the Strategic Plan.</b></p>	<p><b>Action 5.1.1:</b> Design a protocol that outlines multiple ways the Board can celebrate volunteers, supporters of public education, and contributors to the success of the Division through celebrations, acknowledgments, and tokens of appreciation.</p> <p><b>Action 5.1.2:</b> Develop and implement a public facing communications plan to reinforce public confidence in public education.</p> <p><b>Action 5.1.3:</b> Develop an advocacy plan for adequate provincial operating funding.</p> <p><b>Action 5.1.4:</b> Work with Regina Catholic School Division, the City of Regina, and the Provincial Government to advocate for a timely and sustainable land acquisition strategy for new schools.</p> <p><b>Action 5.1.5:</b> Meet with the City of Regina Mayor and Council regularly to manage ongoing collaborations, build understanding of the public education system, and identify partnership opportunities in strategic areas.</p>
<p><b>Goal 5.2</b></p> <p><b>Develop a Board professional development plan to support effective policy governance practices.</b></p>	<p><b>Action 5.2.1:</b> Modernize Board Policies based on best practices to support the Strategic Plan.</p> <p><b>Action 5.2.2:</b> Design a Professional Development Plan for Board Trustees to build an understanding of board governance, the role of the Board, the role of the Trustee, consensus-based decision making, and required specific skills such as communications, financial literacy and governance practices.</p> <p><b>Action 5.2.3:</b> Create and maintain a strong relationship with the Director/CEO based on mutual respect and trust. Potential relationship-building exercises include group and individual Trustee meetings with the Director, creating a Board/Director annual work plan, and formal and informal relationship-building activities.</p> <p><b>Action 5.2.4:</b> Develop a succession plan for the Director/CEO and key senior leadership roles in the Division.</p>
<p><b>Goal 5.3</b></p> <p><b>Engage School Community Councils, educational partners, and families/caregivers in setting the future direction for Regina Public Schools.</b></p>	<p><b>Action 5.3.1:</b> Complete the School Resource Officer review with the Regina Catholic School Division and implement recommendations.</p> <p><b>Action 5.3.2:</b> Complete the Associate School review and implement next steps.</p> <p><b>Action 5.3.3:</b> Develop an annual SCC engagement strategy.</p> <p><b>Action 5.3.4:</b> Build a Student Voice engagement strategy that may include annual student/Board forums and other student involvement tactics.</p> <p><b>Action 5.3.5:</b> Meet at least once a year with Regina Catholic School Division and as required with other school divisions to discuss joint concerns and project opportunities.</p> <p><b>Action 5.3.6:</b> Attend important Division events including the Shared Values awards and the Long Service reception.</p> <p><b>Action 5.3.7:</b> Pilot community meetings in each Subdivision to hear local concerns and provide relevant updates.</p>

<p><b>Goal 5.4</b></p> <p><b>Advance the Board’s equity/ diversity initiatives including the ongoing relationship with the Indigenous Education Advisory Council.</b></p>	<p><b>Action 5.4.1:</b> Work with the Indigenous Education Advisory Council to enhance Indigenous voice and perspective in governance.</p> <p><b>Action 5.4.2:</b> Work with the Indigenous Education Advisory Council to incorporate Indigenous voice and perspective in schools and Division Office.</p> <p><b>Action 5.4.3:</b> Engage with organizations that represent the diversity of our school communities, including Elders and Indigenous leaders, to better understand the challenges facing diverse learners and families and to build innovative strategies for the future.</p> <p><b>Action 5.4.4:</b> Attend and endorse events to celebrate diversity.</p>
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<b>MEASURES</b>
<ul style="list-style-type: none"> <li>• Meetings with the City of Regina’s Mayor and Council per year.</li> <li>• Board Policies reviewed per year and over the 4-year Board term.</li> <li>• SCC engagements per year.</li> <li>• Trustees engaging with each SCC in their Subdivision at least once per year.</li> <li>• Student engagements per year.</li> <li>• Community meetings by 2027.</li> <li>• Indigenous Education Advisory Council meetings per year.</li> </ul>



# CONCLUSION

In conclusion, this 2023-2027 Strategic Plan for the Regina Public School Division provides a forward-looking roadmap for success. By integrating a range of perspectives and considering multiple dimensions of performance, the plan ensures a holistic approach in achieving the Division's goals and objectives.

The framework allows for a balanced and well-rounded assessment of progress, incorporating operational, organizational, financial, student, employee, and community perspectives through an interdependent relationship.

Through the identification of strategic priorities and performance outcomes, the plan establishes a clear direction and aligns the efforts of all stakeholders towards a shared vision and common purpose.

Furthermore, by regularly monitoring and evaluating performance against established targets, the Division can adapt and make informed decisions that drive continuous improvement and deliver optimal outcomes for students and families, employees, and the community.



