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NOTICE

MEETING OF THE BOARD OF EDUCATION

of the Regina School Division No. 4 of Saskatchewan

June 11, 2024, at 5:30 p.m.

Regina Public School Board Office – 1600 4th Avenue

AGENDA

1. Land Acknowledgment

2. Adoption of Agenda

3. Declaration of Conflict of Interest

4. Approval of Minutes of the Board Meetings of May 14, 2024 and June 4, 2024

5. Celebrations

6. Delegations / Presentations

- a) Parent Presentation: Enhancing Support and
Inclusion for Students with Autism in Regina
Public Schools
([pp. 1-3](#))

Imteaz Bhuiyan to comment.

- b) Director's Report

Darren Boldt, Director of Education/CEO,
to comment.

7. Standing Committee Reports

- a) Audit and Risk Management Committee
([pp. 4-6](#))

Trustee Adam Hicks to comment.

b) Public Section Update Trustee Ted Jaleta to comment.

8. Decision Items

a) Destruction of Public Documents Ashley Kuntz, Superintendent of Business Services, to comment.
[\(pp. 7-8\)](#)

b) Board Meeting Dates Chair Sarah Cummings Truskowski to comment.
[\(p. 9\)](#)

9. Discussion Items

a) Quarterly Finance Accountability Report Ashley Kuntz, Superintendent of Business Services, to comment.
[\(pp. 10-13\)](#)

b) Quarterly Transportation Accountability Report Ashley Kuntz, Superintendent of Business Services, to comment.
[\(pp. 14-16\)](#)

c) Biannual Human Resources Accountability Report Reagan Lowe, Superintendent of Human Resources, to comment.
[\(pp. 17-25\)](#)

d) SRO Review Update Darren Boldt, Director of Education/CEO, to comment.
[\(pp. 26-27\)](#)

10. Next Meeting

a) Planned Agenda Items for June 24, 2024 Board Meeting

- 2024/25 Budget Submission
- North Regina Joint-Use School Name

b) Agenda Requests

c) Notices of Motion

11. Information

12. Diversity Acknowledgment

13. Closed Session

a) Meeting with SSBA Executive
(enclosure)

Chair Sarah Cummings Truskowski to comment.

b) Name of New North Regina Joint-Use School
(enclosure)

Darren Boldt, Director of Education/CEO, to comment.

c) 2024/25 Draft Budget Highlights
(enclosure)

Naomi Mellor, Deputy Director of Division Services/CFO, to comment.

d) 2023/24 Shared Values Recognition Program Recipients
(enclosure)

For information only.

14. Rise and Report

15. Adjournment

Enhancing Support and Inclusion for Students with Autism in Regina Public Schools

Greetings, Trustees. My name is Imteaz Bhuiyan, and I'm here today not just as a concerned parent, but as a voice for hundreds of students in our district who are facing significant challenges. I'm the proud parent of a Grade 2 student at a Regina Public School, and I'm here to speak on behalf of the many students in our district with disabilities, particularly those on the autism spectrum.

I was heartened to learn about the celebration of Neurodiversity at Dr. A.E. Perry School during Autism Awareness Month in May 2023. It's a testament to our district's growing commitment to embracing and supporting neurodiversity.

Before delving into the challenges, I would like to share a brief perspective on autism. As Temple Grandin, a renowned professor at Colorado State University, animal behaviorist, and autism advocate, powerfully puts it, "Autism is a very big continuum that goes from very severe — the child remains nonverbal — all the way up to brilliant scientists and engineers." This spectrum reflects the diverse ways autism manifests in individuals, highlighting the importance of understanding and embracing neurodiversity in our schools.

As diagnoses of autism continue to rise, our schools face the challenge of providing adequate support to these students. While the teachers at Regina Public Schools are dedicated, the current number of educational assistants is simply not enough. This lack of support makes it difficult for students like my child to fully participate in class and reach their full potential.

Furthermore, communication between the school division and parents of students with disabilities could be improved. Open and frequent dialogue is crucial to ensure that our children are receiving the best possible support.

These concerns are echoed in the experiences of numerous parents and caregivers I've spoken with. Many report that their children's needs are not being met due to a lack of resources and communication. For example, one educational assistant shared how they are often not informed about a student's plan, hindering their ability to provide effective support. Some parents with experience in other provinces note that Saskatchewan falls behind in terms of student-centered planning and parent involvement. These parents are not satisfied with minor adjustments. They want to see a school system that prioritizes their children's needs, values their voices, and provides the resources necessary for every student to succeed.

The 2019 Canadian Community Health Survey of Children and Youth (CHSCY) reported that 1 in 50 (or 2%) Canadian children and youth aged 1 to 17 are diagnosed with autism spectrum disorder (ASD). Based on this national average, and with Regina Public Schools reporting a total enrollment of 24,632 students in 2022-23, we can estimate that nearly 500 students in our district may be on the autism spectrum. *This is not just a statistic; these are real children whose futures hang in the balance.*

The role of school leadership, particularly principals, cannot be overstated in creating a truly inclusive environment. Research from experts like Dr. Barry Prizant, a renowned speech-language pathologist and researcher specializing in autism, highlights the importance of principals as champions for students with disabilities.

Dr. Prizant emphasizes that principals need to be more than just administrators; they need to be leaders who actively promote inclusion, model inclusive behaviors, and advocate for the necessary resources and training for their staff. This includes ongoing professional development on disability awareness, inclusive practices, and relevant legislation.

Principals should also foster strong leadership teams, including learning resource teachers, special education teachers, and educational assistants. These teams can work together to create a coordinated and comprehensive approach to supporting students with autism.

By investing in the knowledge and skills of our school leaders, we empower them to create a positive and supportive school culture where all students, including those with disabilities, can thrive.

In addition to the resource and leadership recommendations I've outlined, I believe we can learn from the best practices of other provinces. For example, British Columbia's Individual Education Plans (IEPs) prioritize meaningful consultation with parents and students, include a broader range of professionals in the IEP development process, and emphasize regular reviews and clear transition plans.

I propose that Regina Public Schools consider adopting some of these key elements from the BC model. By mandating parent and student involvement, ensuring collaborative development of IEPs, and providing transparent reporting and communication, we can create a more student-centered and responsive approach to supporting students with disabilities.

This would not only align with our mission to provide student-centered learning but also bring our practices in line with other leading jurisdictions. Ultimately, these changes would empower students and families to be active partners in their education, leading to better outcomes for everyone.

In addition to the challenges I've already outlined, there's another significant issue affecting students with Autism in our district: the lack of timely occupational therapy (OT) and speech-language pathology (SLP) services. Parents report long wait times for OT/SLP professional support and limited access to therapy, often forcing them to heavily rely on private services.

To address this, I urge the Board to advocate for increased funding to hire more OTs and SLPs within the school division. This would help reduce wait times and allow therapists to address a broader range of needs, including social and Activities of daily living (ADL) skills.

In the meantime, I propose that schools foster stronger collaboration between school-based teams and private therapists. This could involve regular communication, sharing of goals and strategies, and joint planning to ensure a consistent and coordinated approach to supporting each student.

I also recommend that the school division provide professional development opportunities for teachers and educational assistants on strategies for supporting students with OT/SLP needs, even when direct therapy is not available.

By addressing the OT/SLP shortage and fostering collaboration, we can ensure that all students with disabilities receive the comprehensive support they need to thrive, regardless of whether they access services through the school division or privately.

While specialized programs can play a role in supporting some students with autism, research overwhelmingly supports the benefits of inclusive education in the mainstream classroom. Studies have shown that students with autism who are included in general education settings experience improved academic outcomes, social skills, and self-esteem.

On the other hand, segregating students with disabilities can have negative impacts on their social development and academic progress. It can also perpetuate stigma and discrimination.

The UN Convention on the Rights of Persons with Disabilities, which Canada has ratified, enshrines the right of children with disabilities to inclusive education on an equal basis with others. This means that all students, regardless of their abilities, should have the opportunity to learn and grow together.

Successful inclusion requires adequate resources, training, and support for teachers and staff. It also demands a collaborative approach between general and special education professionals, working together to create a welcoming and supportive environment for all students. All of these principles that I have outlined are also in accordance with Saskatchewan Education Act, Section 178 and supports the mission and vision of Regina Public Schools Division.

I urge the Board to prioritize inclusive education for students with autism and to invest in the necessary resources to make it a reality. This includes providing professional development for teachers, ensuring adequate staffing levels, and implementing flexible and individualized approaches to meet the diverse needs of these students.

To address these challenges and create a truly inclusive school system, I urge the Board to consider the following recommendations as you finalize the budget for the next school year:

- Increase the allocation of educational assistants.
- Provide specialized training for EAs to support students with diverse needs.
- Improve communication channels between the school division, teachers, and parents.
- Ensure that each student's Inclusion and Intervention Plan is regularly reviewed and updated with specific and measurable objectives, meaningful consultation, and achievable activities with inputs internal and external agencies.
- Invest in professional development opportunities for principals and leadership teams on inclusive practices and disability awareness.
- Advocate for increased funding to hire more OTs and SLPs within the school division.

Investing in these areas is an investment in our children's future. By creating a more inclusive and supportive learning environment, we ensure that all students in Regina Public Schools have the opportunity to thrive. I am confident that by working together, we can create a school system where every student, regardless of their abilities, feels valued, supported, and empowered to reach their full potential. Thank you for your time and consideration.



**Meeting of the Audit and Risk Management Committee
A Standing Committee of the Regina Board of Education**

7a

Tuesday, May 21, 2024

Committee Room

Regina Public Schools Division Office

MINUTES

Attending: Adam Hicks, Lacey Weekes, Tracey McMurchy, Sarah Cummings Truszkowski, Darren Boldt, Naomi Mellor, Ashley Kuntz, Janine Blyth, Christie DiPaola, Victor Schwab

Chair: Adam Hicks

Minute Taker: Suzanne Shuba

AGENDA ITEM	DISCUSSION POINTS	DECISIONS/ACTIONS
Welcome, Introductions and Overview of Agenda	In Adam Hicks’s absence, Sarah Cummings Truszkowski welcomed everyone to the meeting. The agenda was reviewed, and no changes were made thereto.	
Land Acknowledgment	Sarah acknowledged the location of every Regina Public school and the School Division Office on Treaty 4 land.	
2023-2024 Audit Service Plan	Adam joined the meeting. An Audit Service Plan for the 2023-2024 fiscal year had been distributed. Christie DiPaola, Engagement Partner, MNP LLP, provided a brief summary of same, highlighting key changes and developments, including new reporting developments and new assurance developments, and provided more detail on the potential impact of the new standards. She further outlined significant and high risks that were identified and the proposed audit response to address those risks. She reported an estimated audit fee of \$50,000 to complete the engagement. Christie responded to questions relative to the P3 schools and asbestos remediation work. She confirmed that they have communicated their timelines with the Provincial Auditor. Victor Schwab, Deputy Provincial Auditor, Provincial Auditor of Saskatchewan, briefly outlined the Planned Involvement in the Annual Audit and highlighted Appendix E, Summary of Outstanding Recommendations. He responded to a question relative to potential upcoming audits.	Action: The proposed 2023-2024 Audit Service Plan, submitted by MNP LLP, was approved by the Committee.
Mitigating and Reporting Fraud	Information on mitigating and reporting fraud had been distributed. Naomi Mellor, Deputy Director of Division Services/CFO, provided additional information, outlining a number of measures in place to mitigate the risk of employee fraud. Committee members discussed having a third party contracted to deal with whistleblowing, to ensure that staff feel comfortable. It was suggested that a resolution be taken to the SSBA Fall General Assembly relative to contracting a third party to assist all Saskatchewan school divisions. Ashley Kuntz, Superintendent of Business Services, and Janine Blyth,	Action: Draft a resolution to be taken to the SSBA Fall General Assembly relative to contracting a third party to assist all Saskatchewan school divisions relative to whistleblowing. Action: Janine Blyth attend the Fall 2024 Audit and Risk Management Committee meeting to

AGENDA ITEM	DISCUSSION POINTS	DECISIONS/ACTIONS
	Supervisor of Finance, responded to a question relative to rotational internal school audits.	provide an update on internal school audits.
Fundraising	Information regarding school and School Community Council fundraising activities had been distributed. Naomi provided additional information. Darren Boldt, Director of Education/CEO, and Ashley outlined amounts that would be considered fees and not included in the totals provided. Naomi, Ashley and Darren responded to questions relative to SCC levies, SCC bank accounts and their reporting requirements, guidelines for SCC fundraising, schools undertaking only one fundraiser per year, reporting requirements to the Ministry, and partnering schools. Adam suggested further thought be considered to creating a Regina Public foundation, like Saskatoon Public's foundation. He suggested a meeting with the Saskatoon foundation be considered.	
Other Business	Adam pointed to the information items included in the package. Naomi and Darren responded to questions relative to the Audit of Delivering Prekindergarten Programming.	
Diversity Acknowledgment	Adam acknowledged 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, noting that diversity makes us stronger.	
Thank You and Adjournment	The meeting was adjourned. Time of meeting: 4:30-5:51 PM.	



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

**Meeting of the Audit and Risk Management Committee
A Standing Committee of the Regina Board of Education**

**Tuesday, May 21, 2024
4:30 PM to 6:00 PM**

**Committee Room
Regina Public Schools Division Office
1600 4th Avenue**

AGENDA

Chair: Adam Hicks

1. Welcome, Introductions and Overview of Agenda
2. Land Acknowledgment
3. 2023-2024 Audit Services Plan (enclosure)
 - Christie DiPaola, Audit Partner, MNP LLP
 - Michelle Lindenbach, Principal, Office of the Provincial Auditor (enclosures)
4. Mitigating and Reporting Fraud (enclosure) – Naomi Mellor
5. Fundraising (enclosure) – Naomi Mellor
6. Diversity Acknowledgment
7. Thank You and Adjournment

Information Items

- A. Regina Public School Division No. 4 – Audit of Delivering Prekindergarten Programming (enclosure)
- B. Outstanding Legal Actions Update (enclosure)

COMMITTEE MEMBERS: Adam Hicks, Tracey McMurchy, Lacey Weekes, Sarah Cummings Truskowski (ex officio), Darren Boldt, Naomi Mellor, Ashley Kuntz

TERMS OF REFERENCE

To provide Board level oversight to ensure that the Division's resources are utilized effectively and efficiently, that risks to the Division are identified and mitigated and that the Division is providing transparent and accountable reporting to the Board of Education, the public, and other stakeholders; Review and monitor the risk management framework and mitigation plans; Review internal and external audit and analytical reports and monitor Administration's progress in addressing issues; Review and make recommendations regarding hiring the external auditor; Meet in-camera (without staff present) with the appointed auditor(s) following completion of the annual audit; Review and approve the Annual Financial Statements and Annual Report; and Review and make recommendations to the Board of Education on financial matters that have been referred to the Committee by the Board of Education; To review and recommend changes to the Schedule of Remuneration, Allowances and Expenses; To review and approve trustee professional development and travel plans in advance of the planned activity.



REGINA BOARD OF EDUCATION

8a

BOARD MEETING DATE: JUNE 11, 2024

TOPIC: DESTRUCTION OF PUBLIC DOCUMENTS

FORUM

- Open Session
- Closed Session

INTENT

- Delegation / Presentation
- Decision
- Discussion
- Information

BACKGROUND

Annually, Administration provides the Board with a list of records to be disposed of per the *Records Retention and Disposal Guide for Saskatchewan School Divisions* prepared by the Saskatchewan School Boards Association and Saskatchewan Association of School Business Officials referenced in Administrative Procedure 550.

CURRENT STATUS

The following list of records is requested to be destroyed per the *Records Retention and Disposal Guide for Saskatchewan School Divisions*.

Document	Retention Period	Period for destruction
Accounting and Finance		
Accounts payable: all invoices, and related correspondence	7 years	All years up to and including August 31, 2016
Accounts receivable: all receipt records, invoices, and related correspondence	7 years	All years up to and including August 31, 2016
Banking: all bank statements, deposited, cancelled cheques, and bank reconciliations	7 years	All years up to and including August 31, 2016
Budget: includes all supporting documentation	3 years	All years up to and including August 31, 2020
Charitable Organization Returns	7 years	All years up to and including August 31, 2016
Goods & Services Tax Returns	7 years	All years up to and including August 31, 2016
Ledgers and Journals: accounts payable, accounts receivable, general journals, payroll journals/registers	7 years	All years up to and including August 31, 2016
Purchase requisitions and purchase orders	3 years	All years up to and including August 31, 2014
Tenders	3 years	All years up to and including August 31, 2020
Human Resources and Payroll		
Pension and Benefit remittance statements, STRP, TSC remittances	3 years	All years up to and including August 31, 2020

Employee files	3 years after termination of employment	All years up to and including December 31, 2020
TD1 forms	1 year	All years up to December 31, 2022
Student Records		
Student Cumulative Folders	After the student turns 25	All years up to and including 1998

COMMUNICATIONS

Administration continues to review records to ensure records are retained and destroyed per Administrative Procedure 550.

RECOMMENDATION

That the Board review and discuss the outlined list of records.

PROPOSED MOTION

That, subject to confirmation with the Provincial Archives of Saskatchewan, the Administration be authorized to destroy the documents outlined.

PREPARED BY

Ashley Kuntz, Superintendent of Business Services

DATE

June 3, 2024

ATTACHMENTS

Yes No



REGINA BOARD OF EDUCATION

8b

BOARD MEETING DATE: JUNE 11, 2024

TOPIC: BOARD MEETING DATES

FORUM

- Open Session
- Closed Session

INTENT

- Delegation / Presentation
- Decision
- Discussion
- Information

CURRENT STATUS

In an effort to provide additional time to finalize 2024/25 budget details, Administration suggests that a Board meeting be scheduled for Monday, June 24, 2024, at 5:30 PM.

In addition, at the September 12, 2023 Organizational meeting, meeting dates were set for the fall of 2024 not taking into consideration the civic and school board elections scheduled for November 13, 2024. Therefore, an additional meeting needs to be scheduled for October 8, 2024, the 2024 Organizational meeting previously scheduled for September 10, 2024 should change to Thursday, November 14, 2024, and a regular Board meeting for the newly elected Board needs to be scheduled for Tuesday, November 19, 2024. This sequence of events allows Board business to continue in the fall, for the newly elected Board to come together and hold its organizational meeting immediately after the November 13, 2024 Board elections, and provides time to prepare prior to the first regular business meeting.

COMMUNICATIONS

These meeting dates will be added to the School Division’s website.

RECOMMENDATION

That the Board schedule the four meeting dates set out above.

PROPOSED MOTION

- That the following Board meetings be scheduled commencing at 5:30 PM at the Regina Public School Board Office, 1600 4th Avenue, Regina, unless otherwise scheduled by resolution:
- June 24, 2024, to approve the 2024-2025 School Year Budget for submission to the Ministry of Education and approve the name for the new North Regina Joint-Use School;
 - October 8, 2024;
 - November 14, 2024, to replace the 2024 Organizational meeting previously scheduled for September 10, 2024; and
 - November 19, 2024.

PREPARED BY

Naomi Mellor, Deputy Director of Division Services/CFO

DATE

June 7, 2024

ATTACHMENTS

Yes No



BOARD MEETING DATE: JUNE 11, 2024

TOPIC: THIRD QUARTER FINANCIAL UPDATE

FORUM	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Delegation / Presentation
<input type="checkbox"/> Closed Session	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Information

BACKGROUND

Administration submits a quarterly financial update to the Board and a quarterly forecast to the Ministry of Education. The purpose of this item is to support the Board in its monitoring role over the financial condition of the School Division and associated risks.

CURRENT STATUS

Statement of Operations

The Statement of Operations reports on the costs of services provided, the revenues recognized in the period and the difference between them. It also displays the surplus or deficit from operations during the period. The Division’s Quarter 3 results for the period September 1, 2023 to May 31, 2024 are provided on both a cash and PSAB basis. PSAB recognizes amortization, capital assets (equipment, furniture, buildings, etc.) purchases as assets and debt repayments as liabilities.

Based on Quarter 3 forecasted results, the Statement of Operations show an operating surplus on a cash basis of \$1.035M. However, this includes \$2.9M of salary savings due to STF job action that cannot be re-directed, meaning the real net projected deficit is approximately \$1.8M, compared to a budgeted deficit of \$565K. The table below summarizes the Division’s anticipated deficit position:

Quarter 3 forecast operating surplus	\$1,035,524
Less STF strike day salary savings	(2,867,915)
2023-24 Forecast Deficit	(1,832,391)
Breakdown:	
- Operating Reserve (election expenses)	115,436
- PMR Reserve (PMR underspending in 2022-23)	216,497
- 2023-24 Budgeted Operating deficit	565,436
- 2023-24 Additional Forecast Operating deficit	\$935,022

Revenues

- French Language grant higher than budgeted.
- New grant for the Arcola School specialized classroom pilot project.
- Lower tuition revenue for international students.
- Lower revenues from noon supervision fees.
- Lower operating grant (\$348K) for Division schools due to lower student enrolment than projected; Associate Schools operating grant increased by \$457K.

Expenses

- Salary savings due to STF job action.
- Planned spending down of the Preventive Maintenance and Renewal reserve (\$216K).
- Higher than budgeted expenses for caretaking supplies and contracted services.
- Higher than budgeted expenses for transportation.
- Higher than budgeted expenses relating to substitute costs and supervision.
- Higher than budgeted expenses for Saskatchewan Distance Learning Centre.
- Higher than budgeted expenses for the fall 2024 election.

Tangible Capital Assets

Tangible capital assets as at May 31, 2024 are forecast to be under budget, with continued delays around the pace of construction of capital projects such as the new Harbour Landing School build and lower projected technology renewal.

Tangible Capital Assets	2023-24 Budget	Actuals as of May 31/24	2023-24 Forecast
Assets Under Construction (<i>Note 1</i>)	15,921,000	6,985,168	9,000,000
Computer Hardware & Audio Equipment	1,607,000	750,000	850,000
Computer Software	35,000	34,500	34,500
Furniture and Equipment	575,300	421,000	575,300
Vehicles	-	-	125,000
Total	18,138,300	8,190,668	10,584,800

Note 1

Capital Projects	2023-24 Budget	2023-24 Actuals as of May 31/24
Imperial School/St. Peter School Rebuild	7,050,000	5,694,216
Argyle School/St. Pius School Rebuild	3,142,000	782,404
Campbell Collegiate Foundation	3,750,000	-
New Harbour Landing School	1,979,000	72,177
Portables (Perry, Mackenzie, McVeety)	-	436,371
Total	15,921,000	6,985,168

Risks and Opportunities

- ✓ Overall, the Quarter 3 forecast shows a surplus; however, this is due to STF strike day salary savings that the Division cannot redirect to other areas. Excluding strike savings, the anticipated deficit is \$1.8M; this includes some items that are offset by planned use of reserves, leaving about a \$935K of unplanned operating budget pressures. While still a deficit, this is a significant improvement from the past several years.
- ✓ Year-end may identify potential areas of savings that can be redirected to areas of pressures (see below).
- X The Division has identified risk areas where actuals differ from budget and we continue to monitor. Those areas include:
 - Capital grants (which depend on the pace of the projects).
 - Noon supervision revenue (increases were implemented in the fall but actual revenues are short of budget estimates, mainly due to slower than anticipated high school registrations and fee collections).

- Supervision costs (which were reduced in the budget and have required some adjustment to respond to individual school circumstances).
- Substitute costs (always a risk area, with staff absence costs trending slightly lower than last year but still above historical levels).
- Transportation (base budget pressures along with student transportation needs).
- X Successive deficits mean that reserves are depleted and the Division has less room to absorb financial impacts of higher than budgeted spending or lower than budgeted revenues. Without sufficient reserves to act as a shock absorber, and if faced with higher costs or lower funding, the Division will need to adjust operations and spending in-year.
- X Information reported is on a cash basis and has not been audited and, as it is still early in the year, some amounts have been estimated.

COMMUNICATIONS

The School Division continues to manage the 2023-24 budget, with continued pressures in the areas of supervision, substitute costs, and transportation.

RECOMMENDATION

That the Board review and discuss the attached [Quarterly Financial Update](#).

PREPARED BY

DATE

ATTACHMENTS

Ashley Kuntz, Superintendent of Business Services
 Naomi Mellor, Deputy Director of Division Services/CFO

June 5, 2024

Yes No

**Regina School Division No. 4
Statement of Operations (unaudited)
for the period September 1 to August 31**

	AUDITED FINANCIAL STATEMENTS		PSAB BASIS		CASH BASIS			VARIANCE		Explanation of Variance
	2022-23		2023-24		2023-24			2023-24 Forecast to Budget CASH		
	as at August 31		as of May 31, 2024		as of May 31, 2024			as of August 31, 2024		
	Budget	Actuals	Budget	Actuals	Budget	Actuals	Forecast	\$	%	
REVENUES										
Operating Grants	254,583,360	247,316,153	264,782,183	188,108,226	248,861,183	184,027,235	249,340,249	479,066	0.2%	Decrease in operating grant for Fall 2023 enrolment offset by increase for January 2024 enrolments and miscellaneous grants (French Language and Arcola classroom pilot project).
Tuition and Related Fees	969,000	441,770	969,000	547,239	969,000	546,239	710,000	(259,000)	-26.7%	Fewer international students than budgeted.
School Generated Funds	4,120,000	4,722,348	4,786,000	4,384,528	4,786,000	4,273,701	4,488,752	(297,248)	-6.2%	Lower than projected noon hour supervision fees.
Complementary Services	4,307,240	4,559,244	4,544,124	3,758,064	4,544,124	3,697,247	4,630,267	86,143	1.9%	
External Services	12,201,716	12,259,269	12,440,675	8,818,075	12,440,675	8,818,075	13,057,311	616,636	5.0%	Increase in operating grant for Fall 2023 Associate Schools enrolments and increase in SGI Driver Education Program revenue to match expenses (cost recovery program).
Other	1,898,400	5,001,095	2,546,400	2,535,679	2,546,400	2,513,182	2,755,040	208,640	8.2%	
Total Revenues	278,079,716	274,299,879	290,068,382	208,151,812	274,147,382	203,875,680	274,981,620	834,238	0.3%	Higher projected interest income and miscellaneous revenue.
EXPENSES										
Governance	622,745	673,109	617,032	428,836	615,832	419,168	753,968	138,136	22.4%	Higher than budgeted due to Fall election costs and Director of Education/CEO search.
Administration	7,555,914	7,204,059	7,401,014	4,338,089	7,346,014	4,308,714	7,039,218	(306,796)	-4.2%	Lower than budgeted due to savings in salaries.
Instruction	191,605,693	200,398,171	200,295,037	154,745,541	198,949,270	152,833,189	196,598,881	(2,350,389)	-1.2%	Lower than budgeted due to savings in salaries due to STF job action.
Plant	42,260,029	47,772,832	42,885,943	24,993,941	33,978,159	22,706,041	34,656,698	678,539	2.0%	Higher than budgeted due to planned spend down of PMR reserve and higher than anticipated costs for caretaking supplies and contracted services.
Transportation	8,849,392	9,526,021	9,749,624	7,745,471	9,580,824	7,354,526	9,992,500	411,676	4.3%	Higher than budgeted due to base budget pressures and additional intensive support transportation.
Tuition and Related Fees	355,000	313,442	300,000	206,871	300,000	206,871	300,000	0	0.0%	
School Generated Funds	3,686,906	4,770,066	3,701,000	3,176,244	3,550,000	3,061,123	3,550,000	0	0.0%	
Complementary Services	5,828,768	5,899,196	5,956,434	5,120,074	5,921,205	5,096,998	5,997,260	76,055	1.3%	Lower than budgeted due to savings in salaries.
External Services	12,201,716	12,254,068	12,451,655	9,885,659	12,451,655	9,885,338	13,035,711	584,056	4.7%	Increase in operating grant for Fall 2023 Associate Schools enrolments and increase in SGI Driver Education Program expenses to match revenue (cost recovery program).
Other Expenses	721,906	1,180,805	981,341	474,246	2,019,860	1,518,119	2,021,860	2,000	0.1%	
Total Expenses	273,688,069	289,991,769	284,339,079	211,114,971	274,712,818	207,390,087	273,946,096	(766,723)	-0.3%	
Operating (Deficit) Actual	4,391,647	(15,691,890)	5,729,303	(2,963,159)	(565,436)	(3,514,407)	1,035,524	1,600,960	-283.1%	



REGINA BOARD OF EDUCATION

9b

BOARD MEETING DATE: JUNE 11, 2024

TOPIC: TRANSPORTATION REPORT

FORUM

- Open Session
- Closed Session

INTENT

- Delegation / Presentation
- Decision
- Discussion
- Information

BACKGROUND

Each quarter, Administration provides to the Board an update about transportation services provided to the students of Regina Public Schools.

The attachment provides a snapshot of data per the Ministry of Education’s reporting policy and the narrative in this memo highlights current issues, initiatives and progress in providing safe and efficient transportation services to students. This year’s report is updated to add data on student ride times as an additional performance indicator.

CURRENT STATUS

As we end the third quarter of the fiscal year, the following are some key transportation issues and updates:

- Ridership from March 1, 2024, to May 31, 2024 has decreased by 31 students (110 new transportation registrations and 140 transportation cancellations). The number of bus routes remain the same as Quarter 2 and two light vehicles were added over the quarter.
- The Division continues to monitor compliance with agreements for both the school bus contractor, Warner Transportation, and light vehicle transportation contractors. All contractors are in compliance.
- Throughout the year, the Division monitored and analyzed transportation costs to maximize efficiencies and cost savings in both contracted school bus and light vehicle transportation.
- The Division recently awarded the light vehicle transportation RFP for the next three years. We are currently working on the preferred vendor agreements to ensure they are in place for September 2024. Awards were made to the same vendors as the Division currently has. Rates have increased from the last agreement which will put additional pressures on the transportation budget. The Transportation Department will be working on routing for the 2024-25 school year in June and July.
- Annually, Administration reviews key risks areas for student transportation and the strategies that have been implemented by contractors to mitigate those risks:

Key Risk	Strategies to reduce risk
Driver Competence	<ul style="list-style-type: none"> ➤ Contractors review driver abstracts annually and follow up on any areas of concern. ➤ Drivers are required to complete criminal record checks annually and report on criminal charges. ➤ Contractors hold regular meetings with drivers. ➤ All school buses and some light vehicles have cameras and GPS for monitoring.
Student Behaviour	<ul style="list-style-type: none"> ➤ The Division provides all transported students with a brochure at the beginning of the school year outline expectations. ➤ Conduct rules are posted on all school buses. ➤ All school buses and some light vehicles have cameras and GPS for monitoring.
Vehicle maintenance/condition	<ul style="list-style-type: none"> ➤ All contractors complete a yearly inspection on vehicles. ➤ Daily circle checks are completed on all buses.
External factors	<ul style="list-style-type: none"> ➤ Drivers have a means of communication (cell phone or two-way radio) in the event of trouble with a vehicle or accident. ➤ Standardized forms are in place to document collisions. ➤ Protocols are in place for emergency incidents. ➤ GPS on buses can be used to track vehicles in cases of emergency. ➤ School buses annually conduct and document an evacuation drill with students. ➤ The Division has a cancellation procedure for use during severe weather to communicated with the public and contractors.

- Regina Public Schools, along with Regina Catholic Schools, will deliver the First Ride Program to new Kindergarten students on August 20, 2024 at Martin Collegiate.
- The Transportation Office is working on route planning for the 2024-25 school year and developing strategies to reduce reliance on light vehicles and offer bus service to more students and families.

COMMUNICATIONS

Administration continues to monitor bus routes and the intensive supports transportation to sustain service levels and mitigate expense pressures.

RECOMMENDATION

That the Board review and discuss the attached [Transportation Update](#).

PREPARED BY	DATE	ATTACHMENTS
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Ashley Kuntz, Superintendent of Business Services	May 31, 2024	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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**Regina Public Schools
Transportation Performance Information Report**

Performance Indicator	31-May-24	1-Mar-24	23-Nov-23	31-May-23
Total students transported				
School Bus	4504	4534	4616	4464
Light Vehicle Vendor	411	412	410	427
	4915	4946	5026	4891

Number of transportation routes (AM & PM)

School Bus	238	238	238	238
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Number of vehicles in use on a daily basis

School Bus	81	81	81	82
Light Vehicle Vendor	77	75	73	79
Division Vans	3	3	3	3

Number of unfilled routes

Route cancellations:

Mechanical	0	0	0	0
Weather: wind chill -45	0	1	0	0
Weather: wind chill -40 (wheelchair students)	0	1	0	0
No substitute driver	0	0	0	0
Other	0	0	0	0

Average age of contractor school bus fleet (in years)

3	3	3	3
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Capacity utilized on bus (average)

103.5%	104.4%	105.9%	99.31%
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Route Length (in minutes)

Longest route	56 min	55 min	54 min	50 min
Shortest route	7 min	8 min	7 min	10 mins

Student Ride Time(in minutes)

Note - students may only ride one way

AM

<15 MIN	3390	3429	3485	Ride times were not available.
16-25 MIN	726	724	735	
26-35 MIN	259	260	267	
36-45 MIN	111	105	111	
>46 MIN	16	14	9	

TOTAL

4502 4532 4607

PM

<15 MIN	3097	3123	3139	Ride times were not available.
16-25 MIN	1022	1019	1066	
26-35 MIN	281	283	309	
36-45 MIN	103	102	104	
>46 MIN	35	37	27	

TOTAL

4538 4564 4645

Accidents

Reported to SGI	9	7	2	8
Minor (not reported to SGI)	9	6	3	5

Emerging issues

(main issues or challenges facing the transportation departments at this time)

Contractor has expressed concerns over driver shortages.



BOARD MEETING DATE: JUNE 11, 2024

TOPIC: BIENNIAL HUMAN RESOURCES ACCOUNTABILITY REPORT

FORUM	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Delegation / Presentation
<input type="checkbox"/> Closed Session	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Information

BACKGROUND

The Human Resources Department (HR) has primary responsibility for managing and supporting a full range of human resource supports, depicted in the framework below:



At the heart of our Division are its people and organizational culture builds success. HR is committed to contributing to the best outcomes for Regina Public Schools, our students, team members and ultimately our community.

HR has primary responsibility for managing and supporting all employee related matters and we work closely with all Division Departments to support and respond to their needs.

CURRENT STATUS

Work continues to varying extents in each of the eight areas of HR practice shown above, with a particular emphasis on building a full-service, strategic HR department, including realigning and clarifying roles and responsibilities; continuing to build trust with employee group representatives and implement good employee/labour relations practices; re-designing staffing processes to ensure rigor, equity, transparency and consistency; and leveraging technology to transition from manual processing to strategic service delivery.

Strategic Priorities and Actions – Progress Update (January-May 2024)

With the 2023-27 Strategic Plan in place, the HR team has aligned our workplan with the new Division Strategic Plan and continues within a multi-year agenda to deliver modern and professional Human Resource Management practices. The actions below are taken from the Strategic Plan, with progress updates below.

Strategic HR Planning (*Human Resources plans, programs and activities directly linked to the strategic plan of the organization*).

Action 2.1.1: Develop and begin to implement an updated Mental Health and Well-being framework or staff and students focusing on promotion, prevention, and intervention.

Action 2.1.5: Facilitate the Mental Health and Well-being Steering and Working groups and hold bi-annual meetings with senior leadership to discuss recommendations and progress.

Progress to Date:

- HR co-chairs the Mental Health and Well-Being Steering Committee. The Committee is working on an updated Mental Health and Well-being Framework and Strategy and, will develop and implement specific action plans within the following framework:
 - Promotion: Ensuring a Supportive Foundation for Work and Learning, Fostering a Healthy Culture and Environment, Raising Awareness and Maintaining Healthy Behaviors.
 - Prevention: Identifying Risk and Responding Early, Developing Resilience and Self-management Competencies.
 - Intervention: Providing Services, Training and Critical Support.

Action 2.3.7: Evaluate and revise administrative procedures to address inclusion barriers for students and staff.

Progress to Date:

- Updated key Administrative Procedures related to Harassment and Violence and developed a new Administrative Procedure – Addressing Workplace Conflicts. In 2024-25 all staff will be informed of the updates to the Harassment and Violence Administrative Procedures through in-service sessions (online and/or in person) and all leaders will receive in-person training to understand roles, responsibilities and general skill development related to conflict resolution.
- Drafted updates to Administrative Procedures related to Occupational Health and Safety including Occupational Health and Safety Committees, Employee Incident and Injury Reporting, Chemical and Other Hazardous Materials.
- Drafted a new Administrative Procedure related to employee exit surveys.

Action 3.2.1: Leverage the results of the employee engagement survey to develop targeted action plans that will enhance the employee experience.

Progress to Date:

- Received, reviewed and aligned employee engagement survey results with Strategic Plan actions. Survey results have been communicated to the Board of Education (May 2024), Division Leadership (May 2024) and School-based Leadership (May 2024). Results will be communicated to employee group leaders and all staff by the end of June 2024.
- Next year, Division and School-based Leaders will meet with individual teams to review the results and identify where to focus efforts based on the following priority areas from the survey:
 - *Prioritize the health and well-being of employees.*

- *Meaningful work and inspiration at school to do my best work.*
- *The amount of work expected is reasonable.*
- *Materials and equipment I need to do my job well.*
- *Strong feeling of team spirit, support and cooperation across the Division.*
- *Addressing the balance between the demand of work and personal life.*
- *Creating a safe space to speak up at work.*

Action 4.5.6: Review, refine, and leverage human resource systems and technology to drive efficiency and effective operational decisions, and provide meaningful reporting of data (e.g., Atrieve, At Work Care, Applicant Tracking).

Progress to Date:

- Implementation of automated Disability Management tracking software (At Work Care) continues. In 2023-24 HR staff are testing the system and in 2024-25 will leverage the automated notifications across the Division and prepare regular reporting of shorter-term and longer-term illness/disability management leaves of absence along with return-to-work plans. The software supports a more effective and timelier workflow and will support processes to include regular reporting and monitoring.
- HR and Facilities have initiated a joint project to automate the dispatch of casual staff to fill short-term emergent Facilities absences.

Action 4.5.8: Review and enhance the human resources service delivery model to clarify roles and responsibilities and deploy modern human resources practices.

Progress to Date:

- Implementation will extend over multiple years and impact all areas of HR practice including Leadership competency development and skills training, Recruitment and Selection, Employee Engagement, Performance Development and Training.
- This year, work focused on the teacher transfer process. The traditional teacher transfer window was eliminated, and we implemented processes that balance teacher requested transfers with Division initiated transfers.

Recruitment and Selection (*processes that ensure effective workforce planning and talent pipeline strategies to recruit and hire the right people with the right skills into the right positions*).

Action 2.2.5: 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.

Progress to Date:

- Continued regular in-person meetings with program leads, internship supports and student presentations with the University of Saskatchewan, First Nations University of Canada (FNUC) and Saskatchewan Urban Native Teacher Education Program (SUNTEP).
- Developed an Exit Survey for implementation in 2024-25. All staff who voluntarily leave the Division will be invited to complete a short survey to reflect on their experience with Regina Public Schools.

Action 3.1.1: Define leadership career pathways so that employees have equitable and varied development opportunities.

Progress to Date:

- Foundational to this action is modernizing (updating/revising) and in some cases creating new job descriptions for every unique position within the Division. The HR team updated the job description format in 2022-23 and over the past two school years, updated job descriptions have been completed for the majority of out of scope, non-union, CUPE 4643, CUPE 3766, and CUPE 650 positions.
- Work will begin next year on defining career pathways for employees.

Action 3.3.3: Design and deliver refreshed on-boarding and orientation programs.

Progress to Date:

- Refreshed the Division's Onboarding Framework in preparation for roll out in 2024-25, with a focus on the first 30 days of employment. New employees will access resources on the staff portal and supervisors will walk through a common onboarding checklist that, regardless of job function or role, will provide a common experience (with job-specific information). Further onboarding materials beyond 30 days will be developed in future.

Performance Management (*how my job fits into the big picture, the value of my responsibilities and systems and processes enable me to perform to the best of my abilities*).

Action 3.1.2: Build a leadership development framework to enhance capacity and support positive workplace cultures.

Progress to Date:

- Developed a general Leadership Development Framework and will finalize the leadership competencies and program elements in 2024-25.
- As this work is foundational to establishing purposeful and consistent leadership competencies that support organizational culture and will require long-term financial resources, a multi-year approach will be necessary.

Action 3.3.1: Review and refine employee training and development programs to help develop and retain employees and prepare them for future opportunities.

Progress to Date:

- Updated the Instructional Staff Professional Development Framework and worked with the Regina Public School Teachers' Association to improve the flexibility and responsiveness of professional development opportunities.
- Supported and/or developed a more structured process to facilitate staff access to specialized training and development:
 - Deaf and Hard of Hearing Program (Masters Degree – Teachers; ASL Training – Educational Assistants).
 - Program for Students with Visual Impairment (Masters Degree – Teacher).
 - Information Technology certifications.

- Job-specific training (including trauma-informed practices) for Psychologists, Occupational Therapists, Speech Language Pathologists, Social Workers.
- First Aid and CPR, Professional Assault Response Training (PART), Transfer Lift and Repositioning (TLR), Occupational Health Level 1 and Level 2.

Health and Safety (*ensures the health, safety and wellness of the workplace*).

Action 3.2.3: 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.

Action 3.2.4: Implement, monitor, and refine the Safety Management system to ensure continuous improvement of policies, practices and programs.

- Completed an external audit of the Division disability management practices via The National Institute of Disability Management and Research. Results of the review will support refinement of the Disability Management Program and accommodation processes to ensure regulatory compliance, reduce time loss days, reduce costs associated with time loss due to illness and injury, reduce WCB costs, support employee health and wellbeing.
- Worked on updated Administrative Procedures to support foundational elements of a healthy and safe workplace including Incident and Injury Reporting, Hazard Reporting, and Occupational Health and Safety Committees. In addition, clarified roles and responsibilities related to School Emergency Planning.

Labour and Employee Relations (*management of the contractual, emotional, physical and practical relationship between employer and employee*).

With the majority of staff represented by a labour Union or Federation, Labour and Employee Relations priorities are critical to effective human resource practices. These priorities are not specifically captured by key actions in the strategic plan, rather this work is a foundational internal operational priority. Progress updates are noted as follows:

- CUPE 650 bargaining continues. The parties are making good progress and we are working to reach a conclusion of negotiations before the end of June 2024.
- SUN and SGEU agreements remain open. These collective agreements represent a small number of staff (approximately 16 individuals) and we anticipate the settlement of these agreements will immediately follow settlement of larger bargaining units.
- Contingency Planning – HR supported the development and activation of the Division contingency planning in response to STF job action.
- HR continues to work with CUPE 4643 and an external consultant to complete a Joint Job Evaluation Project. We expect a final report from the external consultant by the end of July 2024. This project will provide us with a systematic and consistent process of comparing jobs within CUPE 4643 to establish an appropriate job hierarchy, based on job responsibilities and qualifications. The job evaluation system will generate gender-neutral, non-discriminatory, equitable pay differentials.
- We continue to work towards resolution of our historical grievances and through the last half of this school year, have successfully pre-empted new grievances by continuing to take a proactive approach to resolving concerns at the informal stage prior to formal grievances

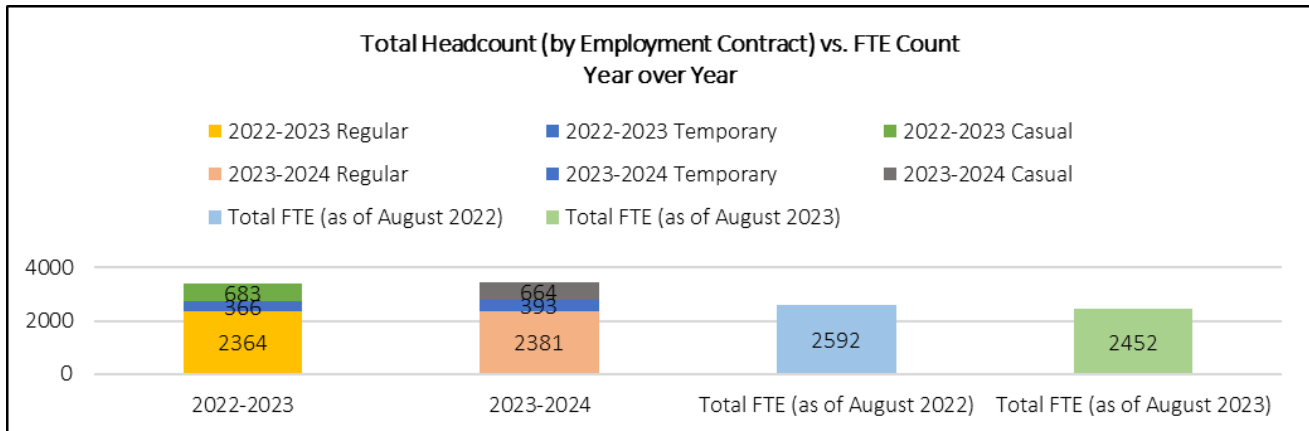
being filed. We continue to maintain ongoing communications with our employee groups, and are confident that we are making good progress.

PERFORMANCE MEASURES

The Human Resources Department compiles and analyzes key indicators, reported below for the current school year and previous school year.

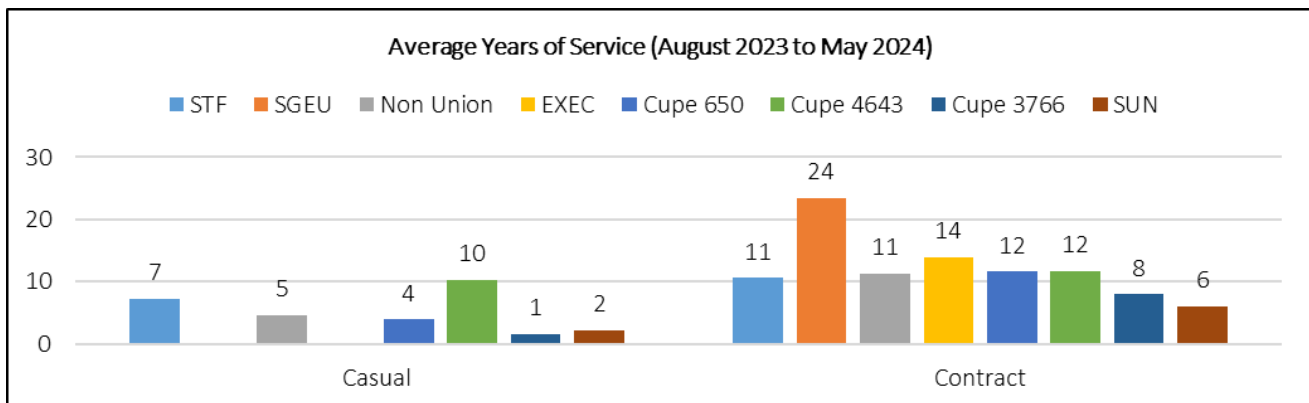
FTE Count and Headcount

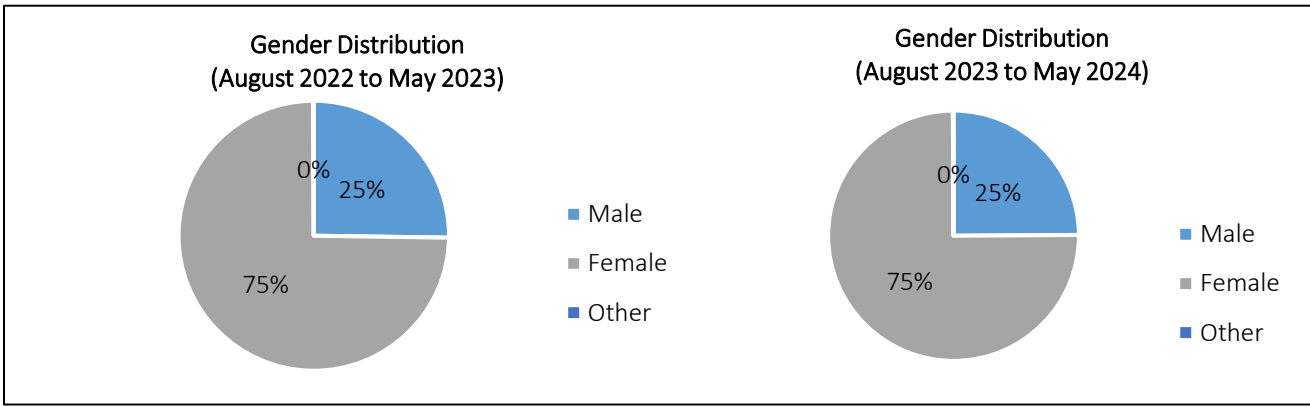
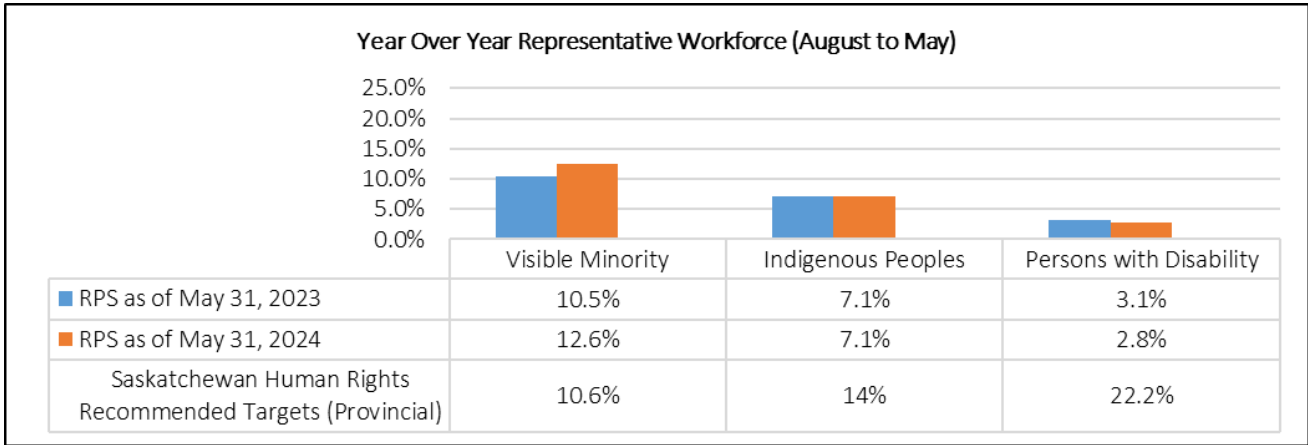
- A decrease in FTE from August 2022 to August 2023 due to reductions across Out of Scope, Non-Union, STF and CUPE 650 employee groups.



General Workforce Demographics

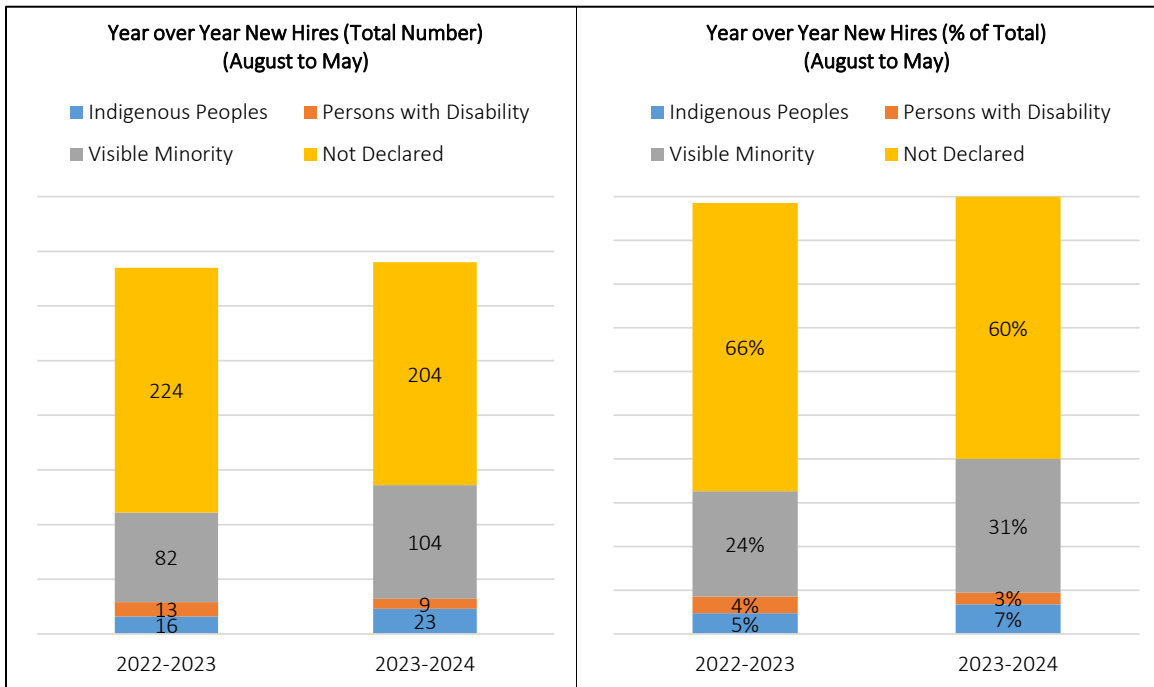
- Average years of service and gender distribution remain stable.
- Representative workforce distribution shows a 2-percentage point increase in Visible Minority and minimal to no changes to the other Saskatchewan Human Rights categories. This can be explained by increased immigration of skilled labour aligning with our job requirements (particularly Educational Assistants). Diversity, Equity and Inclusion (DEI) is a critical priority for the HR Department to ensure our workforce is representative of schools and students.





New Hires

Employee Category	Total New Hires Aug 2023 – May 2024	Total New Hires Aug 2022 – May 2023
Casual (Educational Assistant, Relief Worker, Administrative Assistant, Noon Hour Supervisor)	155	154
Substitute Teacher	95	68
Educational Assistant (contract)	41	66
Teachers (continuing/temporary contracts)	33	32
Support (Nurse Therapist, Social Worker) (contract)	6	2
Support (Admin Assistant, Facilities) (contract)	6	9
Out of Scope	2	4
Division 12-Month Support (Finance, IT, HR, etc.)	2	0
TOTAL	340	335



Grievances

- Significant progress made in 2023-24 to resolve outstanding files and mitigate new grievances.

CUPE 3766	Filed	Resolved
2019	14	3
2020	0	0
2021	3	3
2022	9	0
2023	9	23
2024	2	5
Grand Total	37	34

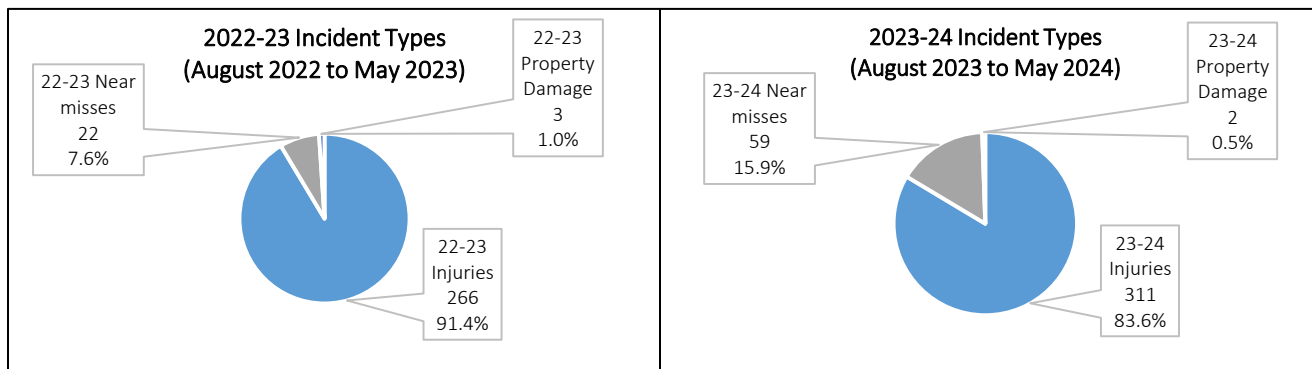
*8 Total Outstanding

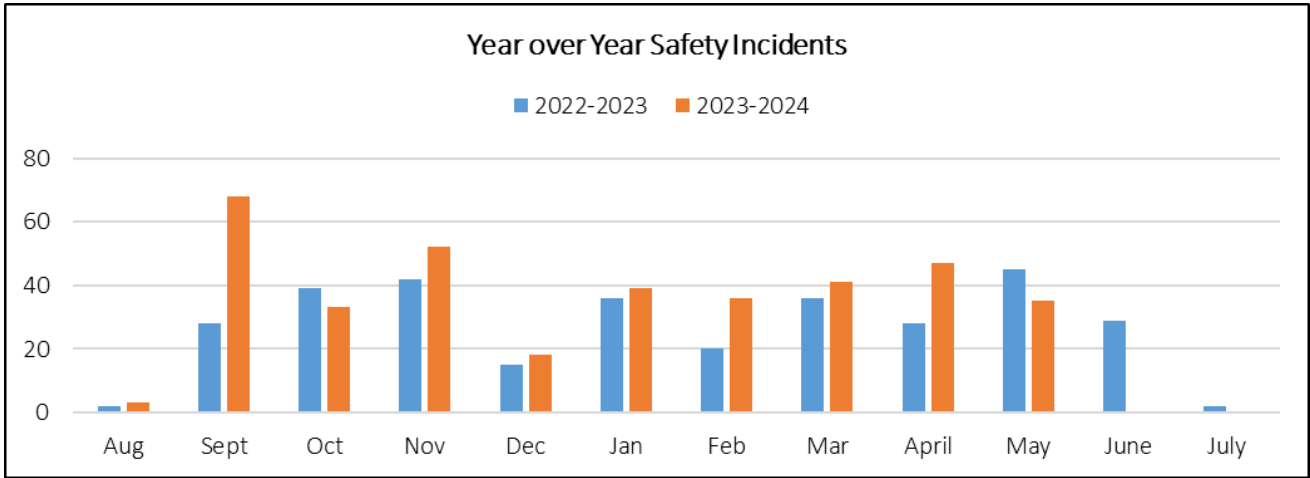
CUPE 650	Filed	Resolved
2019	7	4
2020	4	7
2021	6	4
2022	5	6
2023	6	7
2024	1	0
Grand Total	29	28

*9 Total Outstanding

Incident Management

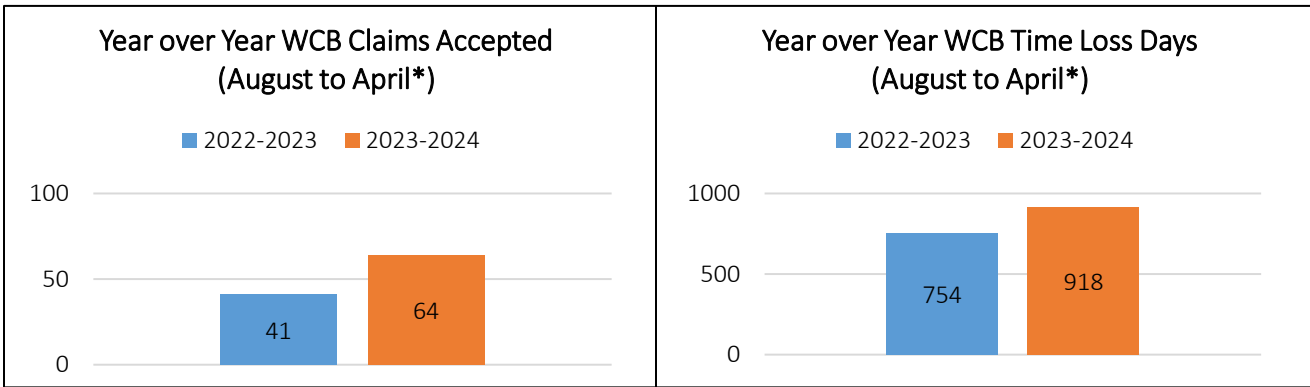
- Focus on prevention activities continues and positive results with increased near miss reporting.





Workers' Compensation Claims

- WCB Claims data* is collected directly from WCB. At the time of this report, the data from WCB is only available up to April.
- HR continues to refine and prioritize prevention through ongoing near miss reporting, identification of hazards and early return to work actions.



COMMUNICATIONS

Administration will provide updated Human Resource Dashboard reports to the Board of Education twice per year, in January and June.

PREPARED BY

Reagan Lowe, Superintendent of Human Resources

DATE

June 5, 2024

ATTACHMENTS

Yes No



BOARD MEETING DATE: JUNE 11, 2024

TOPIC: SCHOOL RESOURCE OFFICER PROGRAM REVIEW

FORUM

INTENT

- Open Session
- Closed Session

- Delegation / Presentation
- Decision
- Discussion
- Information

BACKGROUND

The School Resource Office (SRO) program has been in place in Regina for more than 40 years. In mid-2022, the Public and Catholic school divisions tendered for consulting services to undertake a formative and summative review of the program.

During the October 17, 2023 Board meeting, a motion was passed that the Board receive the SRO Review Report and direct the Director of Education/CEO to work with Regina Catholic Schools and the Regina Police Service to update the SRO program and to develop a plan to implement culturally appropriate efforts toward Indigenous and BIPOC students, gender diverse students, students who are members of the 2SLGBTQIA+ community, vulnerable students, and all diverse populations.

Enhancements to be considered will include:

- Designing a robust governance model, including a student advisory body;
- Refining the role of SROs, with priority on student relationship building;
- Reviewing and recommending enhancements to SRO recruitment, hiring and training practices;
- Implementing a systematic approach to regularly monitor (at least annually) and evaluate the impacts of the SRO program;
- Collaboration among Diversity, Equity and Inclusion leaders in Regina Public Schools, Regina Catholic Schools, and the Regina Police Service; and,
- Conducting a full review every three to five years including developing alternative approaches to the SRO program if reforms do not produce the desired results.

The purpose of this item is to provide an update on the SRO Program review.

CURRENT STATUS

During the 2023-24 school year a Working Group consisting of members from Regina Public Schools, Regina Catholic Schools and the Regina Police Service was created. The Working Group has met to discuss the results of the full review and has been organized into six Collaborative Actions teams, which include:

1. Governance, Leadership & Reporting
2. Human Resource Process & Selection
3. Training
4. Practical Application & Operations
5. Communication
6. Evaluation

The Collaborative Action Teams will focus on the recommendations of the full report and the enhancements identified during the October 17, 2023 Board meeting.

COMMUNICATIONS

The SRO report is posted on the Regina Public Schools website.

PREPARED BY	DATE	ATTACHMENTS
Darren Boldt, Director of Education/CEO	June 3, 2024	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
