

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

**EMPLOYMENT EQUITY REPORT
APRIL, 2013**



**Regina Public Schools
Employment Equity Report
April 2013**

Regina Public Schools (RPS) serves approximately 20,000 students in 41 elementary schools, nine high schools, and one adult campus. The Division is also affiliated with three associate schools, which offer religion-based education. The division is committed to valuing diversity and equity.

In an effort to achieve a representative workforce, Regina Public Schools continues the following established practices to recruit equity candidates:

- advertisements for positions contain a reference to the employment equity plan and all application forms contain a section allowing for self-declaration.
- The Board of Education is advised through Personnel Reports of the number of employees from the equity groups who have been hired or have resigned from the school division. The reports are provided quarterly and allow for on-going monitoring from an employment equity perspective.
- Information sessions are held specifically for SUNTEP students and for Education students from the First Nations University of Canada. Students are encouraged to apply with Regina Public Schools and are given an opportunity to ask questions about the Division and the recruitment process. New graduates are given a first interview upon request. Several students from the SUNTEP programs and from the First Nations University of Canada intern in Regina Public Schools.
- Equity candidates are considered for early hiring for teaching positions available in the fall.

In addition to these established practices, during the past several months:

- An increase in the number of well-qualified new Canadians applying for employment has been observed. This has resulted in an increased percentage of persons self-declaring as Visible minorities working in support staff positions.
- Two work placements with Regina Open Door Society were facilitated. One of the placements resulted in an employment contract.
- A grant was sought and awarded with the goal of establishing accurate enrollment data, current achievement data, and retention and graduation rates of Aboriginal learners in Regina Public Schools. Currently, the Division collects student data based on voluntary self-declaration information provided by parents or guardians. This results in information that does not accurately reflect the number of

Aboriginal students in the system since a large portion of students have not declared ancestry. The data gathered as a result of this project is intended to assist in informing decision-making in the areas of services and programming to provide support services for success of Aboriginal learners and to improve graduation and retention rates. As a result of the additional funding, Regina Public Schools was able to employ additional First Nations or Metis teachers to provide enhanced supports to students.

Also of note, Regina Public Schools takes a lead role in the development of Help Me Tell My Story. This is a holistic evaluation for pre-K and K students. Founded in First Nations and Metis worldview, this project has created an assessment tool and provided data to assist these early learners in their language patterns and to enhance their reading levels. This project continues to evolve and currently is now progressing into helping enhance Grade 1 Math skills from a First Nations and Metis worldview.

Recognizing the importance of accessibility for students, staff and members of the public, renovations to improve accessibility at all Board locations, including the schools, occur on an ongoing basis. Specifically, the following renovations have occurred recently, are underway or will be complete by the end of the school year: An accessible washroom at Centennial School, an accessible washroom at Judge Bryant School, a new lift at Campbell Collegiate, and a new accessible kitchen at W.H. Ford School. Also, at Dr. L.M. Hanna School, a ramp out of its portable classrooms will be constructed this spring. In the fall of 2012, two new school facilities were opened. Both were constructed with the intent of full inclusion of students with special needs. The designs of the new schools went beyond code requirements for accessibility and moved toward “universal design principles”, which allow for the greatest amount of inclusion of persons with all types of disabilities. The design principles extended beyond the building to the playgrounds and parking lots.

The Workplace Health and Wellness department continues to accommodate disabled employees in the workplace to ensure their retention. This includes:

- The facilitation of part-time or casual work for employees who are not able to work full-time due to a disability and the provision of graduated return to work options for employees returning to work following absences due to illness or injury;
- The purchase of equipment and furnishings to facilitate work in the safest manner for employees with disabilities including, for example, voice amplification devices, ergonomically correct chairs, headsets, large computer screens, and ergonomically correct “mouses” for computer usage; and
- Alternate work placements for employees unable to perform their duties due to physical and/or mental disabilities.

Regina Public Schools understands the importance of creating a positive and respectful workplace, in cooperation with the unions and associations representing employees. The Collective Agreements signed in August with the CUPE unions

representing support staff employees included a new Letter of Understanding on Reasonable Accommodation that clearly indicates that accommodations of employees within the workplace is a shared responsibility between the Employer, the Union and the employee. Amendments were also made to the articles of the Agreements and the related form regarding the provision of information at time of hire to ensure that appropriate accommodations are made for new employees (if restrictions are identified) and that information is requested of new hires appropriately.

The local Agreement between the Board and the Teachers of the Regina School Division #4 includes a new provision for a leave at a reduced salary of up to two days per school year for the purpose of providing care to a family member in the case of illness in order to accommodate family responsibilities of teachers.

Special events and projects are held at various schools throughout the year to promote equitable opportunities and outcomes for all. Attached is an excerpt of INFO, a monthly staff newsletter, which captures just some of the activities intended to embrace diversity within the school communities.

The Board maintains its administrative procedures relating to the following:

- Employment Equity
- Employee Harassment
- Sexual Harassment
- Human Rights Equity

A copy of the Employment Equity procedure is attached to this report (Appendix A).

Several professional development opportunities relevant to diversity and equity were granted to employees throughout the year. Particularly, in collaboration with the Office of the Treaty Commissioner, Treaty Education training has been provided to teachers on several occasions throughout the school year. Staff members have also been trained to take a lead role in the delivery of treaty training at school levels. Employees have been supported to attend a multitude of workshops, University courses and conferences on a variety of topics including: autism, inclusive education, working with the visual impaired, and English as a Second Language.

In support of the student self-declaration project noted above, training will be provided to support staff who interface with families regarding the provision of student information to ensure effective and appropriate communications.

Conclusion

Regina Public Schools values the diversity of the community it serves. Guided by the values of “I belong, I respect, I am responsible, I want to know” and by the mission statement “To instill the value of knowledge, the dignity of effort, and the worth of the individual.”, efforts continue to ensure that the workforce reflects the community and the students within the system.

Occupational groups	Total		Female Employees		Aboriginal Employees		Employees with Disabilities		Visible Minority Employees	
	#	%	#	%	#	%	#	%	#	%
Classroom Paraprofessional	314	87.9	276	87.9	58	18.5	8	2.5	16	5.1
Cleaning & Labour	59	20.3	12	20.3	5	8.5	4	6.8	18	30.5
Degreed Support Staff	54	87	47	87	4	7.4	2	3.7	0	0
Middle Management	36	47.2	17	47.2	0	0	2	5.6	1	2.8
Plant Operation	104	12.5	13	12.5	9	8.7	1	1	14	13.5
Principal & Vice-principal	90	56.7	51	56.7	4	4.4	2	2.2	0	0
Secretarial & Clerical	118	97.5	115	97.5	6	5.1	3	2.5	2	1.7
Senior Administration	4	50	2	50	0	0	0	0	0	0
Teacher & Consultant	1369	77.1	1056	77.1	102	7.5	27	2	31	2.3
Trades & Technician	22	4.5	1	4.5	2	9.1	0	0	0	0
GRAND TOTAL	2170	73.3	1590	73.3	190	8.8	49	2.3	82	3.8

Occupational groups	Total	Female Employees		Aboriginal Employees		Employees with Disabilities		Visible Minority Employees	
		#	%	#	%	#	%	#	%
Middle Management	36	17	47.2	0	0	2	5.6	1	2.8
Senior Administration	4	2	50	0	0	0	0	0	0
GRAND TOTAL	40	19	47.5	0	0	2	5	1	2.5

APPENDIX A



REGINA

EMPLOYMENT EQUITY

PUBLIC SCHOOLS

1. The goal of Employment Equity is to achieve a workforce that reflects the representation of women, persons of aboriginal ancestry, members of visible minorities and persons with disabilities as they exist in the general population. Such a workforce not only provides fair employment opportunity but also provides positive role models for students so that they may develop abilities and aspirations without the limitations imposed by stereotypes.
2. The Division administers an "*Employment Equity Plan*" approved by the Saskatchewan Human Rights Commission, which is intended to facilitate the hiring and/or promotion of appropriately qualified members of the designated groups in order to achieve a workforce in which representation of the designated groups is comparable to their representation in the general population.
3. The "*Designated Groups*" as defined by the Saskatchewan Human Rights Commission are women, persons of aboriginal ancestry, visible minorities and persons with disabilities.

Recruitment

4. All job postings and advertisements shall clearly define the relevant requirements and qualifications and shall include a statement that the Division administers an Employment Equity Plan approved by the Saskatchewan Human Rights Commission.
5. Application forms shall also include a statement that the Division administers an Employment Equity Plan approved by the Saskatchewan Human Rights Commission, and shall include a section where the applicant may voluntarily self-identify as a member of one of the designated groups of the Employment Equity Plan.

Selection

6. Every reasonable effort shall be made to ensure that testing procedures, exercises and job simulations shall be free of bias against members of designated groups.
7. Inservice training shall be provided so that all interview team members are aware of human rights legislation, employment equity principles, cross-cultural issues and fair interviewing techniques.
8. Designated group members shall be included on interview teams, where appropriate and possible.
9. Except as may otherwise be provided in the applicable union contract, preference may be given to applicants who have the appropriate qualifications and who are members of a designated group which is under-represented in that job category.
10. Notwithstanding the above, it is not the intent of this procedure to require the hiring and/or promotion of applicants whose qualifications do not meet the standards of this Division.

11. In addition, the recruitment and assignment of teachers in non-traditional subject areas and grade levels is encouraged.

Staff Awareness and Education

12. Arrangements shall be made for ongoing staff inservice and development to promote awareness and acceptance of the Employment Equity Plan among all employees.

Monitoring

13. Upon hiring, the self-identification (if any) of the successful applicant shall be entered into the Human Resources database to facilitate statistical reporting.
14. Quarterly reports shall be prepared for consideration by the Administrative Council Executive. The quarterly reports shall include statistics on hiring indicating the percentage of successful and unsuccessful applicants who self-identify as members of designated groups.

Reference: Section 85, 87, 109, 174, 175 The Education Act, 1995
Saskatchewan Human Rights Commission

APPENDIX B

Equitable opportunities and outcomes for all

ABORIGINAL STUDENTS GET A HEAD START ON FUTURE HEALTH CAREERS

They may still be in high school, but 17 Aboriginal students in Grades 11 and 12 spent a day at Miller Comprehensive High School exploring health careers that could become their potential career.

After the Elder opened the day with a prayer, students were exposed to a variety of options to enrich the transition from secondary schools to post-secondary. Throughout the morning, students heard from guests on a variety of topics, such as the importance of prerequisite requirements, academic and personal supports systems and services to issues of personal commitment and the importance of time management. First Nations Elder, Mike Pinay spoke about the importance of remaining in school and completing their education.

The session emphasized the importance of positive role models/mentors and how these are a link to successful transitions and play an important role in the pursuit of post-secondary education. During the health professions session, participants received encouragement necessary for Aboriginal youth to achieve their full potential.

Aboriginal youth role model Mandi Cote from Cote First Nation is a second



year nursing student, University of Saskatchewan—Regina Campus, who shared her story about the importance of cultural understanding in treating not only Aboriginal patients in her care, but all patients, regardless of cultural background. “This is a profession that Aboriginal women seem born to do because we are the natural healers of our people. Aboriginal nurses can bring awareness of our people into modern society and form a bridge between the different cultures. Cultural aspects are important in nursing because of our diverse society.” “I liked how Mandi came and explained her first years of university. It makes me both excited and a little nervous,” said Reigen Kehler from Winston Knoll Collegiate.

Andrea Brewer, an Aboriginal pharmacist and role model in the Pre-Health Professions Club from 2008 to 2012, spoke about the need for more First Nations and Métis students in health-care professions. Andrea believes that “today’s Aboriginal students will play a significant role in Saskatchewan’s future. My vision is Aboriginal and non-Aboriginal health-care professionals working together—united in providing equal access to health care. It is important for the students to know we believe in them. Having access to a role model helps the youth realize their full potential.”

Both presenters shared the value of giving back to the community. This is another reason why it is so important for Aboriginal students to see themselves, their history, origins and culture represented in the classroom, beyond the building and into health careers.

In the afternoon, student mentors from the University of Saskatchewan undergraduate health programs and role models from Regina Qu’Appelle Health Region were available to provide hands-on learning opportunities, involving suturing and diabetes education. These activities provided students with learning opportunities to experience the skills of a health worker and engage in informal dialogue in a small group setting. One of



the objectives was to introduce health professionals as mentors and resource people, rather than their role in health services delivery.

Regina Public Schools recognizes that transition points represent critical opportunities and may be key stressors in most young people’s lives. To ensure there is a smooth process in place, the use of community partnerships is essential in assisting the students in understanding there is support in place for them and that post-secondary, health-care professions are a reality for them.

The eventful day was supported through the provincial mandate on Aboriginal students by both the Ministries of Health and Education. The day was facilitated through the University of Saskatchewan’s Pre-Health Professions Club. The Pre-Health Professions (PHP) Club is collaboration between the University of Saskatchewan (U of S) Colleges of Medicine, Nursing, Pharmacy and Nutrition that builds on existing partnerships the university has established with University of Regina, First Nations University, Saskatchewan health regions, Saskatchewan school divisions, Métis locals, First Nations tribal councils and their communities. The purpose is to provide career pathway experiences for high school students to health-care professions.

For more information, please visit www.usask.ca/groups/prehealth.

- Submitted by Sarah Longman
Aboriginal Transitions Consultant,
Regina Public Schools
and Christel Gee
Pre-Health Professional Coordinator,
University of Saskatchewan

DC CLASSES HOST ABORIGINAL GATHERING

This past December, the Cochrane and Winston Knoll Developmental Classrooms collaborated to host an Aboriginal gathering with FIAP and DC students from Campbell, Cochrane, and Winston Knoll.

Students participated in many games and activities such as pin the tail on the buffalo, making inukshuk statues, face painting, snowshoeing, relay races, fishing, a beanbag toss, and storytelling by Kokum Florence. Students also enjoyed eating bannock and round dancing with the Ranch Ehrlo pow-wow dancers.



SCHOOL AND COMMUNITY MEMBERS GATHER FOR FEAST AND ROUND DANCE

February 1st saw the Scott Collegiate School Community Council in partnership with Albert and Kitchener SCCs host a hugely successful feast and round dance. We were thrilled by the many community members and families who attended this annual event. It was a great opportunity for many staff and students to learn about and participate in an important First Nations ceremony.

We look forward to other opportunities to build our school community and we thank the Albert Scott Community Centre for providing the venue.

Hiy Hiy (thank you).

- Submitted by Jessica Wesaquate
Grades 3/4 Teacher, Kitchener
and Nancy Buisson
Principal, Scott



Thank you to all of the staff, teachers, students, and volunteers who helped create such a wonderful event!

What a great experience for our students.

- Submitted by Brittany Thies
DC Teacher, Cochrane

IMPERIAL GSA PROUD OF BUILDING RELATIONSHIPS

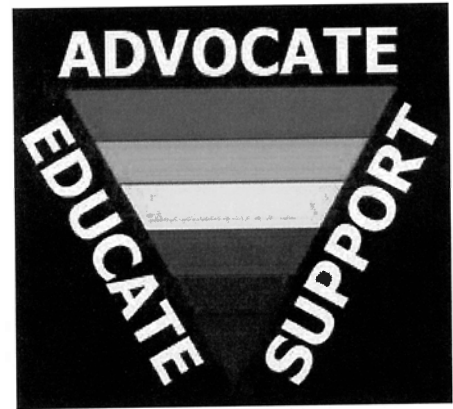
Imperial Community School is proud to host one of the only elementary chapters of the GSA (Gay Straight Alliance). Founded by students and led by Principal Jay Fladager, the Tiger GSA is working to build relationships.

The group will hold a Pink Day on April 10th, and are welcoming a panel of guest speakers whose message is one of celebrating diversity. We are proud of you!

*- Submitted by Melanie Little
Vice-Principal/LRT, Imperial*



Shown above are Sydnee, Principal Jay Fladager, and Eva wearing "It Gets Better" T-shirts.



HENRY BRAUN STUDENTS USE THE ARTS TO EXPLORE THEMES OF KINDNESS AND EQUALITY

On February 28th, the Grade 2 students at Henry Braun School put on a very special presentation at the awards ceremony. During the month of February, students and staff were talking about being kind to one another. February also happens to be Black History month which leads to the idea of what can happen if kindness is ignored.

To explore these themes, Arts Education specialist Sarah Roe and a class of Grade 2s came up with a shadow screen presentation to the story "Follow the Drinking Gourd" by Jeanette Winter, which is all about how the slaves escaped into Canada.

They immediately followed the shadow screen presentation with the song "True Colours", recently sung by

Artists Against Bullying. Students learned all about equality and how it's okay to be different!

*- Submitted by Sarah Roe
Arts Ed. Specialist, Henry Braun*



MAKING SHIRTS FOR ANTI-BULLYING DAY

Maria Tsakas' junior and Amy Ripplinger's senior FIAP classes, along with Danielle Shannon's Grades 2/3 class, had tie-dyeing fun as they prepared shirts in support of Anti-Bullying Day at Lakeview School on February 27th!

- Submitted by Maria Tsakas
Jr. FIAP, Lakeview



BUCK STUDENTS LEARN WHAT IT MEANS TO BE SOCIALLY RESPONSIBLE

Grade 6 students at Ruth M. Buck School were inspired by the story about Ryan Hreljac and his cause to provide safe water and sanitation to people in developing nations. After reading his brief biography in the *Literacy in Action* series, students decided that if a six year old could make such a difference, they could help as well.

Students followed Ryan's motto of "nobody can do everything, but everybody can do something." The students decided to do extra chores and donate their earnings. They also developed presentations and talked to each class in the school. These presentations inspired other students in the school, and soon the money was flowing in.

The two-week campaign raised \$530 which was donated to the Ryan's Well Foundation School Challenge. The goal of this year's school challenge is to raise



\$37,000 to provide clean water and sanitation to three schools in Ghana. The Foundation hopes, with the help of students around the world, to reach this goal by March 22nd, World Water Day.

Congratulations to the Buck students as they help others in the world and start to develop a sense of social responsibility. For more information, please visit www.ryanswell.ca.

- Submitted by Shelley Desrosiers
and Trudy Yeske
Grade 6 Teachers,
Ruth M. Buck



STUDENTS ROCK OUT FOR THE AFTERNOON

The Winston Knoll Collegiate FIAP program held their fifth annual Valentine's dance/air band performances on Friday, February 15th. It was a smashing success! Parents, staff and students from the Knoll FIAP and DC programs, Cochrane FIAP and Campbell FIAP programs, as well as several elementary students transitioning to Knoll from W.H. Ford School in the fall of 2013, all rocked out for the afternoon.

Performances by rock band Sweet ("Ballroom Blitz"), Taylor Swift and her would-be boyfriends ("Never, Ever Getting Back Together"), the crew from Grease ("You're the One that I Want"), Justin Bieber-ish and Nicki Manaj-ish ("Beauty and a Beat") and the Backstreet Boyz ("Everybody") all brought the house down. Prizes were given out for spot dances as well as a grand prize of an iPod docking station for most participation.

Everyone had a great time! We look forward to seeing everyone again next year.

- Submitted by Scott Johnson
FIAP Sp. Ed. Teacher, Winston Knoll



THOMSON RINGS IN THE CHINESE NEW YEAR

During Chinese New Year, the staff and students at Thomson Community School participated in a variety of activities to celebrate the year of the snake. Each year, Chinese people celebrate for 15 days; this year, the celebration began on February 10th and concluded on February 25th.

On February 13th, the Grades 6/7 and 7/8 classes prepared a delicious Chinese food lunch for the staff and students. On February 19th, staff, students and community members learned more about Chinese culture from the Chung Wah Kung Fu Centre. The troupe's presentation included a Lion Dance. Students were asked to present Hung Bao for good luck in the coming year. The audience was also treated to a Kung Fu and Tai Chi demonstration.

Everyone truly enjoyed the opportunity to learn more about Chinese culture!

- Submitted by Jamie Armstrong
Learning Resource Teacher, Thomson



WASCANA STUDENTS LEARN ABOUT THE CIRCLE OF LIFE

The Grades 7/8 students at Wascana Community School enjoyed listening to



Lloyd Carrier and Eddie Missens from Fox Valley Counselling Services who came to talk about “*Kisewatotatowin* Traditional Aboriginal Parenting: Loving, Caring, Sharing & Respect”. The students enjoyed listening to Lloyd and Eddie discuss the *Circle of Life* and how everyone takes the journey of life from infancy, to adolescence, to adulthood and, finally, to being an Elder.

The guest speakers talked about how to enjoy life to the fullest by making healthy, positive choices. They encouraged students to listen to and respect their own parents/caregivers and not to take things so seriously in life and noted how healthy it is to laugh and have fun.

- Submitted by Shana Cardinal
School Counsellor, RPS (Wascana)



WASCANA STUDENTS APPRECIATE BREAKFAST CLUB PROGRAM

This year, Wascana Community School received funding from Breakfast Clubs of Canada for its breakfast program. Walmarts Canada wide provide major sponsorship to Breakfast Clubs of Canada.

To express their thanks, Sarah Bell's Grades 5/6 class wrote thank-you cards and created a brief write up about the breakfast program to be displayed at the front doors of the Walmart in north

Regina. The display helped generate more donations to Breakfast Clubs of Canada because customers realized that their donations are used right here in

their own city.

- Submitted by Brenda Shukin
Nutrition Coordinator, Wascana



IMPERIAL STUDENTS TREATED TO A TASTY START TO THEIR DAY

March 15th was a day of celebration at Imperial Community School. Along with special guests Dave Aldridge, Joanne Windt, and Andy Dyda (from Loblaws Canada), students were treated to a nutritious and delicious breakfast served by the Imperial staff.

This breakfast and many more have been made possible by a grant from Breakfast for Learning. Many thanks to our grant partners for this food for learning!



- Submitted by Melanie Little
Vice-Principal/LRT, Imperial