

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

EMPLOYMENT EQUITY REPORT

May, 2010



**Regina Public Schools
Employment Equity Report
May 2010**

Regina Public Schools (RPS) serves approximately 20,000 students in 57 schools. The division is committed to valuing diversity and equity.

Management Leadership

The Elders' Council continued its important leadership and guidance role within Regina Public Schools. They meet with the Board of Trustees on a quarterly basis and provide advice on Aboriginal Ways of Knowing and how to best work with the Aboriginal community. They meet regularly with the Aboriginal Education team to provide advice on incorporating Aboriginal content into the curriculum and in school practices. Elders continue to participate in the interviews for potential Teacher Associate candidates. (Teacher Associates are employees based in community schools who in addition to their duties serve as role models for Aboriginal students.) The division currently has thirty-one Elder in Residence programs (using the services of eleven different Elders). This work has created the need for the Division to engage in two research projects in partnership with the First Nations University of Canada and the Gabriel Dumont Institute, exploring the link between Elder involvement and student achievement. The first project is completed and has been published and released under the Sterling McDowell foundation and the other project is ongoing and will be completed by June 30, 2010.

The Director of Education for Regina Public Schools is an active participant in the Martin Aboriginal Education Initiative (MAEI). As stated on its website, the goal of MAEI is to support initiatives that improve education at the elementary and secondary levels for Aboriginal Canadians. Its projects are chosen in discussion with Aboriginal Leadership, Provincial and Territorial education authorities, and various national business communities.

A team comprised of Superintendents, coordinators and consultants has actively engaged in a Circle of Courage planning session, the goal of which is to implement a plan that allows for schools to engage in the implementation of Circle of Courage programming at the school level. The team travelled to South Dakota to meet with the Circle of Courage development team to research how this could be done.

The Superintendent of Human Resources presented at and participated in the Saskatchewan School Boards Associations' workshop on Aboriginal employment held in Saskatoon in November of 2009.

Accessibility of work environment for employees with disabilities

Renovations to improve accessibility at all Board locations, including the schools, occur on an ongoing basis. Specifically, the following renovations have occurred over the past few months:

- The completion of the construction and renovation of the Knoll Collegiate Development Center, consisting of 3200 square feet of classroom, physiotherapy space, an accessible teaching kitchen, washroom spaces, and Snoezelen rooms. The renovations included accessible door operators and bus parking. Also at Knoll, two other classroom areas were provided with an accessible washroom, grooming area, and kitchens, with a wider entry from the main corridor.
- A new accessible washroom was constructed at Thom Collegiate for staff and students.
- New accessible door operators are being installed at entrances at W.F. Ready School, Dr. A.E. Perry School, Judge Bryant School, Ruth M. Buck School, F.W. Johnson Collegiate, Winston Knoll Collegiate, Cochrane High School and Ruth Pawson School. Replacement of old entrances with new wider entrances has been completed at Grant Road and Massey School.
- Accessibility ramps have been installed at Ruth M. Buck School, George Lee School, Massey School and Wilfred Hunt School to improve playground access. Dr. A.E. Perry School has been equipped with accessible swings and a play structure and with asphalt tarmac for entry.
- Various grab bars have been installed in washrooms and corridors.

The Workplace Health and Wellness Manager continues to accommodate disabled employees in the workplace to ensure their retention. A part-time position, Attendance Support Associate, was added to the department in the fall of 2009 to provide additional support for return to work plans and situations requiring accommodations. Several examples of accommodations, but not an exhaustive list, follow:

- The facilitation of part-time or casual work for employees who are not able to work full-time due to a disability;
- The purchase of equipment and furnishings to facilitate work in the safest manner for employees with disabilities including, for example, white boards, ergonomically correct chairs, headsets, visual aids, and lifting devices;
- Alternate work placements for employees unable to perform their duties due to physical and/or mental disabilities;
- The provision of graduated return to work options for employees returning to work following absences due to illness or injury, based on individual needs.

Recruitment of equity groups

Regina Public Schools is continuing with several 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. (A sample advertisement is contained in Appendix A).
- Regina Public Schools participates as an employer in the Stepping Stones Career Fair, which targets young Aboriginal students. The division's students also participate.
- The Education Career Fairs at the University of Regina and the University of Saskatchewan are seen as opportunities to encourage applications from teaching candidates who are from the equity groups.
- 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 for SUNTEP students and for Education students from the First Nations University of Canada. Students are encouraged to apply with Regina Public Schools and were 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. A pool of teaching positions was created to allow for the early hiring.
- Work experience placements have been arranged in partnership with the Open Door Society.
- During staffing meetings, Principals are reminded of the importance of recruiting candidates from the equity groups.

Retention and Career Development

Priority continues to be placed on improving Aboriginal student transitions to post-secondary study or the workforce. This year, there has been a focus on the development of the Learning Across the Community model at Scott Collegiate, which is

centred on project-based service learning, with student apprenticeships in the public and private sectors.

Two teachers are currently being sponsored through a scholarship program to obtain master degrees in the area of education for students with visual impairments. This program helps ensure that we train and retain teachers with expertise in this specialized area.

Working Environment

The Board has 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 B).

ACT!, Regina Public Schools' anti-racism, cross-cultural team development program continues to thrive, with training and retreats being offered to high school and elementary students. At the student leadership retreats, students participate in activities to develop a sense of unity. Staff members also participate in activities and discussions. The team building sessions this year included a Sweat-lodge for high school ACT teams and Tipi raising training sessions for all Act teams.

Every school continues to have a goal connected to First Nations and Metis education. Outcomes and indicators are under development in the area of Kindergarten to Grade 6 Indigenous Studies. Data from the Ministry of Education's Treaty knowledge survey will be used to support the schools' equitable opportunities goals.

Staff Training and awareness

Throughout the year, support staff members and teachers have been supported to attend a multitude of workshops, University courses and conferences. Training, conferences and workshops covered many varied subject areas including: autism, Down Syndrome, inclusive education, sign language, working with the visual impaired, and English as a Second Language. Annually, several teachers and/or support staff members attend the Awasis conference and the Treaty Four Conference.

Employees continue to participate in "Circle of Courage" training and implementation, as well as Response Ability Pathways (RAP) and Life Space Crisis Intervention. These are strength-based programs rooted in First Nations values and philosophy. In order to increase the number of employees who can be trained in a year, staff members are eligible to receive honoraria if they attend sessions outside of normal

work hours. The induction program for new teachers included a section on reclaiming students based on “Circle of Courage”. Also, a half day educational session on restorative practices was held for assistants and associates in February of this year.

There was a focus this year on providing Treaty training for teachers. Teachers from thirty of the schools, Kindergarten to Grade 6, were provided with the awareness, knowledge and skills required to successfully implement the provincially mandated curriculum, Teaching Treaties in the Classroom.

During the 2009-10 school year, train the trainer sessions have been held in a SMART program, (Safe Moves and Repositioning Techniques) and a number of employees have been provided SMART training. The purpose of the training is to prevent workplace accidents and resulting injuries.

Collective Agreement language relating to employment equity

The Human Rights Equity, Employee Harassment, and Sexual Harassment procedures are attached to the Collective Agreements for the support staff bargaining units.

During the 2009-10 school year, representatives of the employee unions and associations met as the Employment Equity Committee to revisit the shared commitment to employment equity in the organization.

Conclusion

Regina Public Schools strives on a continuous basis to create an inclusive environment that reflects the community it serves. There is recognition that achieving employment equity goals is a long-term process and that successes have to be celebrated as they occur. The attached excerpts of the April Information Newsletter highlight many such celebrations (Appendix C).

WORKFORCE ANALYSIS CHART

Occupational Groups	Total	Female Employees		Aboriginal Employees			Employees with Disabilities			Visible Minority Employees					
		Total	%	F	M	T	%	F	M	T	%	F	M	T	%
Classroom Paraprofessional	316	263	83.2	54	11	65	20.6	5	4	9	2.8	3	2	5	1.6
Cleaning & Labour	57	15	26.3	1	3	4	7	1	4	5	8.8	2	13	15	26.3
Degreed Support Staff	38	34	89.5	2	0	2	5.3	1	0	1	2.6	0	0	0	0
Middle Management	37	14	37.8	0	0	0	0	0	1	1	2.7	1	1	2	5.4
Plant Operation	110	12	10.9	1	8	9	8.2	0	1	1	0.9	1	8	9	8.2
Principal & Vice-principal	89	45	50.6	3	1	4	4.5	1	2	3	3.4	0	0	0	0
Secretarial & Clerical	129	128	99.2	3	0	3	2.3	4	0	4	3.1	1	0	1	0.8
Senior Administration	3	1	33.3	0	0	0	0	0	0	0	0	0	0	0	0
Teacher & Consultant	1313	1015	77.3	67	23	90	6.9	17	6	23	1.8	23	9	32	2.4
Trades & Technician	28	2	7.1	0	1	1	3.6	0	0	0	0	0	1	1	3.6
GRAND TOTAL	2120	1529	72.1	131	47	178	8.4	29	18	47	2.2	31	34	65	3.1

WORKFORCE ANALYSIS OF MANAGEMENT STAFF
 Distribution of Equity Group Members at End of Reporting Year

Occupational Groups	Total	Female Employees		Aboriginal Employees			Employees with Disabilities			Visible Minority Employees				
		Total	%	F	M	T	F	M	T	F	M	T	%	
Senior Managers	3	1	33.3	0	0	0	0	0	0	0	0	0	0	
Middle Managers	37	14	37.8	0	0	0	0	1	1	2.7	1	1	2	5.4
TOTAL	40	15	37.5	0	0	0	0	1	1	2.5	1	1	2	5

Appendix A

Great Career Opportunities with REGINA PUBLIC SCHOOLS

The Regina Public School Division has 45 elementary schools, 9 high schools and 3 associate schools, serving approximately 20,000 students. Committed to educational excellence, Regina Public Schools provides a broad range of programs and support services.

Continuous Improvement Coordinators K-12

Regina Public Schools is seeking Division-based Coordinators who, under the direction of Instruction and School Services Supervisors, will focus on specific priority areas determined by the Continuous Improvement Plan. Division-based Coordinators are being sought in each of the following areas: Literacy, Numeracy, Intensive Supports, and Transitions and Engagement.

The Coordinators will work collaboratively with schools, teachers, administrators and Instruction and School Services Support Team members by providing advisory, consultative, and direct division-based services including:

- Coordinating the implementation and actualization of division and provincial educational initiatives
- Modeling, supporting, and leading research-based effective instruction, assessment, and intervention practices
- Designing and delivering effective professional learning
- Assisting in the preparation and administration of budgets, policies and procedures, and reports
- Selecting and supporting reference and resource materials
- Participating in project planning

The successful candidates will hold a Professional "A" Teaching Certificate and will be master teachers having demonstrated excellence in teaching and meeting the diverse needs of students. Specialized background, knowledge, and/or course work which align with the priority areas and extensive knowledge of current research regarding effective Literacy, Numeracy, and Inclusive practices as they relate to instruction, assessment, Aboriginal education, student achievement, and the provision of learning interventions and supports are required. Candidates will have experience in successfully developing and promoting division and school support and in-service and will demonstrate a strong interest and background in curriculum development, implementation, and program evaluation. Superior adaptive leadership, interpersonal communication, team and change and time-management skills are a must. A Master degree is preferred.

Instruction and School Services School-based Instructional Consultants Literacy-Numeracy-Inclusion PreK-12

Regina Public Schools is seeking School-based Instructional Consultants who, under the direction of Instruction and School Services Superintendents, will work to support teachers, administrators, and schools in the provision of advisory, consultative, and direct in-class and school-based services. To support the Learning Improvement Plan, the consultants will model, support and provide leadership in:

- Intervention First and Intensive Supports, including provision and documentation of learner interventions, supports, and transition
- Structural Innovation, including flexible learning arrangements, teacher collaboration, inter-disciplinary and inquiry-based teaching and learning, and inclusive practices
- Research-based effective instructional and assessment practices with a focus on Literacy, Numeracy, Inclusion, Aboriginal education, and related Regina Public Schools Instruction and Assessment initiatives
- Support of school inquiry and action research
- Implementation and actualization of division and provincial educational initiatives

The successful candidates will hold a Professional "A" Teaching Certificate and will have a demonstrated record of excellence in teaching and meeting the diverse needs of students. Extensive knowledge of current research regarding effective Literacy, Numeracy, and Inclusive practices as they relate to instruction, assessment, student achievement, and providing interventions and supports is required, as is successful experience in developing and providing teacher support and in-service. Candidates must have a proven record of taking initiative and demonstrating willingness to take risks and try new approaches. Given the need to be effective and collaborative team members, superior adaptive leadership, interpersonal communication, change and time-management skills are required. A Master degree is preferred.

Teachers

Regina Public Schools is striving to strengthen First Nations, Métis, and Inuit student academic achievement in learning environments that are equitable and culturally responsive. The School Division believes that the inclusion of Aboriginal perspectives and Indigenous Knowledge benefits all students. Experienced teachers with the competencies necessary to support the continued development of culturally affirming schools, including the integration of appropriate Aboriginal content and perspectives, are required for placement in classrooms from Pre-Kindergarten to Grade 12.

Regina Public Schools is also seeking teachers with special education qualifications who have a proven track record of successfully implementing intervention practices and strategies. Teachers are required to provide specialized programs and to provide learning resource support, including case management, teaching and learning support, and team collaboration and consultation. Successful candidates will have demonstrated effective team work, and will have excellent interpersonal and communication skills. Candidates will have a keen interest in current research and will strive to implement best practices.

Teachers are required with a variety of specializations, including practical and applied arts, French Language, and senior sciences and mathematics. Current accreditation is preferred. Demonstrated excellence in teaching and meeting the diverse needs of students is required.

Psychologists

Regina Public Schools is currently seeking full-time psychologists. Primary duties include assessment of academic skills, behaviour and aptitude for learning, determining social-emotional development and mental health status; working directly with children and their families to help resolve problems in adjustment and learning; collaborating with teachers, parents, community agencies, and administrators to find effective solutions to learning and behavioural difficulties, and developing effective strategies to enhance learning.

The successful candidate must possess a Master of Education or Master of Arts Degree with specialization in School Psychology, Educational Psychology or Clinical Psychology. Candidates must be eligible for registration with the Saskatchewan College of Psychologists and have, or be working toward acquiring, an Authorized Practice Endorsement. Strong communication and interpersonal skills, demonstrated ability to work as a member of a team, and a valid driver's license are required.

School Counsellors

Regina Public Schools is currently seeking full-time School Counsellors to provide services directed at helping students experiencing behavioural, emotional, and social difficulties. Primary duties include using knowledge, skills, and abilities to support parents, teachers and colleagues with an aim to restore or enhance student capacity for social functioning and learning; individual and group counselling; providing behavioural management suggestions; investigating regular school attendance; and acting as a liaison between school and community agencies.

The successful candidate must possess a Bachelor or Master of Social Work Degree, along with eligibility for registration with the Saskatchewan Association of Social Workers. Preference will be given to applicants with experience in community development and minority and cross-cultural communities. Strong communication and interpersonal skills, demonstrated ability to work as a member of a team, and a valid driver's license are required.

To ensure consideration for any of these positions, a comprehensive résumé with references should be submitted no later than Friday, March 19, 2010 by e-mail to hr@rbe.sk.ca, by mail to Human Resources and Workplace Diversity, 1600 4th Avenue, Regina, SK, S4R 8C8, or by fax to (306) 523-3031. Please clearly identify the position for which you are applying.



**REGINA
PUBLIC SCHOOLS**

(306) 523-3000 • www.rbe.sk.ca

Regina Public Schools administers
an Employment Equity Plan approved
by the Saskatchewan Human Rights Commission.

Appendix B



REGINA

EMPLOYMENT EQUITY

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Background

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. The Division administers an Employment Equity Plan approved by the Saskatchewan Human Rights Commission.

Definitions

An “*Employment Equity Plan*” is a plan of action, 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.

The “*Designated Groups*” as defined by the Saskatchewan Human Rights Commission are women, persons of aboriginal ancestry, visible minorities and persons with disabilities.

Procedures

1. Recruitment
 - 1.1 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.
 - 1.2 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.
2. Selection
 - 2.1 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.
 - 2.2 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.

- 2.3 Designated group members shall be included on interview teams, where appropriate and possible.
 - 2.4 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.
 - 2.5 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.
 - 2.6 In addition, the recruitment and assignment of teachers in non-traditional subject areas and grade levels is encouraged.
3. Staff Awareness and Education
 - 3.1 Arrangements shall be made for ongoing staff inservice and development to promote awareness and acceptance of the Employment Equity Plan among all employees.
4. Monitoring
 - 4.1 Upon hiring, the self-identification (if any) of the successful applicant shall be entered into the Human Resources database to facilitate statistical reporting.
 - 4.2 Quarterly reports shall be prepared for consideration by the Administrative Council Executive. The quarterly reports shall include statistics on hiring and promotions indicating the percentage of successful and unsuccessful applicants who self-identify as members of designated groups.

Reference: Section 85, 87, 108, 109, 174, 175 Education Act
Saskatchewan Human Rights Commission

Appendix C

Equitable opportunities and outcomes for all

THE MÉTIS: A VISUAL HISTORY

On March 26, 2010, middle years students and staff at **McDermid Community School** had the privilege of hosting the launch of Sherry Farrell Racette's creation—*The Métis: A Visual History*. This resource has been released to all schools in Regina Public by the Gabriel Dumont Institute (GDI) and Enbridge Pipelines, Inc.

Special guests at the launch included representatives from Gabriel Dumont Institute and Enbridge Pipelines, Trustee Cindy Anderson, Deputy Director Ross Brown, Superintendent Mike Walter, Superintendent Dave Hutchinson, Elder Valarie Ironchild, as well as representatives from Regina Public Schools' Instructional and School Services department and SUNTEP.

Sherry shared the story of the panels and their significance in depicting the different eras of Métis history with the students and guests. Greetings were brought by Karon Schmon (GDI) and Teresa Homik (Enbridge). Both highlighted the importance of this resource in representing aspects of Métis history and culture in an appealing and

informative medium. Specialist Ceane Dusyk, students Daussen Elles and Faith Gruben, and Trustee Cindy Anderson accepted the resource on behalf of

McDermid Community School.

- Submitted by Tracy Brooks
Principal, McDermid



Shown above (left to right) are Teresa Homik (Enbridge), Daussen Elles, Faith Gruben, Ceane Dusyk, Sherry Farrell Racette, and Trustee Cindy Anderson.

CAMPBELL FIAP STUDENTS MEET REGINA MAYOR

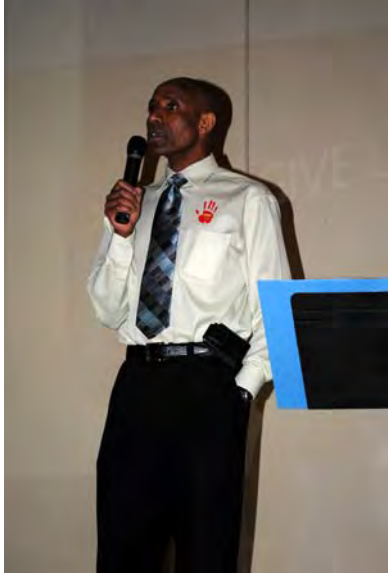
On March 15th, upon completion of a unit on Regina, **Campbell Collegiate's** FIAP (Functional Integrated Academic Program) students were able to tour City Hall and meet Mayor Pat Fiacco.

- Submitted by Laurie McGeough
FIAP Teacher, Campbell



WILFRID WALKER HOSTS ANTI-RACISM ASSEMBLY

The ACT (Anti-racism and Cross-cultural Training) students at **École Wilfrid Walker School** hosted the school's annual assembly, held in



recognition of the United Nations' International Day for the Elimination of Racial Discrimination. This year, the ACT students created a short movie of a Readers' Theatre showing why this day is recognized worldwide, encouraging the other students and staff to be aware of racism and to treat everyone with dignity and respect.

Mr. Ted Jaleta, the guest speaker,

gave a motivational talk about his life and the challenges he has had to overcome, inspiring the students to face the challenges in their lives with hope.

Shown below, Mr. Jaleta posed with the Grade 8 class with his Olympic torch.

- Submitted by Joanne Yeo

Grade 6 French Teacher, Wilfrid Walker



LAKEVIEW DRUM CLUB BEATS OUT RACISM

On March 24th, **Lakeview School's** Drum Club hosted the "Beat of the Nations" concert. This annual concert is to recognize the International Day for the Elimination of Racial Discrimination through the enjoyment of music and dance of several cultural groups. It is our hope that in celebrating the art and culture of other nations, we will learn to appreciate our similarities and respect our differences.

Cultural experiences included Scottish bagpipers and highland dancers, Métis dancers, and drum rhythms of the Caribbean, Japan and Africa.



To close the concert, Grades 7/8 students played "All One People" on their recently created Native American-style flutes. The audience joined in singing the lyrics:

"We are all one people, we all come from one creation, way on high.

We are all one nation, under one great sky, you and I.

We are all one people, we are all one colour, in His eye."

- Submitted by Marilyn Dyck (Specialist)

and Tracey Somers (Grades 3/4 Teacher),
Lakeview



HONOURING DIVERSITY— EMPOWERING STUDENTS

Did you know that **F.W. Johnson Collegiate** welcomes students from over 20 countries? In honour of their own diversity and the International Day for the Elimination of Racial Discrimination, F.W. Johnson celebrated Multicultural Diversity Day on March 19th. Students and staff participated in activities that heightened their awareness of multiculturalism and celebrated the diversity that is present in their own school and community.

During the noon hour on March 19th, Johnson students enjoyed a delicious smorgasbord of multicultural foods such as samosas, perogies, chicken tacos, bannock, fresh rolls, spring rolls, tiramisu, exotic juices, and Vietnamese coffee. While enjoying these tasty treats, students and staff watched their fellow Wildcats share their cultures.

The performances consisted of Somali dancing, First Nations dancing and drumming, Ethiopian dancing, a First Nations monologue, singing in Arabic, a student-written play, and a multicultural fashion show. Perhaps the highlight of the performance was when all the students sang “Waving Flag” while waving a variety of multicultural flags. In fact, this performance was so well received, the students were invited to participate in the opening ceremonies of Regina’s World Cup Soccer

Competition at Evraz Place on April 13th (see article on page 14).



Johnson Collegiate has a long history of celebrating Multicultural Diversity Day in order to empower their own students and help others learn about culture. Many of the students sharing their cultures are part of Johnson’s English as an Additional Language program, and this day gives these youth a sense of belonging, while offering them a chance to share their cultures and talents.

Elaheh Ahmadi, a Grade 12 EAL student from Afghanistan says, “Diversity Day is important because everyone can show a unique side of themselves. Normally we (EAL students) try to blend in with Canadian culture, but on Diversity Day we can show our first cultures and it feels good to be reminded of our lives back home.”

Muna Abdi Ali, a Grade 12 EAL student from Somalia, adds, “Diversity day is a chance to learn about different countries. When we celebrate this day, it makes me feel like the students and staff at Johnson really care about us and our cultures.”

Perhaps Mohagir Daffalla, a Grade 12 student from Sudan, says it best: “Diversity Day empowers me and all EAL learners at Johnson because it makes us feel proud of our heritage and we feel like we belong in Canada and at our school. Even though I’m graduating this year, I feel proud because I’m leaving an important legacy behind for other EAL learners. I hope F.W. Johnson Collegiate keeps on celebrating diversity for generations to come, and I feel proud that I helped to give back to my school and create a strong legacy for honouring multiculturalism.”

- Submitted by Kyla Wendell McIntyre
EAL teacher, F.W. Johnson

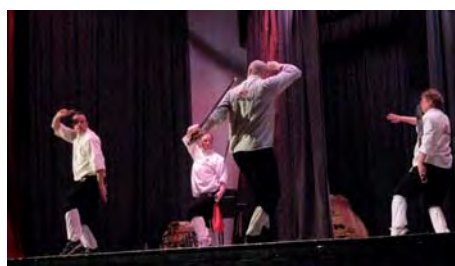


**EMBRACE DIVERSITY!
EMBRACE THE WORLD!**

Balfour Collegiate's annual Diversity Day celebration has come and gone, but students and staff look back on it as a fun-filled celebration that highlighted the rich diversity in their great school. Balfour is privileged to be a culturally diverse school because of the large EAL (English as an Additional Language) program, as well as a multitude of students from various cultural backgrounds. This year's Diversity Day on March 18th was themed "Embrace Diversity! Embrace the World" and embrace it they did!

This year's cultural entertainment show included performances from Balfour students as well as community members. From Balfour, entertainment included a cultural clothing fashion show and a personal narrative written and shared by an immigrant student. From the community, the First Nations drumming group "The Kawacatoose Boys" accompanied Elder Dennis Omeasoo's skilled dance. As well, Chung Wah Kung Fu Centre wowed the audience with their ceremonial Lion dance and a Kung Fu demonstration. A

multicultural lunch buffet followed the show and, as usual, was a hit with students and staff.



Advisory classes participated in activities before and after Diversity Day that celebrated and promoted diversity. Lunch hour activities included bracelet beading and deer hide tanning and many students participated. Finally, a First Nations storyteller was invited to Balfour and treated students with stories and songs from his life. It was a busy week of multicultural activities, and Balfour students and staff truly embraced the diversity in their school community.

*- Submitted by Stephanie Wurm
EAL Teacher, Balfour*

INSIGHT 2010

Regina Public Schools' Program for Students with Visual Impairments (PSVI), along with a planning committee including staff from CNIB, ECIP, and the Ministry of Education, proudly presented INSIGHT 2010 on March 25th and 26th. This provincial conference for and about students with visual impairments, their families and their support teams took place at CNIB, the Regina Public School Board Office, and the Kinesiology Building at the University of Regina.

Pre-conference sessions addressed current updates to literary and Nemeth braille codes, social networking on the Internet, and a round table discussion on advocacy.

On conference day, several vendors enjoyed the opportunity to display and demonstrate products, as well as time to make connections with attendees. Amy Alsop, two-time paralympic gold medal

winner in goal-ball, pumped up the audience with her motivational speech on what it's like to have a visual impairment and love sports enough to be a competitive athlete. Children then went off to enjoy some physical activities at the Child and Youth Program at the Kinesiology Building at the U of R.

Keynote speaker, Dr. L. Penny Rosenblum, Adjunct Associate Professor from the Department of Disability & Psychoeducational Studies at the



Shown above (centre) is Dr. Rosenblum with Conference MCs Courtney Bodnar and Dwila Nixon from PSVI Regina Public Schools.

University of Arizona, addressed various social skills topics, including friendship, recess, non-driving, dating/adolescence/puberty, and self-concept for students with visual impairments. Having a visual impairment herself and having conducted research on social skills for children with visual impairments, Dr. Rosenblum was a great source of information on this topic. Her presentation was interesting and motivational, and she took time to engage with the audience.

A special thank you goes out to all participants for an exciting and successful conference!

*- Submitted by Dwila Nixon
and Courtney Bodnar
Teachers of Students with Visual
Impairments, Regina Public Schools*

PINK SHIRT DAY AT GRANT ROAD SCHOOL

In 2007, two Grade 12 students in Nova Scotia, David Shepherd and Travis Price, and their teenage friends organized a mass rally to wear pink in support of a new Grade 9 boy who was called gay and physically threatened for wearing pink to school. Travis and David bought shirts and handed them out to students at their high school.

On April 14th, **Grant Road School** took part in national Pink Shirt Day with many students wearing pink to school. Grant Road School's ACT (Anti-racism and Cross-cultural Training) students led an assembly to bring attention to bullying and to take a stand against it. They spoke about the history of Pink Shirt Day and showed a short video of a reenactment of what took place in 2007. Students used a PowerPoint presentation to share information about bullying, such

as how often it occurs, types of bullying and what they can do if they encounter bullying.



The ACT students (shown below) did a fantastic job displaying leadership and helping to create a safe community within the school!



- Submitted by Donna Lindstrom
Teacher-Librarian,
Grant Road and Dr. A.E. Perry

GLEN ELM RECEIVES SPECIAL GUESTS FROM JAPAN

On April 13th, two educators from Japan visited the Pre-Kindergarten and Kindergarten classrooms at **Glen Elm School**. Sadayo Shimbamura and Aki Yamada teach students who are four and five years of age in their home country. Ms. Shimbamura's daughter, Tomoyo, who spent a year in Regina learning English, acted as translator. Also accompanying them was Andrea Ashton from the Saskatchewan School Boards Association who was responsible for making the arrangements for the visit.

The educators from Japan explained that their students attend private school from 8:00 a.m. to 5:00 p.m. six days a week from April to March. Children wear one uniform for class and another one for physical education.

Sadayo and Aki were surprised when they were introduced to a parent volunteer in the Pre-K class. Parents are included in an almost daily basis at Glen Elm; however, in Japan, parents are rarely seen in schools and are not viewed as "partners" in their children's education.

The Japanese teachers were impressed to see the quality and accessibility of children's literature in the Pre-K classroom, including the 10 literacy adventure boxes selected by the Pre-K parents. They took many photos of the invitations for learning and the examples of the inclusion of art and

nature into the physical setup of the Pre-K environment.

In the Kindergarten class, the Japanese teachers heard students read books from the classroom's collection and were surprised at the students' abilities, independence, and focus at their young age.

The visit was a great opportunity for the Japanese and Glen Elm teachers to discuss the similarities and differences in programming and resources for students who are three to five years of age.

- Submitted by *Peggy Adamack, Ursula Ceholski, and Dianne Gulka-Tiechko*
Glen Elm Staff



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6:00 to 8:00 p.m.

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2710 Helmsing Street
April 21 to June 9, 2010
(every Wednesday for 8 weeks)
6:00 to 8:00 p.m.

INFO is published once a month by Regina Public Schools.

For more information, to submit an item or to receive copies of *INFO*, please contact **Cathy Wall** in the Communications Department:

Regina Public School Board Office
1600-4th Avenue
Regina, SK S4R 8C8

Tel (306) 523-3132
Fax (306) 523-3031
E-mail cathy.wall@rbe.sk.ca
Web site www.rbe.sk.ca