

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

# EMPLOYMENT EQUITY REPORT

May, 2011



**Regina Public Schools  
Employment Equity Report  
May 2011**

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

**Management Leadership**

A primary focus of the 2010-11 Leadership Enhancement and Development (LEAD) Program was First Nations and Métis Education Leadership. Principals, Vice-Principals and other school-based educational leaders attended a full day session in November devoted to developing an appreciation of the historic and contemporary intent of the treaties and a session in January which explored the connection between Elder involvement in schools and the improvement of academic achievement. Members of the Division's Elders Advisory Council joined system leaders in critical conversations intended to strengthen participant understanding of Indigenous peoples' worldviews with respect to teaching, learning, and healthy human development. A third full day session will be held in June which will be an experiential session focused on a culture camp model. Participants will have an opportunity to immerse themselves in the history and traditional cultural practices of Aboriginal peoples in the Treaty Four area.

The Director of Education and the Deputy Director of Instruction and School Services toured schools in the Yorkton Tribal Council area in May of 2011.

**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:

- Accessible door openers were installed at the main entrance of Buck Elementary School, Cochrane High School, F.W. Johnson Collegiate, Winston Knoll Collegiate, Ruth Pawson Elementary School, W.F. Ready Elementary School, Bryant Elementary School and Dr. A.E. Perry Elementary School;
- Accessible washrooms were constructed at Buck Elementary School and Cochrane High School.

The Workplace Health and Wellness Manager continues to accommodate disabled employees in the workplace to ensure their retention. The part-time position, Attendance Support Associate, was increased to full-time for several months 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, voice amplification devices, ergonomically correct chairs, and headsets;
- 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.
- 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 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.
- In preparation for the staffing process and during staffing meetings, Principals are reminded of the importance of recruiting candidates from the equity groups.

## **Retention and Career Development**

Discussions are underway to Partner with SIAST to provide in-house training to Teacher Associates who work in Pre-Kindergarten settings. Teacher Associates are primarily of Aboriginal ancestry and are role models within schools for First Nations and Métis children. The training will broaden their skills and competencies working with pre-school age children and their families. It is hoped that the training can be offered in the 2011-12 school year.

A team of seven professional staff members visited several schools in the Kelowna area to explore their “Advocate’s program” and bring back best practices. Four high schools have implemented programs with the main focus of advocacy and transition for Aboriginal students from grade 9 to 12, with an emphasis on Grade 9. The program supports a partnership with the University of Regina, the Regina Catholic School Division and the Prairie Valley School Division to provide opportunities for Aboriginal students to transition through high school and onto higher education.

Efforts are made to ensure that, where possible, Aboriginal teachers are placed in schools where there are other teachers of Aboriginal ancestry. The purpose is to improve retention and to build cultural programming within schools. The Deputy Director of Instruction and School Services (ISS) invited two ISS Coordinators to participate in the hiring, transfer, and placement processes in May to assist with this initiative.

## **Welcoming and Respectful Work 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 A).

Elders continue to work in many capacities within the schools, serving as advisors, teachers, counselors, and knowledge keepers. They focus on relationship building and assisting students in dealing with the daily rigors of school life. A delegation from Regina Public Schools was invited to Edmonton in October to meet with the Senate Committee and generated a great deal of interest in Elders working in schools.

Four high schools held community-based feasts and round dances in the past school year. Preparations are underway for the 20<sup>th</sup> annual Awasisuk Pow Wow to be celebrated this June. The third annual Métis Day, a celebration of Métis cultural history, is also being planned for June.

The Elders' Cultural Room, established at the Division Office, is used throughout the year for ceremonies by staff and students throughout the year.

In August of 2010, a professional development opportunity was offered to support staff on "Dealing with Difficult People Without Becoming One Yourself". The purpose was to start the school year by encouraging appropriate and respectful communications and relationship-building.

### **Staff Training and Awareness regarding equity**

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, Fetal Alcohol 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. All of the school-based consultants, a coordinator and two supervisors attended the Treaty Four Conference in April of 2011.

Two professional development opportunities were presented on the topic of "Seven Stones/Rapids of Life". The sessions were presented by the Aboriginal Education Coordinator and an Elder. The "Seven Stones Philosophy" is a traditional Anishnabe teaching and learning model.

During the 2010-11 school year, a number of employees have been provided SMART training, (Safe Moves and Repositioning Techniques). The purpose of the training is to prevent workplace accidents and resulting injuries.

Approximately one hundred and fifty teachers in the current school year are being provided with Treaty Education training. This consists of a two day training module delivered in partnership with the Office of the Treaty Commissioner. Other school-based professionals such as Occupational Therapists are also taking part in the training.

Integration of Aboriginal content was included in all of the New Teacher training sessions. The new teachers were exposed to resources, curriculum content and integration, and pedagogy of First Nation and Métis peoples.

### **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.

In February of 2011, representatives of several of the unions and associations, along with an Employer representative, attended an information session presented by the Human Rights Commission to ensure there is a current and informed understanding of employment equity.

The first Collective Agreement with SUN, signed in February of 2011, includes a Letter of Understanding on the Duty to Accommodate. It also contains a “No Discrimination and Human Rights Equity” provision which includes the statement, “The Union and the Employer agree with the principle of achieving a representative workforce.”

The application of revised language in the Provincial Collective Bargaining Agreement between Boards of Education and the Government of Saskatchewan and the Teachers of Saskatchewan will increase the awareness of and implementation of reasonable accommodation within school settings.

### **Conclusion**

Regina Public Schools strives on a continuous basis to create an inclusive environment. The values of “I belong, I want to know, I respect and I am responsible” are intended to support and encourage a climate of welcoming and celebrating diversity. Regina Public Schools’ planning document, “Planning for Student Success 2010-11 Continuous Improvement in Regina Public Schools”, continues to recognize as key actions the emphasis on the hiring of teachers of First Nations and Métis ancestry and establishing a collegial support network. The attraction and retention of employees at all levels of the organization from targeted groups is recognized as key to ensuring our workplaces and schools reflect the communities being served. The attached excerpts of the April Information Newsletter highlight many celebrations of diversity within the organization (Appendix B).

WORKFORCE ANALYSIS CHART

Occupational groups	Total		Female Employees		Aboriginal Employees		Employees with Disabilities		Visible Minority Employees	
	#	%	#	%	#	%	#	%	#	%
Classroom Paraprofessional	299	84.6	253	19.7	59	19.7	9	3	7	2.3
<b>Cleaning &amp; Labour</b>	56	26.8	15	7.1	4	7.1	3	5.4	17	30.4
Degreed Support Staff	50	88	44	8	4	8	2	4	0	0
<b>Middle Management</b>	38	42.1	16	0	0	0	2	5.3	2	5.3
<b>Plant Operation</b>	110	11.8	13	8.2	9	8.2	1	0.9	10	9.1
Principal & Vice-principal	89	51.7	46	4.5	4	4.5	3	3.4	0	0
Secretarial & Clerical	126	98.4	124	4	5	4	4	3.2	1	0.8
<b>Senior Administration</b>	3	33.3	1	0	0	0	0	0	0	0
Teacher & Consultant	1338	77.4	1036	7.5	101	7.5	24	1.8	32	2.4
<b>Trades &amp; Technician</b>	27	7.4	2	7.4	2	7.4	0	0	1	3.7
<b>GRAND TOTAL</b>	2136	72.6	1550	8.8	188	8.8	48	2.2	70	3.3

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	
	#	%	#	%	#	%	#	%	#	%
<b>Middle Management</b>	38	42.1	16	42.1	0	0	2	5.3	2	5.3
<b>Senior Administration</b>	3	33.3	1	33.3	0	0	0	0	0	0
<b>GRAND TOTAL</b>	41	41.5	17	41.5	0	0	2	4.9	2	4.9



# APPENDIX A



## REGINA

## EMPLOYMENT EQUITY

# P U B L I C S C H O O L S

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

## F.W. JOHNSON CELEBRATES DIVERSITY

On Wednesday, March 23<sup>rd</sup>, F.W. Johnson Collegiate held its Diversity Day celebration. The day included singing, dancing, sports, fashion, and food from many diverse ethnicities.

There was a demonstration of Takraw (similar to volleyball but using only feet) in the gym, as well as performances in the auditorium. During the Takraw demonstration, a person could hear from the crowd expressions

such as, "That was sick!" Two students even opted to try to play with the boys at the end of the demonstration.

"It was good for Canadians to see Takraw because now they understand that," said T'Na Say.

The inclusion of various cultures in the program helps new and old students alike feel welcomed into the F.W. Johnson community and Regina. The school's students love coming to the program and being exposed to cultural food and performances that they might not otherwise see.

"They are so good because of the different country clothes and the dancing," Eh Lay Dar Soe commented.

The students who are performing take ownership of the day and feel as if it is a time for them to really express who they are. The performers feel it is a day when they can finally feel at home.

"It felt good to celebrate my culture and see other cultures. It is a day when you can be you," explained Asma Awad.

- Submitted by Sarah Scarff  
EAL Teacher, F.W. Johnson



**A SMILE IS THE SAME IN EVERY LANGUAGE**

This year's Diversity Day celebration at **Balfour Collegiate** was themed, "A Smile is the Same in Every Language." The week's activities brought out a lot of smiles from staff and students! Students took part in cultural advisory activities and, during lunch hours, were able to make a beaded keychain and

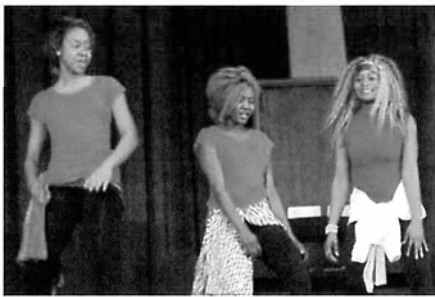
play Takraw in the gym. Students also attended storytelling sessions in the resource centre led by Elder Dennis.

The Diversity Day multicultural buffet included tasty fare such as samosas, perogies, and fresh rolls and it sold out quickly. While eating lunch, students and staff enjoyed culturally diverse performances such as a West African dance, a Métis jig, beat boxing, and accordion playing. It was an amazing show that gave everyone an

opportunity to see their classmates in a new light.

The show ended with a traditional First Nations round dance that performers and audience members participated in. The whole auditorium was filled with positive energy and smiles from all cultures, religions, ages, and languages. No translation required.

*- Submitted by Stephanie Wurm  
EAL Teacher, Balfour*



**HAWRYLAK STUDENTS "MOB" MALL PATRONS**

What do you get when you take a group of energetic teachers and a large group of senior students all committed to a worthy cause? If you time it right, you get a flash mob.

On Wednesday, February 23<sup>rd</sup>, some students from **W.S. Hawrylak School** descended on the Southland Mall food court and performed an anti-bullying dance in support of "Wear Pink Against Bullying" Day at school. Mall patrons were certainly taken by surprise as the "mob" began their performance.

A special thank you to Jolene Siemens, Tristen Anderson, and Joanna Bower for organizing this event.

*- Submitted by Blair Gullickson  
Principal, W.S. Hawrylak*



## FEAST AND ROUND DANCE AT COCHRANE HIGH SCHOOL

Following the Supermoon, **Cochrane High School** held a feast and round dance on March 24<sup>th</sup> from 5:00 to 11:00 p.m. Five hundred people attended, which made the commitment of hosting an annual feast and round dance for the next three years justified.

A special thank you goes to Cora Sellers and the Urban Aboriginal Strategy for their sponsorship of this year's event.

*- Submitted by Bill Wright  
Teacher/Core Leader, Cochrane*



## NOMINATE A COLLEAGUE

This is a reminder that the deadline for nominating a colleague for the Regina Public Schools Shared Values Recognition Program is **Saturday, April 30, 2011**. As part of this program, up to 10 Regina Public Schools employees will be honoured at a ceremony held in September 2011.

We look forward to your participation and your support to help give exemplary employees the recognition they deserve and to give all staff the inspiration with which to strive to excellence.

Nomination forms can be found on the RBE web site at [www.rbe.sk.ca](http://www.rbe.sk.ca) and on the Staff Portal at <http://start.rbe.sk.ca>. If you have any questions, please contact Terry Lazarou at 523-3133.

## F.W. JOHNSON'S VOCATIONAL STUDENT ATHLETIC PROGRAM

This year, the Vocational Education team at **F.W. Johnson Collegiate**, with help from the Vocational team at **Campbell Collegiate**, and in partnership with Special Olympics, created an extra-curricular league designed for students in the division's Vocational programs. For the inaugural

season, Johnson and Campbell both fielded teams.

The first sport is a four-game soccer league, where both schools have an opportunity to travel and to play in front of their own fans at their own schools, uniforms included. Both schools involved students from the mainstream programs to help coach and officiate. This is a huge benefit for all students involved. Vocational students had an opportunity to learn from and participate alongside mainstream students and, just

as importantly, mainstream students had the opportunity to see that Vocational students are every bit as equal as regular program students...they just learn differently.

Once the snow all melts, and the soccer season ends, you can look forward to the Vocational softball league. If you get a chance, go out and support these wonderful athletes.

*- Submitted by the F.W. Johnson  
Vocational Team*

