

Breakout Session Discussion Topics

Regina Public [REDACTED]

2019

1. *Over the past few years, with an increase in enrolment, we have seen the needs of our students and of our school communities change. Do you have any suggestions as to how Regina Public Schools can continue to evolve to adapt and to address these changes?*

- EAL families do not indicate trauma. Schools have families with crisis and no support or funding and have language barriers. We could try to create a system of support, policy and readiness skills for students entering schools. Need more services to support trauma. Working with Newcomer Welcome centre staff but hard to educate around mental health due to trauma when there is a language barrier [REDACTED]
- Wasn't prepared for trauma and would like to have an opportunity for leaders to have mental health first aid. Coordinate a PD (all leadership) for this training to support students and community [REDACTED]
- Get the Human Service partners involved. We can't advocate for what they need so working with Human Service Partners might give us more opportunity to interact with one another. Families come to us for all issues because we are the constant [REDACTED]
- Great job of 90% of our school population – 10% below grade level – want them included in the class but feel we are failing them.
- Influx of EAL students coming weekly – tough on our limited EAL staff - more teachers? EAs? Or? Some have very little skills
- Transient EAL population - provided housing 1st year then on their own
- Increase in students with intensive needs. Some students don't seem to fit – classroom teaching feeling the brunt.
- High need kids – early level not reaching their goals – need to provide support before they move ahead – perpetuate the issue – early investment
- High needs – power struggle – spend a lot of my time parenting parents
- Other school divisions are feeling same way – rely on any outside partnerships
- LRT – with the right supports we see success in the early grades. Early intervention
- Thankful a junior support intensive program is opening
- Early front end investment – what would you like to see? Teacher, ARC, JARP type classrooms
- Smaller class size and capped
- LLI
- Get bums in seats! Get them to school!
- We need our guidance counselors and indigenous advocates should not also be teaching
- We only have .5 of a day with our school counselor. Need way more counselors and OT time. We have so many kids with anxiety and behaviours.
- Meeting times – too much- instead of books on the ground in front of kids
- Dealing with kids with anxiety – some training before teachers in the classroom

- How can we access community to help to deal with anxiety and mental health issues
- Outdoor classrooms – anxiety – classroom in a seniors’ home – creative programs

Are there barriers to partnering with Human Service partners?

- Navigating the system is complicated. Waiting lists, counsellor and psychologist work loads are astronomical.
- Keep support workers and teachers healthy. Teachers are taxed and have less resources to access. They are at ground zero and are facing multiple challenges in the classroom. More emphasis on families to assist them. Additional financial assistance - two-tiered classrooms in the past assisted the teachers. Transitioning the students into high school is the other issue as students may not be ready for Grade 9 in some classes.
- Modified, regular and AP students are all in one classroom now – lots for teachers to take on, along with handling all other issues.

2. *Regina Public Schools is involved in a number of student attendance and parent engagement initiatives. Have you had any personal or anecdotal experience and do you have any suggestions related to these initiatives that you could share*

- Attendance – like using Dossier, graphs and access to data.
- Use a Teacher Associate to make personal connections and outline significance of attendance, make parents feel comfortable to come into the school, ie. home visits.
- United Way seeing attendance as an “us” issue. Willing to put some money towards it.
- SCC’s have been engaged – incentives for families, not just for children. Food hampers for students that have 91% attendance, most improved attendance, etc. Ten families currently in crisis and offering gas cards if attendance improves (Rosemont).
- Parent of 2 high school girls – communication with tag teachers – one has a monthly newsletter one has little information
- Take home reading programs – super important –helps develop language at home. Literacy or math nights.
- Our SCC said they are working on strategies to create evening to involve parents
- What else can we do to encourage parents to come into schools
- Student Trustee Forum – also now an Indigenous Student Forum – [REDACTED] set it up
- VP started an Indigenous parent support group – would also like to engage our EAL parents

3. *Last year we launched the Balfour Arts Collective. Before that we introduced the Martin Academy. We continue to strive to offer enriched curriculum for our students. What kind of enriched or special programming do you believe we should consider in the future?*

- AP classes – participation isn't that high. Is there an opportunity to offer classes through CRP? Transportation is a barrier and CRP has transportation already built in. Work with City of Regina so students don't have to pay bus fare to assist with transportation and get to their classes.
- What is currently working well in schools? KLEAP program alleviated issues in regular program setting. These students get a great start. It's very taxing on the team and the support teachers to meet those needs [REDACTED]
- Moving the SLC programs around town and keeping students in their neighbourhood is working well. Students get to stay with their peers [REDACTED]
- Exposing students and partnership with CRP and trades. Good exposure for them to see importance of getting education [REDACTED]
- Following Their Voices – valuable for any school that has significant indigenous population. This program looks at focussing on significant issues that students are facing. Building relationships with the students [REDACTED]
- Science academy – elementary or high school
- Our highest faculty attended is engineering
- We have middle year student that our benefit
- Keep MYPAA
- Arts – why wait until high school?
- Outdoor classrooms in the elementary
- Student leadership – bring some together
- Indigenous lens – work on reconciliation – still not doing enough
- Elders need more with more areas expertise

4. *In the media we have heard about stress and anxiety becoming a growing issue. Do you believe this is an issue for students and how should Regina Public Schools change what it does to support students in need?*

- Significant at a much younger age now. Interventions and support are for grades 6 and up. Need supports for teachers to assist with students in earlier grades [REDACTED]
- Anxiety and depression are very high. Double in female and indigenous students [REDACTED]
- Having School Counsellors in some schools full time would make a big difference in talking to the outside agencies [REDACTED]
- Indigenous advocates and elders are critical and should be in every school [REDACTED]
- More assistance in the classroom for the teacher. Benefits other children as well as the student in crisis because the teacher is spending most of their time with the students in crisis. Better culture in classroom as well [REDACTED]
- Look at re-framing the word anxiety - what does it really mean to the student? What are you actually feeling and how can you find ways to deal with it. Following up with parents and help students realize that they can get through stuff that they didn't think they could before. Break down the actual issue – test anxiety. Started a social media rotation – when talking anonymously online, you can be as brave as you want to be. Address issues within the class [REDACTED]

- North Central – Optometrist comes in once every two months to provide exams. All Ministries are operating within government and they don't mesh. Have MSS Social Worker in some schools on a more permanent basis to assist. There are no communication avenues between Ministries [REDACTED]
- Mental health is a crisis. Students are going away for treatment and then they show up back at school and have no background information and it is terrifying because we don't know how to support the student. We are not equipped to handle these students [REDACTED]
- We send the student back to the treatment centre because they haven't notified the school that this student is coming back. Advocate for the school division and come up with a process with the Saskatchewan Health Authority. We need a safety plan before the student comes back into school. How do we deal with students that have attempted suicide? We need an intake meeting with these students, not just send them back to school [REDACTED]
- Put our resources in after the fact – reactive. Be proactive – environment wrong – not meeting basic needs. Kids are already spinning on their way in the door
- What if we were given a bit more freedom with what we need for teachers: ie: increase VP time, have a guidance counselor, every school is different
- What would teachers need: 80% of your time on 20% of the kids – how do you change that?
- We have some elementary school with 800 kids and a .3 VP

Breakout Session Discussion Themes

2019

Themes summarized from discussion

Curriculum

- Residential School history should be included
- Math, reading and writing should be priority
- Life skills, financial classes should be included
- Ethics, peace studies and physical education classes should be included
- Curriculum is out of date

Advocacy

- Advocate for a change in curriculum
- Encourage students, parents and SCCs to write letters to MLA to create change
- Poll/survey parents and community to see what change is needed and share with Ministry of Education
- Encourage students to speak up
- Important for trustees to hear parent concerns

Role of SCCs

- School Community Councils are a strong and positive voice, how can they be better supported, heard/mobilized.
- Research way to reach out, contact and support parents who cannot be involved
- Differences in SCCs arise out of diverse family dynamics
- Language is a barrier to engagement
- Look for opportunities to get parents in classrooms and get parents and teachers together

School Population/issues

- Concerns with higher Pupil/Teacher Ratio (PTR) resulting from reduced government funding
- Large PTR make teachers' jobs more difficult
- Diversity of students, school populations create challenges in engagement at school and with parents
- Successful programs require teachers and involved parents.

Attendance initiative

- Parents need to be engaged and understand the initiative
- Create better understanding why attendance is important
- Mixed results from some students who get stressed by requirement to attend school
- How does attendance initiative relate to post-secondary school expectations
- Attendance incentive competitions seem to work for some schools
- Extended family leaves create attendance issues
- Students don't always ask for help, or share why they can't come to school
- Initiative penalizes students who have other issues to deal with/stop blaming parents for student absences.
- Discussion about the merits of a pass/fail system

Other

- Concerns about vaping and peer pressure related to it.

Regina Public Schools

1. What does Truth & Reconciliation mean to you?	2. What does equity mean to you? What does it look like?	3. What does the term success mean to you? What do you need to be successful?	4. Where is your safe place?
Grade 9	Grade 9	Grade 9	Grade 9
Flash back of Residential Schools	More time is spent on the students they believe will succeed	Money, house, good food	Guidance Office Candy- feel like a weight lifted off
Restores friendships	Getting students what they need to be successful	Being happy, not stressed	Classroom because I know everyone & with diverse people
Restore Culture, life & language	Teachers don't teach the same depending on the student	Being accomplished	Commons everyone get together to socialize
Help indigenous people gain back their language & traditional values	When people assume you can answer all "Indigenous" related questions	Priorities	With team mates & don't feel excluded
Relationships, values & beliefs	It's like fairness	Not giving up	A safe place when you are with a certain person
Speaking the truth	Someone is being treated better than you	Good grades/achievement	Gym- activities that you like to do, feeling safe when doing what you like
	Many times we Indigenous teens don't believe we can do it and therefore; we don't put all efforts into our grades or opportunity	Knowing what you want & going for it	Library - focus on self (face in a book)
	Culture Vulchure	Pride	█ class she's a cool teacher
	People who do well in school get treated better than the ones who are not	Identity	My classroom because I know mostly everyone in the class
	Not all students learn the same so teachers should make sure people aren't left behind	Support systems ie. Family & Friends	My classroom because we are with lots of people

	"Poor cannot afford it" because you are indigenous - assumptions made	Personal motivation	The gym cause I can play basketball & play with friends
	Feeling singled out	Knowing what you want	Classrooms because maybe your teacher is the one you talk to if you don't have a safe place and maybe the teacher makes you feel safe in the classroom because maybe that the only person you feel safe with.
	Assumed our parents are all disengaged because we are indigenous	Money	
	"If you don't dress to impress you might not get the grades you are capable of"	Responsibility	
	Professions assumed outcomes predicted based	Right mindset	
		Be prepared to work hard	
		Culture & Sprituality	
Grade 10	Grade 10	Grade 10	Grade 10
Basic Human Rights for ALL people	Not seeing anyone struggle	Stable	██████████ Ind. Advocate happy can always go to his room
Truth & Facts about history	If people are "below" then they need more to get on the same level	Accomplishing a goal	Career Office (smudge) ██████████
Indigenous history taught in all subject areas	Being fair to one another	Happy	Drum Group
Recognizing our past	Helping everyone discover what they strive in	Being motivated	Ceremmony room, culture room, beading
Connecting relationships	Opportunities needed to get to what they need	Being in the best place you can be	Advocate room
Healing from the past - RECONCILE	Helping people succeed - opportunities support	Always trying to improve	Classroom teacher
Easliy accessible outlets to learn about our culture ie. drum group, cree classes, elders etc	If you need more help in the class-tutors are found, help is given	Healthy & clean no alcohol & drugs	Guidance office - feeling of not being alone
Breaking the cycle of alcohol & drugs	We need places to do Ceremonial Practices - ie. Smudging whenever wanting to	A life you can embrace	People that make the space
Taught it is okay to be Indigenous	Budget is hurting - bus passes	Role model	
Role models - leaders within the community teachers etc to look past the stereotype	Government policies decisions are having an affect in education	Being proud of yourself	
Educating the younger generation		Knowing who you are	
		Happiness	
		Identity	

		Education	
		Support (people helping you ie. Guidance counsellors, parents etc)	
		Goals	
		Motivation	
		Opportunity	
		Knowing who you are not getting lost	
		Have to be be willing	
		Knowledge	
		Clear mental state	
		Priorities	
		Space not being stuck in a box	
		Money	
Grade 11	Grade 11	Grade 11	Grade 11
Statement from the governemnt - "attempt to say sorry"	Funding for University Transitions Profs	Generosity	My classroom because I know everyone
Understanding that something is not right, working together to fix it for the future	Equity  Equality	Achieving a goal	Career Centre Teacher
<u>Truth</u> about Canada's Histroy (60's scoop, Indian Act, Pass & Permit, The White Paper, Residential Schools, MMIW, Land Claims, Doctorine of discovery, Relationship with British, Treaties- reflecting on positive as well role models/accomplishments how to...	Individual supports to be fair & help everyone be successful	Trying	Guidance Class because friends & counsellors are supportive
Reconcile- build together/unite	Meeting the needs of those who may need ass	Making loved ones proud	Drum Group/Career Centre everyone is respectful, no judgement
Building a strong relationship	What does programing look like?	Someone who owns a house/money	Community Center because o 
Need more education (mandatory) about history	More then just graduating our students,encourage them to do excellent to go to post secondary	Taking care of yourself in the 4 dimens	Because of druming group and there is always a friendly face
Giving back what was taken!	Breaking the stigmas & barries of smudging (Designated & all the time access to smudging)	Grateful for life 's accomplishments (in	Guidance counselors and friendly people make school feel safe

Cree class @ CRP so all youth can take - any indigenous or all!	People get divided - treated differently	Identity	More indigenous teachers
Traditional Teaching within our courses (ex. Food studies, health, science etc)	How can we encourage Indigenous athletes to try out? An athlete is an athlete!	Self-fulfilment	Office because I am close to everyone there
Providing transportation for ceremonies	Fair sportsmanship during games, refuse peers (felt they were treated different)	Making a lot of mistakes	Indigenous Advocates room it just feel like I belong and can be who I am and being accepted
Indigenous Youth Alliance Group	Increase Indigenous educators in schools	Knowing your worth	I feel safe in the whole school, because I know where everying is been there Gr. 9-11
	Transportation lack of mentors, support system, need more support people	Knowledge	
	Extra financial help, some people don't have transportation, lunch money or proper tools to excel in school, so we need that extra help or support	Acceptance	
	Educate non-indigenous people/kids in school to let them have a better understanding of what indigenous kids go through	Sense of who you are	
		Support from family, friends, spouses	
		Opportunities	
		Removing barriers	
		Preserverance	
		Comfortable & accepting self	
		Positive Role Models	
		Healing & Recognition	
		Ambition	
		Drive	
Grade 12	Grade 12	Grade 12	Grade 12
Apology is great but more progress is needed	In school it look like some learners are "getting it" but other not. Equity look like people considering what others need.	Inner peace	Guidance - open minded people, no judgement, able to talk freely, treated like an adult, being real

Facing the ugly TRUTH! Admitting is not enough	To be considerate of students needs "We need more understanding educators to meet the needs"	Passing	School should be viewed as a safe place
We are all products of colonization	Getting what you need to suite your individual r	Not to worry about money	safe place
Educating everyone! All cultures!	You have what you need tp be successful (rela	Role model	People that make the space
Bring back culture, languages, traditions, ceremonies	Supports resource people meet the equity needs ie teen parenting program	When people aspire to be like you	Advocates space
Feeling singled out in class when speaking about individual issues, history etc.	You can't all be equal (same amount everyone else has) because you don't all have the same resources. Everyone learns at a different pace. Not everyone learns in the same way.	Leaving a legacy	Feel safe through relations building
Culture saves lives		What it is to you	
Everyone working towards the same goal		Guides in the school	
More attention to the 94 calls to action		Taking advantage of opportunities	
Placed on us to clean up!		Deteremined by mental/cultural state	
Acknowledging the resiliency		Treated as people' not our grades	
More progress is needed		Celebrating small steps	
		Celebrating small successes	
		Support - teachers, coaches, family	
		Surround yourself with those that have the same mindset	
		Motivation	
		Indigenous advocate & guidance counselors	
		Resources	
		Programs like SUNTEP	
		Connected to inner self/thoughts	
		Freedom	
		Expressing culture	
		Ceremony	
		Spirituality	
		Role Models	
		Indigenous content	
		Being happy or to be able to smile everyday and move forward even though your having a bad day	



1. Exposure to subject to see passions/interests. Organize into interests, categorize for future, learn from others.

- Guide to reach goals
- Connect with people, see different point of views ie. When teachers are open to student's views
- Foundation for skills sets

2. Classes provided what I needed to go on.

- Real life scenarios, taxes, debt, life skills
- More opportunities to explore p.s. options & classes to support
- Electives are not accessible as compulsories override timetable
- Independent studies, passion areas, credit attained
- Pressure I need for a final exam, limited elective options, scholarships [REDACTED]
- Alternative to exams (projects, presentations)
- Materials are limited in ELA, classics aren't relevant

3. Minimize compulsories and maximize interests, change the numbers.

- More flexibility in schedules
- Start with goal, chose classes accordingly
- Diversifying within classes to support content interest
- Class size can be problematic
- Hours or school = should be flexible, by quarter classes are an option, shifting hours
- People in the field providing experiences that are realistic & hands on as visiting experts
- Equity across school's availability in all schools

4. Classes that provide...first aid, life skills for all; interviews.

- P.S. career fair that occur regularly, convention, conferences city wide
- Performance based classes are not provided to all
- Show what you know in different manners
- Tri-mester more time to explore options
- More opportunities to meet students from across the city

5. No more than 24 credits no time for work, extracurricular and volunteering.
 - Fewer compulsories and more electives
 - Current compulsories are good for university prep.
 - More electives
 - Opportunity to explore options
 - Provides for greater engagement
6. Help see our future clearly
 - Develop skills in our interest areas
 - Basic knowledge (math, ELA)
7. Life skills after grad (loans, credit cards, taxes etc.)
 - How the different subjects work together?
 - Not as many sports in elementary
 - Not all can afford sports
 - What are our options if we aren't in an "ideal" sit for things like university?
8. Didn't really understand the credit system until I'd already earned some.
 - Would like more interest based (more science if I want to be a scientist...)
 - Others like being able to try all subjects so they can learn what they like
 - Should be same choice in grade 9
9. Need to know computer science.
 - More outdoor based options
 - School day is long when you factor in homework and jobs
 - No time for mental & emotional healing in the long school day
 - Options other than just sitting in a classroom (work related experience)
10. Public speaking.
 - Learning to take initiative
 - Organization & time management
11. Options for people with social anxiety (on-line classes) a mix between attending school and on-line.
 - Offering different environments for learning
 - Acknowledging every student is different. Shouldn't have only one rubric and one way to learn.
12. Independence.
 - Creativity
 - Tech and computer skills
 - Health & well-being
 - How to be mentally healthy
 - Communication skills

- Being aware of resource and opportunities available to us
13. Minorities need to know the law does care for them.
- Knowledge on how to apply our skills, thoughts, knowledge
14. Giving opportunity to be independent & take initiative.
- Become problem solvers
 - Knowledge of places & areas to get involved
15. Giving opportunity to be independent & take initiative.
- Become problem solvers
 - Knowledge of places & areas to get involved
16. It's good to have students work with people their not familiar with.
17. Less prep for a specific job and more prep for life, character....
- Not standardized tests focus more on individual
 - Making content more relevant
 - More clubs like robotics that can lead into jobs & job offers
 - Adding more tech & becoming tech savy in all subjects one day it won't be pen and paper
18. Know how choices like modified affects our post-secondary options.
- Keeping options open (not being restricted by not being able to take a pre-req. course) eg. In grade 11 but can't go back to take grade 10. French.
 - More course choice (not as much in smaller schools)
 - Mindfulness classes
 - More AP classes available (some independent options)
 - A version of a compulsory life transition class.
 - PAA & Fine Arts shouldn't be compulsory or there should be more options
19. More teaching on mental health and every opportunity for professional health.
- Don't just "teach" about mental health but also advocate for it (ex. don't require a kid with social anxiety to be present)
 - Continual PD for teachers in Ed. Psychology, mental health....
20. More blended/dual credits.
- Blend less desirable classes with more desirable
 - But question do universities acknowledge blended classes in the same way
 - More hands on application of skills (eg. math- doing more than just formulas)
 - Added conversation....
 - a. More English Language instruction or teachers in native language
 - b. Some students want less technology and more fact to face communication

21. To Learn.

- Prepare of life: jobs/career
- Discourage ignorance
- Social Skills

22. More gym equipment.

- Make you own club [REDACTED]
- Oversee control
- Applicators to real life
- Budget, finance
- Musical instruments
- Online Education
- More PAA
- More Career Guidance
- Genius Hour
- Mental Health doses

23. Predetermined classes are fine, but pre-req's should be more flexible.

- More Pre-AP options

24. Computer Skills (mandatory).

- Textboarding
- Special skills
- Time management/life balance
- University Prep.

25. Professional behavioral/respect.

- Community involvement
- Find a core purpose (for your life)
- Extra-curricular for al [REDACTED]
- Mental health awareness

26. Opportunity to express opinions (everyone).

- Need to be challenged more
- Need to be interested
- Class discussions
- Real world conversations in schools

27. Good examples & role models.

- Be given opportunities for community involvement (but not extra [REDACTED] stress above and beyond)

28. You shouldn't overwork yourself: mandated mental health exertion.

- Empathy, respect should be curricular
- Be more accepting of everyone
- More options of interests

29. Use more technology in schools.

30. Science school.

- Path to different schools (opportunity to explore)
- More skills & less stuff
- Mental Health

31. New student orientation

- Added conversation...
 - a. Really want to encourage better understanding of the need for "better" global citizenship of what is going on in the world. Newcomer students wanted to encourage that "other students need to know about the wars, the crisis in the real world. Build that awareness.