

**SASKATCHEWAN HUMAN RIGHTS COMMISSION**  
**Reporting Guidelines for K to 12 Education Equity Plans 2007-2008 Academic Year**

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In 1986, the Commission responded to concerns about the extremely high drop-out rate of Aboriginal students by undertaking a public consultation and subsequently launching its K to 12 education equity program. Initially, individual plans approved under section 47 of the Saskatchewan Human Rights Code focused on curriculum, school policies and practices, staff education, parental involvement, anti-discrimination measures and efforts to increase the representation of Aboriginal teachers and non-teaching staff. Since then, school divisions with equity programs have developed additional creative initiatives.

The 2007-2008 academic year marks the first round of reporting for education equity sponsors, since 2002-2003. These reporting guidelines will continue to evolve over time as the education equity program is re-established. The guidelines set out a brief, standard reporting format intended to collect information in an efficient manner.

For purposes of monitoring K to 12 education equity plans for the 2007-2008 academic year, the Saskatchewan Human Rights Commission asks sponsors to provide the following information by **October 10, 2008**. Approval of your plan will be extended for one year, following the receipt of the report in the requested format.

1. Statistical Report – **Required**

Data on Aboriginal (Registered/Treaty/Status Indian, Non- Status, Métis, & Inuit) students and on Aboriginal teaching and non- teaching staff. (See attached tables.)

Please note that the sample tables included with these guidelines refer to Aboriginal students and staff members only. Your school division is also welcome to provide any other statistical data that demonstrates progress towards equity goals on the part of other students who experience barriers to educational success.

2. An **optional** brief narrative description of significant activities/initiatives in the implementation of your school division's education equity plan. Please address the following topics:

- (a) activities or approaches contributing to school success for Aboriginal students;
- (b) activities promoting an inclusive school environment for Aboriginal and other students (e.g. anti-harassment & anti-discrimination policies), parental involvement, activities promoting cross-cultural awareness, Treaty education);
- (c) recruitment, retention and promotion of Aboriginal teaching and non-teaching staff;
- (d) efforts to partner with other school divisions, Band/Tribal Councils or other organizations to promote positive school experiences for Aboriginal students;
- (e) measures addressing physical accessibility and other accommodations; and
- (f) future planning and priorities.

Thank you for your continued commitment to equity in education.

## K to 12 Education Equity Report

2007-2008 Academic Year

Name of school division: \_\_\_\_\_

**Please provide a brief description of social/geographical characteristics of school division:** (e.g. urban, rural or urban/rural; range of student enrolments in the division's schools; range of Aboriginal enrolments in division's schools; and proximity to and relationship with First Nations & Métis communities)

### STATISTICAL REPORT 2007-2008

**Table 1 (Required\*)**

#### Representation of Aboriginal Persons among Staff & Students

Data collection date: \_\_\_\_\_

School Division Totals	Total of Aboriginal & Non-Aboriginal	# of Non-Aboriginal	% of Non-Aboriginal	# of Aboriginal	% of Aboriginal
Students					
Teachers					
Non-Teaching staff					

**Table 2 (Required)**  
**Student Graduations within School Division**

Data collection date: \_\_\_\_\_

Division Totals	Total # of Aboriginal & Non-Aboriginal Students	# of Non-Aboriginal Students	% Non-Aboriginal Students	# of Aboriginal Students	% of Aboriginal Students
Grade Twelve					
Enrolled Sept./07					
Graduated June /08					

The Commission has been asked in the past for clarification of whether certain employees should be categorized as teaching or non-teaching staff. To help us answer this question next year, we would like to request some information from you. Please note that educational institutions are also employers, and serve Saskatchewan communities with a growing number of Aboriginal families. The Saskatchewan Human Rights Commission is interested in looking at the Aboriginal workforce representation across all occupational groups within school divisions for future education equity reports. It would be helpful if your division could provide information on the various occupational groups and the positions within those groups. This information will help us determine the progress of Aboriginal people in all areas of employment within each division.

**Required\***

Please list all occupational groups/categories and the employee positions within those groups for your school division. For example the occupational group of **Administrators** may contain, but are not limited to: Director, Assistant Director, Principal & Vice-Principal.

**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_  
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**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_  
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**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_

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**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_

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**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_

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**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_

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**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_

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**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_

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**Occupational Group:** \_\_\_\_\_  
**Employee Positions:** \_\_\_\_\_

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