

## **b) Sample Equity in Education Plan**

The \_\_\_\_\_ Board of Education

It is the policy of the \_\_\_\_\_ Board of Education to ensure everyone's right to equal concern and respect, and provide an environment that promotes and fosters growth, harmony, and equality of opportunity and benefit for all pupils and staff members regardless of colour, ancestry, nationality, place of origin, sex, disability, ability, marital or family status, religion, creed, sexual orientation or receipt of public assistance.

### **Responsibilities:**

1. It is the responsibility of trustees to ensure systematic implementation of the policy with supports and resources.
2. It is the responsibility of the director of education to provide leadership, monitor implementation and review of the policy, and provide feedback, and recognition for successful actions.
3. It is the responsibility of principals to maintain a school and working environment that enhances the policy and is supportive and protective of students and staff.
4. It is the responsibility of school staff to ensure that any and all differences are recognized as significant means of enriching and strengthening the learning experience.
5. It is the responsibility of all students to participate individually and collectively in ways that show an understanding of the beliefs and goals of the policy.

### **Regulations:**

1. Employment Equity
  - Hiring, evaluation, and promotion practices will reflect the principles of employment equity.
2. Curriculum and Instructional Materials
  - The curriculum will make provision for students to acquire an understanding of human rights and social justice and the necessary knowledge and skills to enable them to deal constructively with discrimination encountered in daily life experiences.
  - Selection of texts and materials will ensure that the contents reflect the diversity of the community and recognize positive elements of cultures and other differences.

Guidelines will be provided for use with literature containing known bias to provide historical and social perspective.

3. Instructional and Assessment Practices
  - All students will have equal opportunity to develop their individual abilities and interests and will be provided with appropriate programs.
  - All instruments employed for assessment, testing, interviewing and counseling shall be selected, administered and interpreted in such a way that they are valid indicators, as far as possible, of each student's ability and/or achievement.
  - Staff members will base expectations of students, and both formal and informal evaluation procedures, on observed growth and verifiable achievements. Staff members will guard against basing expectations for achievement on prejudices and stereotypes.
4. Cross-cultural, Inter-cultural, and Anti-racism Education
  - All school division employees will be given opportunities to gain information about racial, religious, and ethnocultural equity issues with applications appropriate to the curriculum and the school system.
  - The formal and informal curriculum will reflect the cultural, religious, and ethnic diversity of Saskatchewan students.
5. Harassment and Discrimination
  - Inservice training will be provided to assist all staff and student councils to become familiar with the protocol and guidelines for dealing with incidents of discrimination and to assist them in identifying, responding to, and preventing such incidents.
  - The Board will refuse to admit to its property any person, group or association who by intent or action advocates or espouses discrimination in any form.
6. School Environment
  - The school calendar, celebrations, food service, athletics assemblies, concerts, announcements, bulletin boards, hallway displays, libraries, guidance offices and media centres will reflect Saskatchewan's diverse population.
  - School activities, special program days, food services, and promotional schemes in the school will be examined to ensure that these do not prevent the participation of students because of ethnocultural or religious beliefs, and, as well, reflect the diversity of students in the province.

7. Student Development
  - All students will be given the opportunity to:
    - (a) Develop and maintain confidence and a sense of self worth;
    - (b) Gain the knowledge and acquire the attitudes necessary for active and full participation in Canadian society and in an increasingly independent world;
    - (c) Develop positive attitudes and an understanding of differences in religions, cultures, genders, disabilities, sexual orientation, and abilities;
    - (d) Gain an appreciation for their own cultural backgrounds as well as for the cultural backgrounds of others; and,
    - (e) Develop their potential and aspirations without limitations imposed by stereotyping or discrimination.
8. The School and the Community
  - Harmony between the school system and the community will be promoted.
  - When communicating to parents and guardians its plans for dealing with the behaviour of pupils and staff, each school will include statements relating to the handling of incidents involving discrimination. Such statements will include information advising parents and guardians of ways to communicate concerns to the school and central office administrators.
  - Communication will be encouraged with other school boards, community groups or associations, and government agencies that offer consultation or assistance in strengthening the school system's approach to equity issues.
9. Monitoring
  - Implementation of the equity in education policy will be monitored on an ongoing basis, feedback will be provided and successful actions recognized.
  - The formal and informal curricula will be monitored to ensure they are administered in an unbiased manner.
  - Employment practices will be monitored on a regular basis and will be a matter of public record.

10. Leadership Development, Organizational Change and Development
  - Staff members will be encouraged to seek opportunities to enhance their professional growth in the fields of multi- culturalism, cultural relations, gender equity, and working with people of varying abilities and lifestyles.
  
  - Inservice sessions to promote gender equity and to enhance sensitivity and competence in working with people from diverse backgrounds or varying abilities will be an integral part of staff development for all board employees.