

Administrative Procedure 159

EQUITY, DIVERSITY AND INCLUSION

Background

In keeping with the spirit and intent of the *United Nations Universal Declaration of Human Rights*, the *United Nations Convention on the Rights of the Child*, the *Canadian Charter of Rights and Freedoms*, and *The Saskatchewan Human Rights Code*, Saskatchewan Rivers Public School Division (SRPSD) subscribes to the fundamental principle that all persons are equal in dignity and rights as per Policy 1: Foundation Statements. The development and implementation of procedures, practices and programs shall reflect and promote everyone's right to equal concern and respect, and provide an environment which promotes and fosters growth, harmony, and equality of opportunities for all students and staff members.

Demonstrating commitment and action toward a more equitable, diverse, and inclusive community requires reflection and active learning. As such, application of this procedure will focus on providing the education, resources, and supports so that all SRPSD staff understand equity, diversity, and inclusion and are responsible for the implementation of such within their scope of influence and authority.

Definitions

1. Diversity refers to the existence of variations of different characteristics in a group of people. These characteristics make each person unique, such as cognitive skills and personality traits, along with the things that shape identity like race, age, gender, religion, sexual orientation, and cultural background.
2. Equity is about fairness in access to education and employment and in the opportunity to succeed. Taking equity as a guiding principle means that SRPSD will respect and value the differences of our students and staff by actively identifying and removing barriers.
3. Inclusion means that SRPSD values and cultivates full and meaningful engagement of all individuals.

Procedures

1. All SRPSD staff and students share the responsibility for creating a supportive and inclusive environment and shall:
 - 1.1 Support, acknowledge and encourage diversity through the identification and removal of barriers and biases, and the creation of workplaces and learning environments that are free of harassment and discrimination.
 - 1.2 Foster a culture of belonging that embraces equity, diversity, and inclusion.
 - 1.3 Display respect as they seek to understand each other's perspectives by inviting and exploring various points of view.
 - 1.4 Welcome and foster positive, informed, and inclusive attitudes towards each other.
 - 1.5 Use inclusive and respectful language and approaches in all interactions.

- 1.6 Answer the Calls to Action of the Truth and Reconciliation Commission that pertain to education.
 - 1.7 Strive for communications that reflect the diversity of SRPSD and our communities and use inclusive language.
 - 1.8 Foster environments that are free of discrimination and harassment, and inclusive of all individuals.
 - 1.9 Report matters of harassment and discrimination in compliance with AP 160: Discrimination/Harassment/ Workplace Violence.
2. Saskatchewan Rivers Public School Division is responsible for:
- 2.1 Creating an organizational culture and environment that both values and benefits social and cultural diversity.
 - 2.2 Promoting procedures and practices to support equity, diversity, and inclusion.
 - 2.3 Providing opportunities and/or resources for stakeholders to develop knowledge, skills, and attitudes to deepen understanding of equity, diversity and inclusion.
 - 2.4 Encouraging staff to seek opportunities to enhance their professional growth and development of knowledge, skills, and attitudes to deepen understanding of, and support for, all staff and students regarding equity, diversity, and inclusion.
 - 2.5 Providing resources and professional development to ensure all staff understand and enact direction related to answering the Calls to Action of the Truth and Reconciliation Commission that pertain to education.
 - 2.6 Embedding anti-racist and anti-oppressive practices into the Division's educational and operational functions so that actions associated with beliefs such as racism, sexism, homophobia, transphobia, and other forms of oppression are not tolerated.
 - 2.7 Providing a safe accommodation for change room use by any student or staff member who desires increased privacy. The school administration will work with the student and parent/guardian when appropriate, to create a changeroom plan. Safe accommodations may include, but are not limited to:
 - Use of a private area within the public area (e.g. room with a door off the corridor);
 - Having a separate changing schedule in the private area (either utilizing the change room before or after the other students);
 - Using a nearby private area (e.g. a nearby washroom).
 - When traveling to schools or facilities outside the school division, supervising staff will ensure students have access to an alternate private change room if needed.

References: The Education Act, The Saskatchewan Human Rights Code, The Saskatchewan Employment Act, The Occupational Health and Safety Regulations, Criminal Code of Canada, Canadian Charter of Rights and Freedoms, Calls to Action of the Truth and Reconciliation Commission, United Nations Universal Declaration of Human Rights, United Nations Convention on the Rights of the Child, AP 153: Student and Safety, AP 160: Discrimination/Harassment/Workplace Violence, AP 214: Intensive Supports for Diverse Learner Needs, AP 300: Student Code of Conduct, AP 405: Employee Expectations and Code of Conduct

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