



Administrative Procedure 1030

Equity

Board Governance Policy Cross Reference: [1](#), [11](#), [12](#), [13](#), [14](#), [15](#)

Administrative Procedures Cross Reference:

[Code of Conduct](#)

Form Cross Reference:

Legal/Regulatory Reference:

[Canadian Charter of Rights and Freedoms](#)

[United Nations Declaration on the Rights of the Child](#)

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“The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth. We accomplish this through the provision of programs and services which facilitate the development of students as healthy contributing members of society.”

The Division believes that education is a fundamental building block to establishing “equity” rights for all students. Educational “equity” refers most broadly to a condition of fairness with respect to educational opportunities, access, and outcomes for all people. As applied in education, the legal principle of “equity rights” provides that all students have a right to an education that maximizes opportunities to develop their knowledge, skills and attitudes as embedded in the mission statement of the Division.

The Division recognizes and accepts its responsibility to provide direction and resources to enhance and support quality instruction and learning opportunities that assist schools in closing educational achievement gaps by investing strategically in all students.

To demonstrate its commitment to respectful and equitable education in all Division activities, the Division commits to decisions that reflect the following principles:

1. Appropriate Learning Opportunities

Central to delivering fair and equitable learning opportunities for all students is the close examination and evaluation of the appropriateness of the programs and services, both within the classroom setting and in the broad organizational processes of planning and implementation.

The Division will:

- recognize and support the complex needs of individual school sites with close regard to student achievement and continuous improvement planning;
- promote transparent, flexible, fair, and equitable allocation of resources across all learning sites;
- hire and assign staff to promote principles of fair and equitable access to optimize the learning opportunities for all students;
- promote the professional excellence of hired staff (qualifications and credentialing);
- promote hiring practices to reflect the demographic characteristics of the student population;
- support curricular and learning experiences at high standards at each learning site;
- make available an “Enablement Access” provision of ancillary services to provide that all student achievement results are consistent with outcomes of successful regular programming;
- require that Divisional staff development promotes principles of fair and equitable access to optimize the learning opportunities for all students;
- provide transportation services that foster optimal opportunity of access to learning sites for all participating students and staff;
- support environmentally sustainable physical learning environments, supported by appropriate administrative procedures; and
- promote and support inclusive learning environments, supported by appropriate administrative procedures.

School Sites will:

- implement the Continuous Improvement Plans that were developed in a collaborative manner with the Division Leadership Team, so that school-based resources are maximized;
- maintain and develop professional and support staff development which promote principles of fair and equitable access to learning opportunities for all students;
- provide appropriate staffing which support the uniqueness of each learning site;
- ensure fair access for all students to appropriate assessment, programming, and resulting services as well as to appropriate ancillary services;
- allow for appropriate exceptions for the needs of students who require transportation services;

- develop environmentally sustaining physical and learning environments; and
- promote and support inclusive learning environments.

2. Effectiveness of Learning

Delivering fair and equitable learning opportunities for all students requires ongoing assessment of the effectiveness of programs and services to help students succeed.

The Division will:

- provide resource allocations according to an equity model which includes the following four variables: student enrolment ratio, school continuous improvement planning, student achievement results, and innovations requested by school site(s);
- follow up on evaluations for staff, and provide opportunities for growth and improvement as required;
- conduct ongoing program and service evaluations and enact/recommend appropriate changes;
- ensure that appropriate and current administrative procedures are in place;
- require ongoing monitoring of student achievement and follow-up;
- provide support in areas directly affecting students' learning in classrooms;
- provide a variety of opportunities for job embedded learning; and
- provide services to promote ease of access, safety, security, civility, and respect in all learning environments.

School Sites will:

- engage in key methods of data gathering and assessment to measure student growth in relation to established student outcomes and Division student achievement standards;
- maintain staff development which reflects the learning requirements of the student population;
- utilize differentiation of teaching and learning strategies in all classrooms;
- ensure that student engagement strategies be an integral component of student differentiation;
- ensure that school-identified priorities are related to student learning and achievement, and which are responsive to the individual needs of the school site;

- provide ease of access for all students; and
- ensure accurate, timely, and informative reporting of student learning to parents.

3. Identification and Removal of Systemic Barriers

Delivering fair and equitable learning opportunities for all students requires a close examination and evaluation of the relation of systemic processes to student academic progress.

The Division will:

- engage in ongoing and regular review and critique of school and Divisional supports, guidelines, and administrative procedures that determine resource allocation to support student achievement;
- provide for administrative procedures review that uses equity principles as a basis for evaluation;
- strive to recruit Indigenous, French Immersion, and English as an Additional Language (EAL) teachers and support staff;
- require that classroom and support delivery reflect best practices for all students;
- support programs which demonstrate equity principles;
- align staff and Divisional professional development needs;
- develop policy to support continuous enrolment; and
- encourage the flexibility of each school site with regard to a sustainable learning environment.

School Sites will:

- engage in ongoing review of school supports, guidelines, and administrative procedures that determine resource utilization in support of student achievement;
- ensure regular staff evaluation and feedback;
- require professional development growth plans of all staff;
- complete annual needs assessment of each learning site (continuous improvement planning); and
- provide advocacy for both students and parents on an ongoing basis.

Utilization of Data

The effective use of data to support an evidence-based approach to measure and evaluate both student achievement and program progress is necessary to ensure the fair and equitable access to learning opportunities for all students.

The Division will:

- provide timely, reliable, and valid student achievement data and analysis for all learning sites which reflect provincial, national, and international results, when possible;
- provide centralized, longitudinal tracking of student achievement data and trends;
- utilize data variables which are transparent and understandable to ensure that staff allocations, development of curricular and learning experiences, and fair access for all students to appropriate assessment, programming, and services are maintained;
- provide data and research analysis to guide professional and support staff development that support the fair access for all students to appropriate learning experiences; and
- provide data variables which are transparent and understandable to support the fair access for all students to an environmentally sustainable learning environment.

School Sites will:

- ensure that continuous improvement planning focuses on student achievement trends to promote improved achievement outcomes for all students;
- utilize data variables and analysis to promote staff assignments, and access to curricular and learning experiences that reflect principles of fair and equitable access to learning opportunities for all students;
- utilize data variables and analysis which ensure fair access for all students to appropriate assessment, programming, and resulting services;
- report back to students on assessment results to aid in their growth and learning;
- utilize data variables and analysis when providing professional and support staff development to ensure fair access for all students to appropriate learning experiences;

- utilize data variables and analysis to inform planning for appropriate transportation services; and
- utilize data variables and analysis in planning to support an environmentally sustainable learning environment.

4. Funding and Resourcing

Funding and resourcing represent a central and concrete expression of support for student achievement. As such, funding and resourcing of both the Division and school sites must reflect fair and equitable, student-focused principles which optimize achievement.

The Division will:

- use equity focused formulae, where appropriate to support student achievement, based on available student achievement data variables and analysis;
- provide an annual budget review and funding approval process;
- provide access and availability of student access to appropriate learning opportunities;
- target professional development budgets and resources for equitable staff development;
- maintain an ongoing review of student requirements;
- provide for the allocation of available or additional funds on an equity formulae basis; and
- provide for adequate resourcing of physical facilities which reflect environmentally sustainable approaches.

School Sites will:

- utilize a transparent funding model that supports Continuous Improvement Plans in response to student achievement targets;
- ensure that school allocation of staff reflects equity of access to programs, outcomes and student rights;
- ensure the delivery of appropriate learning experiences to meet targeted academic goals;
- ensure that school allocation of professional development opportunities reflect equity of student access to programs, outcomes and student rights; and

- maintain physical facilities which reflect environmentally sustainable approaches.

5. Rights of the Child

Central to equity are the rights and responsibilities of the child within the school system. To be fair and equitable to all students, the rights and responsibilities of the child should be clearly articulated and in concert with provincial, national and international legislation, as applicable.

The Division will:

- provide a current, clear statement of student rights and responsibilities within the school system, according to articulated legislation;
- provide for identification of staff qualification and credentials for purposes of hiring and incorporate these into standards of staff performance of duties and responsibilities;
- study, assess, apply, and change practices to focus on the student and student achievement;
- provide for new teacher orientation processes which emphasize student equity principles;
- ensure that all administrative procedure development reflects student equity principles;
- maintain a process to ensure the right of appeal for students; and
- provide an ongoing analysis and evaluation of the learning environment with regard to the *United Nations Declaration on the Rights of the Child*.

School Sites will:

- ensure each school *Code of Conduct* communicates student rights and responsibilities;
- ensure that school practices are based on student rights and responsibilities;
- ensure that school based in-services and reviews relate to organizational assessment practices;
- complete ongoing school-based analysis of quality of access to address student rights and responsibilities;
- provide staff development on the rights and responsibilities of the student; and
- implement Continuous Improvement Plans which reflect the rights and responsibilities of the student.