

GENDER EQUITY AWARENESS

Equity does not necessarily mean that all persons must be treated exactly the same. Where discrimination exists, people may need to be treated differently in order to be treated fairly. (CAAWS, 1993)

Equality focuses on creating the same starting line for every one.
Equity has the goal of providing everyone with the same finish line.
- Bruce Kidd

SCHOOL SPORT PROGRAMS CHECKLIST

SCHOOL

Has a need's assessment/evaluation of the sport program been completed recently to assess if the needs of the students are being met?

Does the sport program offer equitable sport opportunities for males and females?

Is the access to facilities available on an equitable basis for both males and females (for example, are the "good" facilities shared equitably between males and females for league games and play-off games)?

Are the facilities shared equitably in terms of access for practices?

Are the championship games and information about games and programs advertised/promoted similarly within the media, school newsletter, etc.?

Are both males and females given access to prime time facility usage (morning, after-school and evening practices)?

Are both male and female teams given equitable practice hours?

Do both the male teams and female teams have equitable access to competition, eg., similar season length, participation in tournaments?

Do the boys' and girls' teams have comparable uniforms and equipment?

Does the administration support both male and female coaches (supply teacher coverage, etc.)?

Is the mode of transportation to league games and invitationals comparable (van, bus, cars, etc.)?

BOARD OF EDUCATION

Is the male and female sport program funded equitably?

Does your Board have a gender equity policy?

Are statistics on gender participation in sport collected on schools in your Board?

Does your Board have a harassment policy?

Does your Board offer in-services on gender equity training?

Is there a person or committee responsible for gender equity within your Board?