



ANTI-RACISM & EQUITY PLAN 2025 - 2028



Table of Contents

Dismantling Racism and Hate Act.....	3
Municipality’s Commitment.....	3
Executive Summary of the Plan.....	4
Key Priorities.....	4
Equitable Recreation Services	4
Training and Education.....	5
Policy Review	5
Equitable Hiring Practices	6
Conclusion	6
Brief History of Argyle	7
Guiding Principles	10
Definitions	10
Community Engagement.....	12
What We Heard?	12
Focus Group at Drumlin Consolidated School	12
Staff and Council surveys (see Appendix D for survey questions) 18 responded.	13
General Public (See Appendix E for survey questions) 20 respondents	14
Action Plan.....	16
Key Priorities or Focus Areas.....	16
Equitable Recreation Services	16
Actions.....	16
Action Plan: Equitable Recreation Services	19
Training and Education.....	20
Action Plan: Training and Education	22
Understanding Equity, Diversity, and Inclusion (EDI) for Council	22

Policy Review	23
Action Plan: Policy Review	25
Equitable Hiring Practices	27
Action Plan: Equitable Hiring and Promotion (lead by HR)	29
Accountability and Continuous Improvement for promotions.....	29
Conclusion	30
Appendix A - Demographics	31
Appendix B – Focus group questions.....	40
Appendix C – Survey for School.....	41
Appendix D -Survey for staff and Council	44
Appendix E – General Survey	49
Resources.....	51

Dismantling Racism and Hate Act

Our province is committed to becoming more inclusive and equitable. The Act acknowledges that systemic hate, inequity, and racism can arise from government and public bodies through seemingly neutral policies, practices, and procedures that ultimately disadvantage underrepresented and underserved groups. It also empowers regulations to mandate public sector bodies to create plans aimed at addressing systemic hate, inequity, and racism.

Link to the Dismantling and Hate Act Bill NO. 90

https://nslegislature.ca/legc/bills/64th_1st/1st_read/b096.htm

Municipality's Commitment

The Municipality of Argyle wants everyone to feel welcome, valued, and respected. We know that racism and discrimination have harmed people in the past and still create unfair barriers today. Our community has a rich history, with Acadians, Métis, Mi'kmaw, and Loyalists shaping who we are today.

We are committed to making Argyle a fair and inclusive place for all. To do this, we will:

1. **Make Policies Fair for Everyone** – We will review our rules, programs, and services to make sure they include and support all residents.
2. **Stand Against Racism and Discrimination** – We will work to find and remove unfair systems that create barriers for people in our community.
3. **Listen to the Community** – We will work with local groups and residents to make sure different voices are heard when making decisions.
4. **Educate and Raise Awareness** – We will provide training for municipal staff and council members on diversity, inclusion, and fairness.
5. **Measure Our Progress** – We will set clear goals, track our efforts, and share updates on how we are improving equity and inclusion.

The Municipality of Argyle believes that by working together, we can build a community where everyone can succeed. We invite all residents to join us in creating a future based on fairness, dignity, and respect.

Executive Summary of the Plan

The Municipality of Argyle is dedicated to making our community services, government, and workforce fair and welcoming for everyone.

This Action Plan focuses on key priorities and steps to remove barriers and ensure all residents have equal access to recreation, training, policies, and job opportunities.

By working together, we can build a more inclusive and supportive community where everyone has the chance to succeed.

Key Priorities

1. Equitable Recreation Services
2. Training and Education
3. Policy Review
4. Equitable Hiring Practices

Equitable Recreation Services

Recreation services help people stay healthy, connect with others, and feel their best. The Municipality of Argyle has created a draft Recreation Policy on Accessibility and Inclusion, which will be reviewed by the Council in 2025.

This policy will focus on:

- Improving buildings, programs, and events to make sure everyone can participate.
- Engaging with the community to understand and remove barriers.
- Clear communication so everyone knows about available recreation opportunities.

Argyle is also committed to the Recreation Nova Scotia Anti-Racism Charter, ensuring our recreation spaces and services are welcoming and inclusive.

How We Will Stay Accountable:

- The policy will be approved and put into action.

- The Argyle Recreation Commission will review it every year.
- We will regularly check and improve accessibility and inclusion.

Our goal is to make recreation fair and open for all residents, so everyone can enjoy the benefits of being active and connected.

Training and Education

Training is key to creating a fair and welcoming environment for everyone. The Municipality of Argyle will introduce a three-year training plan to help staff and elected officials better understand equity and anti-racism.

Key Training Initiatives:

- Equity and Anti-Racism Training for staff and council members.
- Unconscious Bias and Cultural Humility Workshops (2025-2027).
- Human Rights and Leadership Training for elected officials.
- Ongoing Evaluation through surveys and progress checks.

By investing in education, we are taking important steps to build a more inclusive community where everyone is treated with fairness and respect.

Policy Review

The Municipality of Argyle will review its policies every five years to make sure they support equity and anti-racism. This process will focus on:

- Identifying and removing unfair barriers.
- Listening to diverse community voices.
- Making policies clear, fair, and accountable.

Monitoring & Accountability:

- Regular updates on equity efforts.
- Equity impact assessments for all policies.
- Mandatory refresher training every four years.

By reviewing policies regularly, we are committed to building a more inclusive and equitable community for everyone.

Equitable Hiring Practices

The Municipality of Argyle is committed to hiring and promoting people fairly so our workforce reflects the diversity of our community.

Key Actions:

- Inclusive Job Descriptions and accessible job postings.
- Standardized Application Review to reduce bias.
- Diverse Hiring Panels and structured interviews.
- Annual Equity Review to track hiring and retention progress.

By taking these steps, we ensure that everyone has a fair chance to work and grow within our municipality.

Conclusion

The Municipality of Argyle is dedicated to creating a fair, welcoming, and inclusive community for everyone. This Equity and Anti-Racism Action Plan outlines clear steps to remove barriers, engage with residents, and ensure accountability. Our goal is to make sure every person can fully participate and thrive.

We will continuously review and improve our policies to meet the needs of all residents. By working together and leading with fairness, we will build a stronger, more inclusive Argyle that values diversity and equity for all.

Brief History of Argyle



The Municipality of the District of Argyle, which today makes up approximately one-half of the County of Yarmouth, Nova Scotia, is a region rich in Acadian history and culture. Prior to 1755, present-day Argyle lay within Cap-Sable (Cape

Sable), an area stretching along the southwestern coast of the province, roughly from what is now Yarmouth (Cap-Forchu) to Baccaro in today's Shelburne County. The first French-speaking colonists came to Cap-Sable in the 1640s, settling in the vicinity of what is now Central Chebogue in Yarmouth County. By the time of the Deportation (1755-1763), there were several small communities established along this coastline, in locations now known as Chegoggin, Roberts Island, Argyle, Argyle Head, Tuskete Falls and East Pubnico, all in modern-day Yarmouth County.

Pubnico was founded in 1653 by Philippe Mius d'Entremont, who along with his wife, Marie Hélie, and their eldest daughter, was brought over from France by Charles de LaTour. Mius d'Entremont established his first home at what is now East Pubnico, where some of his sons and descendants would remain. Over the years, however, the father appears to have lived at various times in Annapolis Royal and spent his final days in Grand-Pré, at the home of one of his daughters.

Other descendants of Mius d'Entremont dispersed similarly, as families do, to places further removed from their ancestral home. A century later, Mius d'Entremont descendants were scattered along the coast of Cap-Sable, including at modern-day Barrington and Baccaro. Some branches of this family used the surname d'Entremont, while others adopted Mius, Muise or Meuse.

The Deportation and Return of the Acadians

The history of the Acadians of Argyle was shaped by the century-long tug-of-war between France and Britain for control of what today comprises the Maritime Provinces of Canada. In the early 1600s, French explorers established the first permanent European settlements in the colony they named Acadie (Acadia), which included much of what is now Nova Scotia, Prince Edward Island and parts of Maine and New Brunswick. For the first hundred years of Acadian settlement, wars between France and Britain meant that at different times they found themselves under French or British colonial rule. By 1755, there were an estimated 10,000 Acadians living in various parts of Nova Scotia.

The British gained control of the colony with the signing of the Treaty of Utrecht in 1713 and renamed the territory Nova Scotia. As a condition of remaining where they had lived for decades, the Acadians were asked to swear allegiance to the British monarch. Although their political neutrality was well known, this was the first time they had been asked to define their political loyalty. They were permitted the "free exercise of their religion" but were not allowed to vote, hold office or join the army. Wishing to maintain good relations with the French and the British, most Acadians took the oath on the condition that they would not have to take up arms against the French in the event of war.

With rising tensions between France and Britain in Europe and North America during the first half of the eighteenth century, the neutrality of the Acadians was increasingly brought into question. British officials were concerned with the threat posed by this large French Catholic presence in Nova Scotia, as well as by their friendship with the Mi'kmaq, who in turn favoured the French.

Following the return of the fortress of Louisburg to France as a condition of the Treaty of Aix-la-Chapelle in 1748, tensions escalated. The flashpoint came in 1755, in the border region between British and French territory at the Isthmus of Chignecto (the present-day border between Nova Scotia and New Brunswick). On 4 June 1755 the British, with the help of 2,000 volunteer troops from New England, laid siege to Fort Beauséjour. Several hundred Acadians in the area had been persuaded to abandon their neutrality and fought alongside French troops in defence of the fort. Two weeks later, the French were forced to surrender.

Shortly thereafter, on 28 July 1755, Governor Charles Lawrence passed an order to deport the 'French inhabitants' from the colony of Nova Scotia. This event, which began in 1755 and continued for several years, became known to the Acadians as the 'Le Grand Dérangement' ('The Great Upheaval').



In southwestern Nova Scotia, the communities at Cap-Sable were spared briefly, perhaps because they were relatively isolated and less populous than larger centres at Grand-Pré, Annapolis Royal and Pisiqid (Windsor). Some were not raided until 1756, and

Pubnico remained intact until 1758.

The Incorporation of Argyle Township

The first New England Planters arrived in southwestern Nova Scotia within three years of Governor Charles Lawrence's Proclamation in 1758 inviting English-speaking settlers into the colony. Among other inducements, they were promised that townships would be formed and named when the population of each amounted to 50 families.

By June 1762, when the first census of Nova Scotia was taken, there were two small Planter settlements in what is now Argyle, at Abuptic (present-day Argyle) and Pubnico, totalling 22 households. Although the number of Anglophone settlers grew in the years following, the increase was relatively modest through the first decade since a number of the households listed in 1762 did not remain permanently.

Argyle Township was officially incorporated by the provincial legislature in 1771, so one assumes that only by that time had it reached the required 50 families or households — a threshold accomplished once Acadian families began to return to the area after 1767.

Guiding Principles

- A commitment to continued learning and actions. Provide training for municipal staff, elected officials to recognize and counteract biases. All employees of the Municipality of Argyle have a knowledge and understanding the negative effects of unconscious bias, racism and discrimination.
- Accountability. Develop and share clear goals and actions to address systemic racism and discrimination within municipal policies and practices.
- Building meaningful partnerships with underrepresented and under privileged groups.
- A commitment to history and culture from the past and present.

Definitions

Equity: recognizes that individuals do not start from the same position in society, considering historical factors to determine fairness.

Inequity: Refers to a state of unfairness or lack of justice Individuals or groups are treated differently and unequally, often resulting in systematic and patterned disparities in opportunities, resources, rights, or outcomes.

Racism: The unfair treatment, prejudice, or hatred by an individual, community, or institution against a person or people based on their actual or perceived membership in a racial or ethnic group. Having the power and carrying out that discrimination (unfair treatment), hatred or prejudice through institutional policies and practices.

Anti-Racism: The work of actively opposing racism by advocating for changes in political, economic, and social life. Achieved through the identification and elimination of racism by changing oppressive systems, structures, policies, practices, and attitudes. An **anti-racist person or organization** goes a step further than simply stating they are anti-racist. These individuals and organizations work

to understand their own privilege, challenge their own internalized racism and call out racism when they see it impacting others

Systemic racism: includes the policies and practices entrenched in established institutions, which result in the exclusion or promotion of designated groups. It differs from overt discrimination in that no individual intent is necessary.

Oppression results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression can be a combination of bias, privilege and power.

Bias is when someone unfairly favors or dislikes a person, group, or idea, often without realizing it. It can lead to treating people differently based on things like their race, gender, or background, rather than judging them fairly or equally.

Privileged in the context of anti-racism means having unearned advantages or opportunities simply because of your race, often without realizing it. It doesn't mean you've never faced challenges, but it means your race hasn't made things harder for you. Privilege allows some people to move through life with fewer barriers or unfair treatment compared to others

Discrimination is the act of denying equal treatment and opportunities to individuals and groups. It operates through policies or practices that excludes or limits an individual or groups from accessing services, employment, housing and enjoying all the benefits of society.

Diversity means having a variety of people from a range of different social, economic and ethnic backgrounds, gender identities, sexual orientations, life experiences, competencies and faiths represented on teams and workplaces in general and particularly in processes like engagement.

Microaggressions are subtle verbal or nonverbal insults, or belittling messages communicated towards a marginalized person, often by someone who may be well-intentioned but unaware of the impact their words or actions have on the target

Community Engagement

What We Heard?

The Municipality of Argyle's leadership team used the self-assessment tool from the Office of Equity and Anti-Racism to identify key priorities for the next three years. The results showed that there is important work ahead, with the first priority being staff education and training. Some progress has already been made in the Recreation department, and we want to build on that momentum. As we look within our organization, we will also review our policies and hiring practices.

Focus Group at Drumlin Consolidated School

Municipal staff held a focus group with nine students to hear their perspectives. (See Appendix B for discussion questions.) The students also completed a survey.

The group included:

- 3 Black/Persons of African Descent
- 3 Historic African Nova Scotians
- 1 Mi'kmaw/Indigenous student
- 2 Asian students

A key theme from the discussion was that students do not see themselves reflected in municipal programs and events. Many were also unaware of the programs and events the Municipality offers. The findings highlight the need for better communication with diverse communities and stronger relationships with people of different racial and ethnic backgrounds.

Summary of Survey Results (See Appendix C for survey questions)

- 17% were unfamiliar with the concept of anti-racism.
- 33% said anti-racism is a significant issue, while 17% said it is a minor issue.
- 67% had personally experienced or witnessed racist behavior.
- 83% felt somewhat supported in addressing racism.
- Responses were evenly split (50/50) on whether students feel comfortable reporting racism in school.

- 67% were unsure if marginalized voices and perspectives are represented in school decision-making.
- 100% felt the school's culture is inclusive toward people of different racial and ethnic backgrounds.

Staff and Council surveys (see Appendix D for survey questions) 18 responded.

Summary of Staff Survey Results:

- 57% of staff identify as Acadian.
- 2 staff members identify as having a disability, 2 as Métis, 2 as seniors, and 3 selected "Other" or preferred not to answer.
- All respondents identified as white.
- Gender breakdown: 56% male, 44% female.
- 44% of respondents are between 50-59 years old.

Understanding of Anti-Racism and Municipal Policies

- 100% were familiar with the concept of anti-racism, with 33% being very familiar.
- 44% believe racism is a minor issue in the Municipality, while 28% see it as a significant issue.
- 56% are somewhat knowledgeable about the Municipality's diversity, equity, and inclusion policies, while 33% were not knowledgeable.

Experiences and Perceptions of Racism

- 56% have experienced or witnessed racism within the organization or community.
- 39% reported that they had not witnessed or experienced racism.
- 67% felt neutral or disagreed that people of different racial and ethnic backgrounds have equal opportunities within the organization/community.
- 12% were not comfortable discussing issues related to race and racism.

Barriers to Addressing Racism

The biggest barriers identified were:

- Lack of education and awareness

- Resistance to change
- Fear of retaliation

Recommended Actions for the Municipality

- Top priority: Education, awareness, and training.
- 59% of respondents would like to participate in workshops or discussions.
- Clear policies were also mentioned as an important change.

Suggestions for the Anti-Racism Plan

- The plan should start with municipal staff and council and then extend it to the broader community.
- More education is needed on different forms of racism.
- The plan should align with municipal functions and include:
 - Training and development
 - Assessment of municipal buildings and spaces
- Review of staffing and job descriptions to ensure inclusive language
- Clear criteria for policy development using an equity lens
- Use of available tools to guide this work
- It is essential to include individuals who may be affected by racism in the process to ensure the plan is effective.

General Public (See Appendix E for survey questions) 20 respondents

Summary of Public Survey Results

A general survey was shared on social media, the Municipality of Argyle's website, and directly sent to Association des Acadien-Métis and Kespu'kwitk Métis Council.

Demographics

- 14 Acadians
- 4 Seniors
- 3 Métis
- 1 Religious/Faith-Based
- 1 Newcomer
- 1 Other
- Gender

- 80% women
- 15% men
- 1% preferred not to answer

Understanding and Perceptions of Racism

- 55% were very familiar with the concept of anti-racism, while 45% were somewhat familiar.
- 60% believe racism is a minor issue in the Municipality of Argyle, while 35% consider it a significant issue.
- 80% have personally experienced or witnessed racist behavior.
- 55% felt somewhat supported in addressing racism, while 30% felt unsupported.

Perceptions of Equal Opportunities

- 35% were neutral.
- 30% disagreed that people of different racial and ethnic backgrounds have equal opportunities.
- 20% agreed that equal opportunities exist.

Biggest Barriers to Addressing Racism

- Lack of education
- Resistance to change
- Insufficient resources
- Needed Resources & Support
- 25% want clear reporting mechanisms for incidents of racism.
- 24% want training and workshops.

Suggestions & Recommendations for the Anti-Racism Plan

- Engage with underrepresented groups, individuals, and organizations.
- Launch an education and public awareness campaign.
- Evaluate policies and assess their impact.

Action Plan

Key Priorities or Focus Areas

- Equitable Recreation Services
- Training and Education
- Policy Review
- Equitable Hiring Practices

Equitable Recreation Services

Recreation services support physical health, mental well-being, social connections, and community engagement. To ensure everyone can benefit from these services, we must focus on equity and inclusion.

Equitable recreation services work to remove barriers—whether physical, financial, cultural, or systemic—so that all individuals, regardless of their background or circumstances, have equal access to recreational opportunities.

Actions

Recreation Accessibility and Inclusion Policy (Draft Overview)

The Municipality of Argyle is developing a Recreation Accessibility and Inclusion Policy to ensure all residents have equitable access to recreational opportunities, infrastructure, and services with minimal barriers.

Policy Purpose

This policy outlines how the Municipality will support inclusive and accessible recreation while also identifying ways for communities and residents to contribute. The goal is to provide clear direction for the development, improvement, and maintenance of recreation services so that everyone can participate.

Key Areas of Focus

The policy addresses:

- **Infrastructure & Built Environment** – Ensuring accessible spaces and facilities.

- **Programs** – Offering diverse and inclusive recreational programs.
- **Community** – Engaging residents and fostering inclusivity.
- **Communications** – Providing clear, accessible information.
- **Services** – Reducing barriers to participation.
- **Events** – Ensuring events are inclusive for all.

Next Steps

- 2025: The revised policy will be presented to Council for approval.
- Implementation: The Director of Recreation Services will oversee adherence to the policy.
- 2026 Review: After one year, the Director of Recreation Services will provide feedback to the leadership team. If updates are needed, the revised policy will go back to Council for approval.

Recreation Nova Scotia Anti-Racism Charter

The Municipality of Argyle recognizes that recreation plays a vital role in building healthy, inclusive, and connected communities. By signing the Recreation Nova Scotia Anti-Racism Charter, the Municipal Council is reinforcing its commitment to equity, diversity, and inclusion in all recreation and community services.

This commitment aligns with the Municipality’s broader efforts to remove systemic barriers and ensure that all residents feel welcomed and valued in recreational spaces.

By signing the charter, the Municipality is:

- Demonstrating leadership in advancing anti-racism efforts.
- Creating safer, more accessible recreation opportunities.
- Collaborating with partners to promote meaningful change.
- Holding itself accountable for taking real action to dismantle discrimination and support underrepresented communities.

Action

Approval from Council on Recreation Policy on Accessibility and Inclusion: The council reviews the principles and commitments outlined in the Recreation Policy

on Accessibility and Inclusion to ensure alignment with municipal values and priorities Official Motion to approve from Council.

Council Review & Endorsement of Recreation Nova Scotia Anti-Racism Charter–

The council reviews the principles and commitments outlined in the RNS Anti-Racism Charter to ensure alignment with municipal values and priorities.

Official Council Motion – A motion is brought forward at a council meeting to approve the municipality’s commitment to the charter.

Ongoing Monitoring & Accountability – The municipality commits to reviewing progress on a yearly basis, engaging with community members (Recreation Commission), and adapting strategies to ensure continuous improvement in anti-racism efforts within recreational services.

Monitoring and Evaluation

- Council approves Recreation Policy on Accessibility and Inclusion
- The Recreation Policy on Accessibility and Inclusion is guiding the work of the recreation services and programs.
- Argyle Recreation Commission Reviews its effectiveness on a yearly basis
- Officially signing on to RNS Anti-Racism Charter.

Action Plan: Equitable Recreation Services

ACTION	EFFORT	TIMELINE	EVALUATION & MONITORING
Approval from Council on Recreation Policy on Accessibility and Inclusion	Medium	Dec 2025	<ul style="list-style-type: none"> • Council’s approval • Review after year 1
Council Review & Endorsement	Medium	Nov 2025	
Official Council Motion	Low		
Ongoing Monitoring & Accountability		Yearly	

Training and Education

Education and training are key pillars of any successful equity and anti-racism plan. In the Municipality of Argyle, fostering a culture of inclusion and understanding requires ongoing learning opportunities that empower both municipal staff and elected officials.

Goals of Education & Training Initiatives:

Increase awareness of systemic inequities.

Develop cultural humility to better serve diverse communities.

Equip staff and officials with the skills to recognize and address discrimination.

A comprehensive training program for municipal staff is essential to ensure that public services are delivered equitably and without bias. By prioritizing education, the Municipality can create a more inclusive and fair community for all.

Actions

1. A three-year training series is designed to equip municipal staff with the knowledge, skills, and tools to foster equity, combat racism, and promote inclusion in the Municipality of Argyle. It emphasizes foundational understanding, practical application, and long-term sustainability and leadership.

Launch an Introductory Workshop 2025

- Overview of the Municipality's Equity and Anti-Racism Commitment.
- Introduction to key concepts: equity vs. equality, systemic racism, privilege, intersectionality, unconscious bias and cultural humility.
- Facilitated by a knowledgeable equity, diversity, and inclusion (EDI) person.

Workshops for staff (November 2025, October 2026; April 2026, February 2027)

Human Rights Training: Ultimately, human rights training is about cultivating an ethical framework that encourages everyone to actively support the dignity and rights of others. Whether applied in workplaces, municipalities, or broader

communities, this type of training is foundational to building a fairer and more just society.

Unconscious Bias Training: Understanding how biases form and strategies to mitigate them.

Cultural Humility Training: Building awareness and respect for cultural differences within the community.

Understanding Equity, Diversity, and Inclusion (EDI) workshop for Elected Officials including but not limited to:

- Differentiating **equality** vs. **equity** and understanding **systemic racism**
- Examining how municipal policies and decisions impact diverse communities
- Recognizing unconscious biases and their influence on decision-making

Monitoring and Evaluation

- Workshops were delivered.
- Gather staff and council's feedback on training experiences. Pre- and post-training surveys.
- Evaluate progress and refine future modules.
- Refresher Training: Every four years, in line with municipal elections, refresher training will be conducted and monitored.
- Annual Review of this Monitoring Plan: To ensure this plan remains effective, we will revisit it every year and make necessary adjustments.

Action Plan: Training and Education

ACTION	EFFORT	TIMELINE	EVALUATION & MONITORING
Launch and Introductory Workshop 2025	Medium	2025	<ul style="list-style-type: none"> • Workshops were delivered. • Gather staff and council’s feedback on training experiences. Pre- and post-training surveys. • Evaluate progress and refine future modules.
Human Rights Training:	Medium	Nov 2025	
Unconscious Bias Training	Medium	Oct 2026	
Cultural Competence Training	Medium	Apr 2026	
Understanding Equity, Diversity, and Inclusion (EDI) for Council	Medium	Feb 2027	

Policy Review

The Municipality of Argyle is committed to continuously reviewing and strengthening policies to uphold equity, diversity, and inclusion. This ensures that all residents have fair access to services, opportunities, and representation.

Actions in Our Policy Review Process

Identifying and Eliminating Systemic Barriers

Assess policies to remove barriers that may disadvantage individuals based on race, ethnicity, gender, ability, or other marginalized identities.

Inclusive Engagement

Actively seek input from diverse community members, advocacy groups, and stakeholders to ensure policies reflect the needs of all residents.

Accountability and Transparency

Establish clear tracking measures for equity and anti-racism efforts.

Regularly report progress and updates to the public.

Ongoing Education and Training

Provide training for municipal staff, leadership, and council members to enhance their understanding of equity issues.

Implement refresher training every four years in conjunction with municipal elections.

Sustained Commitment

Embed equity and anti-racism in decision-making to ensure policies evolve with community needs and best practices.

By taking these steps, the Municipality of Argyle aims to create a more inclusive, fair, and responsive community for all.

Identifying and Addressing Systemic Barriers

- Reviewing municipal policies to identify racial inequities. Commit to reviewing policies every 5 years with an equity and inclusive lens.
- Strategies for ensuring racial equity in budgeting, hiring, procurement, and service delivery

Inclusive Community Engagement

- Best practices for engaging diverse and underrepresented communities
- How to create safe spaces for dialogue and consultation
- Culturally responsive communication and public outreach

Monitoring and Evaluation

We will regularly monitor our efforts to ensure that policies and practices align with our EDI goals. This will include:

- **Policy Review Schedule:** All municipal policies will be reviewed every five years with an equity and inclusion lens.
- **Policy Adjustments:** If evaluations show gaps or challenges, we will update policies and programs accordingly.
- **Equity Impact Assessments:** Each policy will be assessed to identify barriers that may disadvantage marginalized groups.
- **Council and Leadership Communication:** Regular updates will be provided to municipal leadership on EDI initiatives.
- **Training Completion Rates:** We will track the percentage of municipal staff, leadership, and council members who complete mandatory equity and anti-racism training.

Action Plan: Policy Review

ACTION	EFFORT	TIMELINE	EVALUATION & MONITORING
Identifying and Eliminating Systemic Barriers	High	2026 – Review every 5 years	<ul style="list-style-type: none"> ● Policy Review Schedule: All municipal policies will be reviewed every five years with an equity and inclusion lens. ● Policy Adjustments: If evaluations show gaps or challenges, we will update policies and programs accordingly. ● Equity Impact Assessments: Each policy will be assessed to identify barriers that may disadvantage marginalized groups. ● Council and Leadership Communication: Regular updates will be provided to municipal leadership on EDI initiatives. ● Training Completion Rates: We will track the percentage of municipal staff, leadership, and council members who complete mandatory equity and anti-racism training.
Inclusive Engagement	High	2026	
Accountability and Transparency	Low	2027	
Ongoing Education and Training	High	Ongoing	
Sustained Commitment	Medium	Ongoing	

			<ul style="list-style-type: none">• Training Effectiveness Surveys: Participants will provide feedback on training sessions to ensure they are impactful.• Refresher Training: Every four years, in line with municipal elections, refresher training will be conducted and monitored.• Annual Review of this Monitoring Plan: To ensure this plan remains effective, we will revisit it every year and make necessary adjustments.
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Equitable Hiring Practices

The Municipality of Argyle is an equal opportunity employer. The Municipality of Argyle is committed to the principles of the Accessibility and of the Equity and Anti Racism Acts. As such, we strive to make our recruitment, assessment, and selection process as inclusive as possible and provide accommodation as required for applicants with disabilities or other specialized needs.

Actions

Job Descriptions and Requirements

- Write clear, inclusive job descriptions that focus on essential skills and avoid unnecessary requirements that may limit diverse applicants.
- Ensure job postings are accessible to all, including people with disabilities.

Application Review

- Use standardized evaluation criteria to assess applicants fairly.

Structured Interview Process

- Use a set list of questions for all candidates to ensure consistency.
- Include a diverse hiring panel when possible.
- Train hiring staff on recognizing and avoiding bias.

Accountability and Continuous Improvement

- Review hiring data to ensure fairness every 5 years.
- Provide training for all employees on diversity, equity, and inclusion every 4 years coinciding with the municipal election year.

Monitoring and Evaluation

- Number and diversity of applicants for each job posting.
- Percentage of underrepresented groups hired.
- Retention rates of new hires after 1 year.
- Number of staff trained in bias-free hiring practices.
- HR Records: Track applicant demographics, hiring decisions, and staff retention.

- **Annual Equity Review:** A yearly report will summarize progress, identify trends, and recommend improvements.
- **Ongoing Training:** Provide refresher training for staff involved in hiring to address new challenges.

By following this plan, we will build a more inclusive and effective workforce that represents and serves our community fairly.

Action Plan: Equitable Hiring and Promotion (lead by HR)

ACTION	EFFORT	TIMELINE	EVALUATION & MONITORING
Job Descriptions and Requirements	High	2027 completion	<ul style="list-style-type: none"> • Number and diversity of applicants for each job posting. • Percentage of underrepresented groups hired. • Retention rates of new hires after 1 year. • Number of staff trained in bias-free hiring practices. • Annual Equity Review: A yearly report will summarize progress, identify trends, and recommend improvements. • Ongoing Training: Provide refresher training for staff involved in hiring to address new challenges
Application Review	Low	2025	
Structured Interview Process	Low	2025	
Accountability and Continuous Improvement for promotions	Medium	2027	

Conclusion

The Municipality of Argyle is dedicated to creating a community where equity, inclusion, and respect are central to everything we do. Our Equity and Anti-Racism Plan reflects this commitment to addressing systemic barriers, fostering meaningful relationships, and ensuring that all residents can thrive.

While this plan outlines key actions and priorities, we understand that true progress requires ongoing reflection, learning, and collaboration. This journey is ever evolving and requires accountability, open dialogue, and a shared commitment from municipal leadership, community partners, and residents.

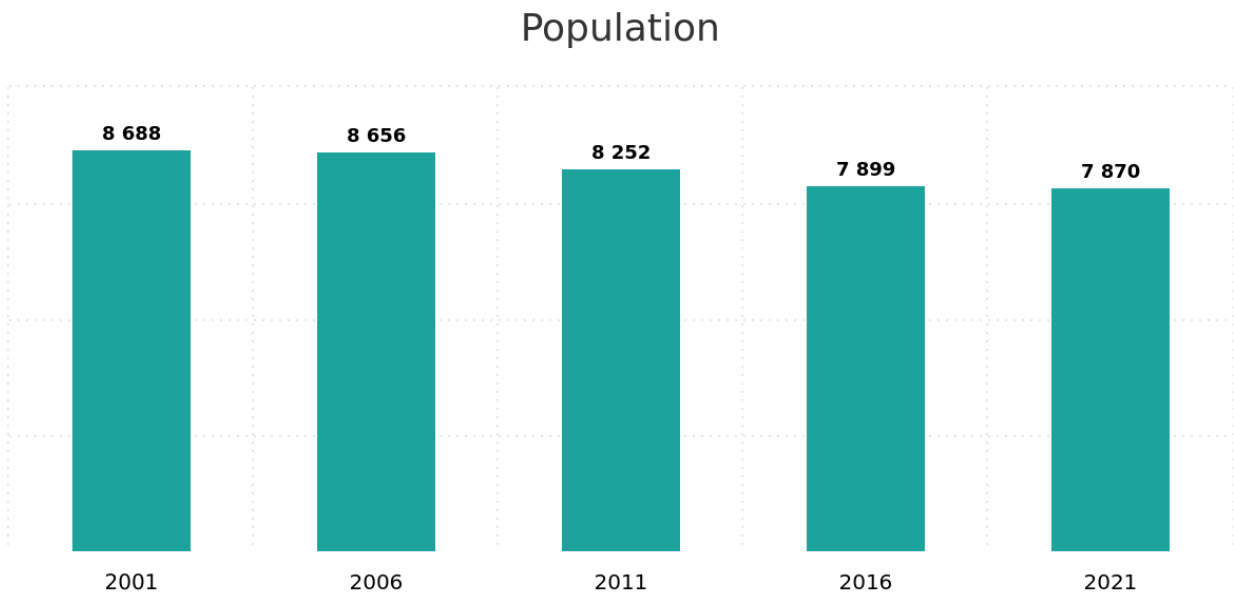
Together, we will continue to build a just, welcoming, and inclusive Municipality of Argyle—one that celebrates diversity and provides equitable opportunities for all.

Appendix A - Demographics

Population

Population is the sum of births plus in-migration, and it signifies the total market size possible in the area. This is an important metric for economic developers to measure their economic health and investment attraction. Businesses also use this as a metric for market size when evaluating startup, expansion or relocation decisions.

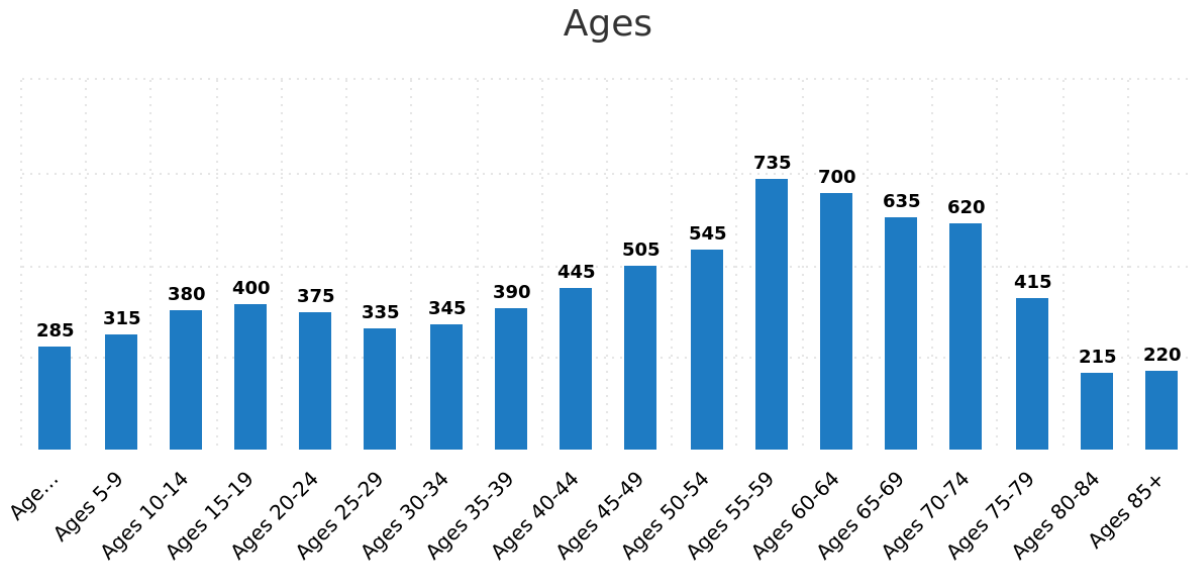
Statistics Canada. Census. Last Updated: February 2022



Ages

Ages chart illustrates the age and gender trends across all age and gender groupings. A chart where the covered area is primarily on the right describes a very young population while a chart where the covered area is primarily on the left illustrates an aging population.

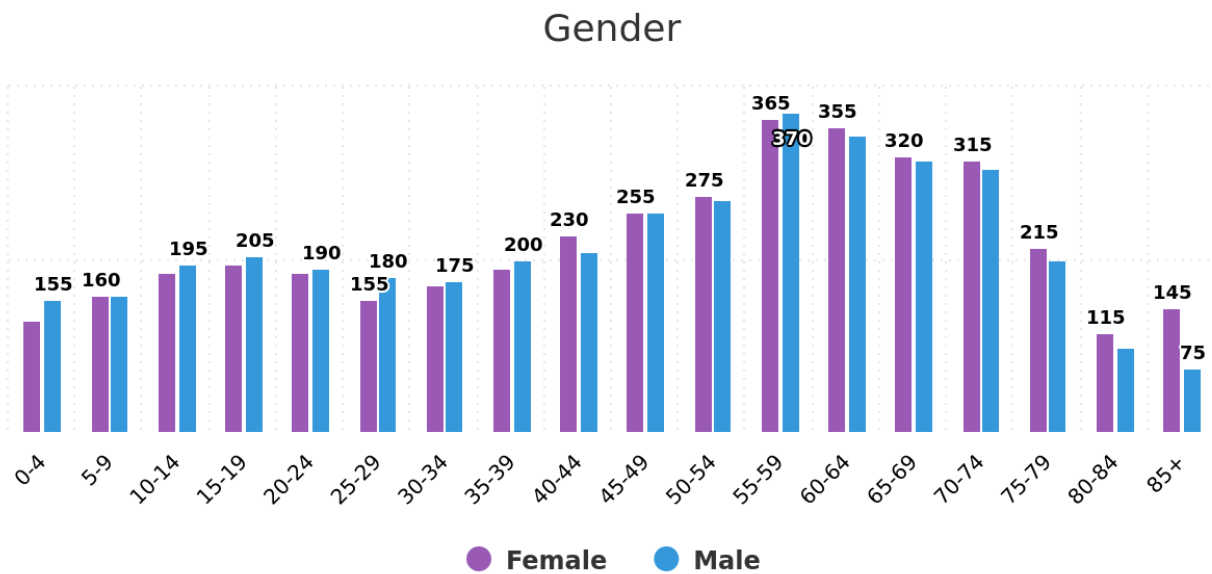
Statistics Canada. Census. Last Updated: April 2022



Gender

Age-sex charts emphasize the gap between the numbers of males and females at a specific age group. It also illustrates the age and gender trends across all age and gender groupings. A chart skewed heavily to the left describes a very young population while a chart skewed heavily to the right illustrates an aging population.

Statistics Canada. Census. Last Updated: April 2022

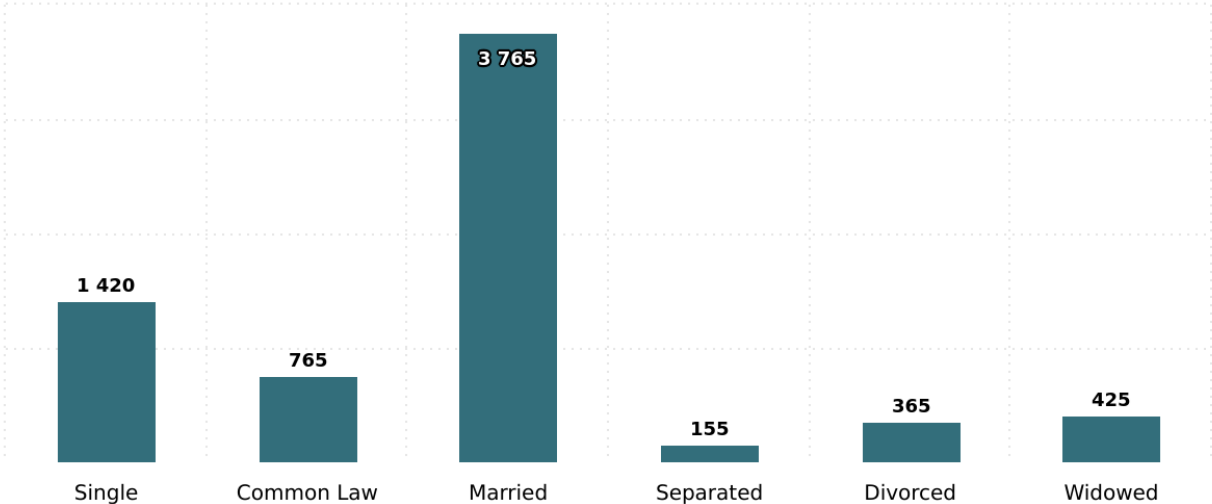


Marital Status

The marital status is another term for civil status, or person's current relationship with a partner.

Statistics Canada. Census. Last Updated: August 2022

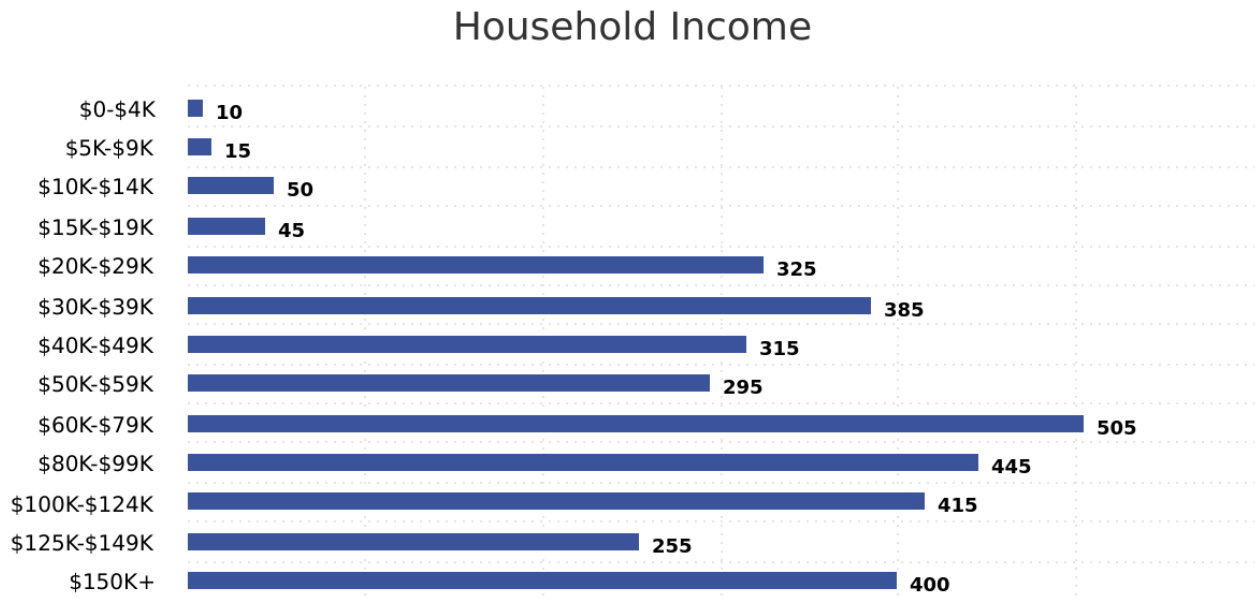
Marital Status



Household Income

The household incomes chart shows how many households fall in each of the income brackets specified by Statistics Canada.

Statistics Canada. Census. Last Updated: August 2022

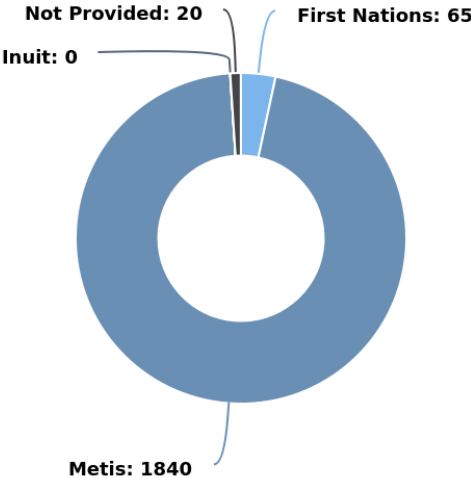


Indigenous Identification

The aboriginal populations chart shows the composition of the aboriginal population in a municipality.

Statistics Canada. Census. Last Updated: September 2022

Indigenous Identification

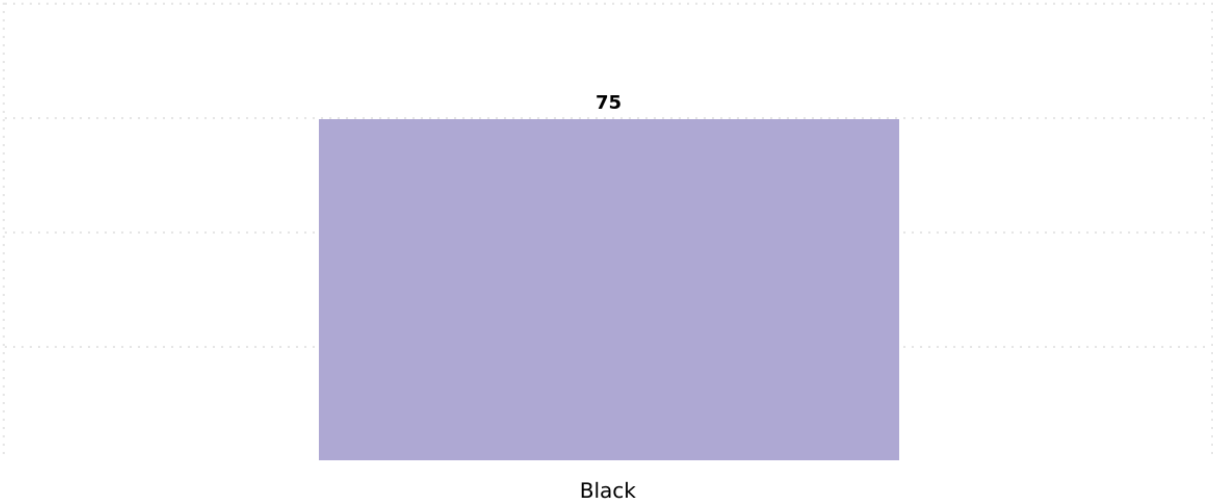


Visible Minorities

Number of people belonging to a visible minority group as defined by the Employment Equity Act and, if so, the visible minority group to which the person belongs. The Employment Equity Act defines visible minorities as 'persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour.' The visible minority population consists mainly of the following groups: South Asian, Chinese, Black, Filipino, Latin American, Arab, Southeast Asian, West Asian, Korean and Japanese.

Statistics Canada. Census. Last Updated: October 2022

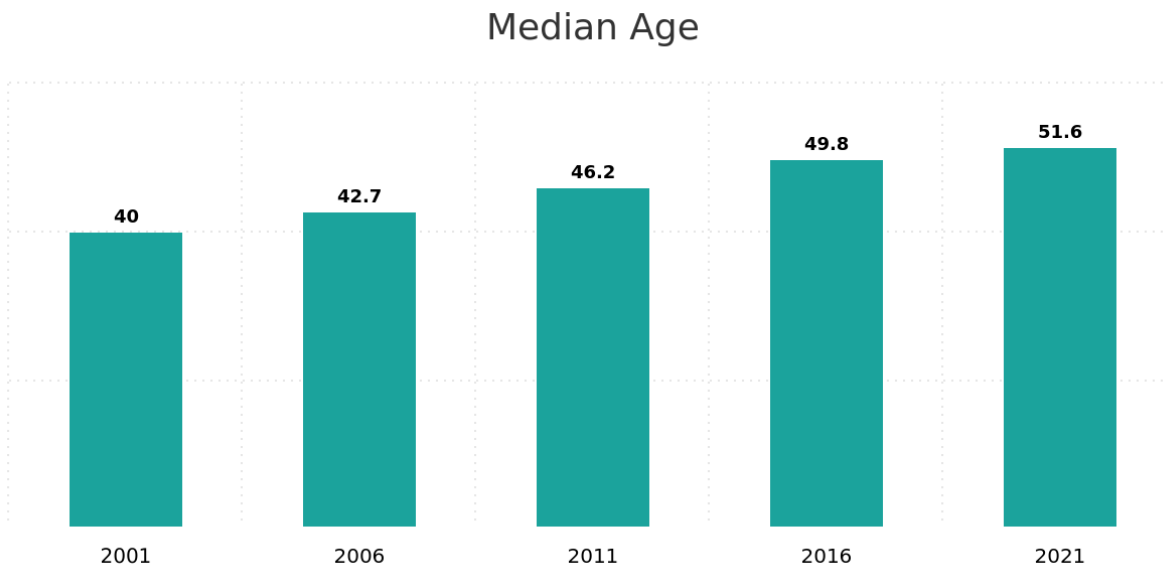
Visible Minorities



Median Age

The median age indicates the age separating the population group into two halves of equal size.

Statistics Canada. Census. Last Updated: April 2022



Median Household Income

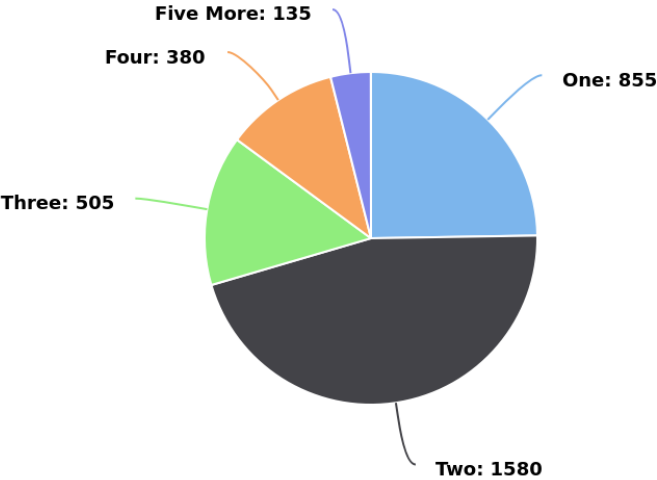
The median income indicates the income bracket separating the income earners into two halves of equal size.

Statistics Canada. Census. Last Updated: August 2022

- 2001 - \$41,903
- 2006 - \$49,898
- 2011 - \$52,764
- 2016 - \$64,448
- 2021 - \$71,500

Household by Size

Household By Size



Appendix B – Focus group questions

Focus Group Discussion questions

Equity, Diversity, Inclusion, and Belonging in the Community

1. What programs or activities could the municipality create to help everyone feel included and like they belong?
2. How can the municipality better support education, awareness and celebration of the diverse backgrounds of its residents?
3. What are the biggest challenges to achieving fairness and inclusion in our community, and how can we solve them?
4. To your knowledge, which community groups, service providers or organizations can the government collaborate with to better understand and meet programming and service needs of underrepresented and underserved communities?
5. How can the municipality improve how it shares information and reaches out to make sure it includes and is accessible to everyone?
6. In your opinion, what services or programs need improvement to be more equitable (fairer) and more accessible for all community members?

Appendix C – Survey for School

Anti-Racism Survey Questions

Do you identify as being part of an underrepresented, underserved and minority community (select all that apply)?

- 2SLGBTQIA+
- Black/Persons of African Decent
- Historic African Nova Scotian
- Mi'kmaw/Indigenous
- Newcomer (Immigrant or Refugee)
- Persons with a disability
- Religious/Faith-based
- Seniors
- Acadian
- Métis
- Other: _____
- I prefer not to answer

Which gender categories do you currently identify with (select all that apply)?

- Man
- Trans
- Two-spirit
- Woman
- Gender diverse (non-binary, genderqueer, etc.)
- I prefer not to answer
- I use different language to self-identify

How familiar are you with the concept of anti-racism?

- Very familiar
- Somewhat familiar
- Not familiar

Do you believe that racism is an issue within this municipality?

- Yes, a significant issue
- Yes, a minor issue
- No, not an issue
- Unsure

Have you personally experienced or witnessed any racist behavior in the school?

- Yes, frequently
- Yes, occasionally
- No

If you experienced or witnessed racism, did you feel supported in addressing it?

- Yes, fully supported
- Yes, somewhat supported
- No, not supported
- I have not experienced or witnessed racism

Do you feel comfortable reporting incidents of racism within the school?

- Very comfortable
- Somewhat comfortable
- Not comfortable
- Not applicable

Do you feel that the voices and perspectives of marginalized racial groups are adequately represented in the school's decision-making processes?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

How inclusive do you feel the school's culture is towards people of different racial and ethnic backgrounds?

- Very inclusive
- Somewhat inclusive
- Not inclusive

Appendix D -Survey for staff and Council

Do you identify as being part of an underrepresented, underserved and minority community (select all that apply)?

- 2SLGBTQIA+
- Black/Persons of African Decent
- Historic African Nova Scotian
- Mi'kmaw/Indigenous
- Newcomer (Immigrant or Refugee)
- Persons with a disability
- Religious/Faith-based
- Seniors
- Acadian
- Métis
- Other: _____
- I prefer not to answer

In Nova Scotia, people are often described by their race or racial identity. These identities are social and historical labels rather than scientific ones. Which race categories do you identify with? (Select all that apply):

- Black (e.g., African Nova Scotian, African Descent, African Canadian, Afro-Caribbean descent)
- East Asian (e.g., Chinese, Japanese, Korean, Taiwanese descent)
- Latin American (e.g., Hispanic, Latin American descent)
- Middle Eastern (e.g., Arab, Persian, West Asian descent (e.g., Afghan, Egyptian, Iranian, Kurdish, Lebanese, Turkish)
- South Asian (e.g., Bangladeshi, Indian, Indo-Caribbean, Pakistani, Sri Lankan)
- Southeast Asian (e.g., Cambodian, Filipino, Indonesian, Thai, Vietnamese, Southeast Asian descent)
- White (e.g., European descent)
- I use a different identifier to self-identify: (write in response)
- I prefer not to answer

- I do not know

Which gender categories do you currently identify with (select all that apply)?

- Man
- Trans
- Two-spirit
- Woman
- Gender diverse (non-binary, genderqueer, etc.)
- I prefer not to answer
- I use different language to self-identify (please specify):_____

Which age group do you belong?

- Under 20
- 20 – 29
- 30 - 39
- 40 - 49
- 50 - 59
- 60 - 69
- 70 and over

How familiar are you with the concept of anti-racism?

- Very familiar
- Somewhat familiar
- Not familiar

Do you believe that racism is an issue within this municipality?

- Yes, a significant issue
- Yes, a minor issue
- No, not an issue
- Unsure

How would you rate your current understanding of the organization's existing policies on diversity, equity, and inclusion?

- Very knowledgeable
- Somewhat knowledgeable
- Not knowledgeable

Have you ever experienced or witnessed racism within this organization/community?

- Yes, frequently
- Yes, occasionally
- No
- Prefer not to say

Do you believe that people of different racial and ethnic backgrounds have equal opportunities within this organization/community?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

How comfortable do you feel discussing issues related to race and racism in this organization/community?

- Very comfortable
- Somewhat comfortable
- Not comfortable

What do you perceive as the biggest barriers to addressing racism in this organization/community? (Multiple choice, select all that apply)

- Lack of awareness/education
- Fear of retaliation
- Lack of leadership commitment
- Insufficient resources
- Resistance to change
- Other (please specify) _____

What challenges do you think marginalized racial groups face in this municipality?

What resources or support do you think would help you and others engage in anti-racism work? (Multiple choice, select all that apply)

- Training and workshops
- Clear reporting mechanisms for incidents of racism
- Mentorship programs
- Access to mental health support
- Inclusive hiring and promotion practices
- Other (please specify)

What do you believe are the most important actions the Municipality should take to address racism?

How would you like to be involved in the development and implementation of the anti-racism plan?

- Participating in focus groups
- Providing feedback on drafts
- Attending workshops or discussions
- Other (please specify)
- I don't want to be involved

What does an anti-racist community look like to you?

What changes would you like to see within the Municipality to better address issues of racism?

How should success in addressing racism be measured within the municipality?

Do you have any specific suggestions or recommendations for the development of the anti-racism plan?

Is there anything else you would like to share about your experiences or thoughts on racism and anti-racism in this municipality?

Appendix E – General Survey

Do you identify as being part of an underrepresented, underserved and minority community (select all that apply)?

- 2SLGBTQIA+
- Black/Persons of African Decent
- Historic African Nova Scotian
- Mi'kmaw/Indigenous
- Newcomer (Immigrant or Refugee)
- Persons with a disability
- Religious/Faith-based
- Seniors
- Acadian
- Métis
- I prefer not to answer
- Other

Which gender categories do you currently identify with (select all that apply)?

- Man
- Woman
- Trans
- Two-spirit
- Gender diverse (non-binary, genderqueer, etc.)
- I prefer not to answer
- I use different language to self-identify

How familiar are you with the concept of anti-racism?

- Very familiar
- Somewhat familiar
- Not familiar

Do you believe that racism is an issue within this municipality?

- Yes, a significant issue
- Yes, a minor issue
- No, not an issue
- Unsure

Have you personally experienced or witnessed any racist behavior?

- Yes, frequently
- Yes, occasionally
- No

If you experienced or witnessed racism, did you feel supported in addressing it?

- Yes, fully supported
- Yes, somewhat supported
- No, not supported
- I have not experienced or witnessed racism

What actions could the municipality take to improve on programs and services for people with diverse lived experiences? Rank the following in order of priority, with number one (1) being the most important.

- Ensure that buildings and communities are accessible to everyone
- Collect more data about people who are accessing services
- Increase involvement of people with diverse lived experiences in planning events and programming.
- Increase number of local intercultural events
- Improve access to interpreter/translation services
- Improve access to Mentorship opportunities
- Improve access to transportation
- Review Programs and services to identify barriers faced by people of diverse and lived experiences
- Support employers in Argyle to provide anti-discrimination training to their staff

Do you believe that people of different racial and ethnic backgrounds have equal opportunities within this organization/community?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

What do you perceive as the biggest barriers to addressing racism in this organization / community? (Multiple choice, select all that apply)

- Lack of awareness/education
- Fear of retaliation
- Lack of leadership commitment
- Insufficient resources
- Resistance to change
- Other

What resources or support do you think would help you and others engage in anti-racism work? (Multiple choice, select all that apply)

- Training and workshops
- Clear reporting mechanisms for incidents of racism
- Mentorship programs
- Access to mental health support
- Inclusive hiring and promotion practices
- Other

Do you have any specific suggestions or recommendations for the development of the anti-racism plan?

Resources

- Statistic Canada Census 2022
- Municipality of Argyle Website
- Office of Equity and Anti-racism NS