

2022-23



# Grand Erie Equity Action Plan





# Equity Action Plan 2022-23



## Priority:

We build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

## Goal #1:

School and classroom practices and curriculum connections reflect and respond to the diversity of our students, staff and school communities, and are responsive to students' needs and individual identities.

### Strategies in Action

#### How will we achieve these goals?

Acknowledge and recognize Indigenous ways of knowing and being in our practices and curriculum connections.

Create and promote the Grand Erie Inclusive Language Guide.

Ensure that school spaces reflect diverse identities through resources, such as posters, library materials, flags, gender neutral bathrooms, accessible bathrooms, multi-faith based or meditation rooms, and other resources for every staff and student.

Embed teaching and learning resources that are responsive to and reflective of individual student identities.

### Success Criteria

#### How will we know we are successful?

All staff will refer to the resources provided by the Indigenous Education Professional Learning Environment (PLE).

All schools will review, and unpack with their staff, the Grand Erie Inclusive Language guide.  
All school communication will use the terminologies provided in the language guide.

All schools will complete an equity walk to make sure all school spaces reflect diverse identities.

All schools will review learning resources to make sure they reflect an inclusive and CRRSP lens.  
Specialized Services, Program K-12, and Indigenous Education will provide schools with recommendations and resource supports.

- ↓ [Grand Erie District School Board Inclusive Language Guide](#)
- ↓ [Grand Erie District School Board Staff Hiring Policy](#)
- ↓ [Ontario Human Rights Code](#)
- ↓ [Truth and Reconciliation Commission's Call to Action #62](#)
- ↓ [Truth and Reconciliation Commission's Call to Action #63](#)

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## Priority:

We build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

## Goal #2:

Students feel that they are heard, seen and belong, that they are safe and included in their individuality, and that they are receiving the supports and considerations that they need to learn and flourish.

### Strategies in Action

How will we achieve these goals?

Embed student voice in relevant decisions and as part of school improvement planning.

Develop and publicly release our Anti-Racism Video Series to highlight and share the voices of Grand Erie District School Board students and staff who experience the impacts of racism.

Clarify and communicate opportunities and pathways to support students.  
Create a list of community support channels and disseminate the information in a variety of ways.

Promote and facilitate student-led initiatives such as Gender and Sexuality Alliances, Anti-Racism Committees, and Equity and Inclusion Committees.

Provide and actively invite diverse caregivers and community members with equitable and inclusive opportunities to be involved in meaningful ways with the school.

### Success Criteria

How will we know we are successful?

Student voice is gathered in the school improvement process to inform relevant decisions and the school improvement plan.  
All school staff are aware of the Student Voice Project Infographic and use this information to inform decisions and planning.

All staff will view the Anti-Racism Video Series and participate in school or departmental discussions to raise awareness of the presence and impacts of racism.  
All schools and departments use their discussions to identify and implement responsive strategies to build a sense of belonging for all students and staff.

Students are aware of the community support list and pathways to support.

Schools have a variety of student-led initiatives that honour student identities and lived experiences.

Diverse caregivers and community members will be represented in school events, committees, activities other opportunities.



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## Priority:

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## Goal #3:

Staff will apply anti-racist and anti-oppressive practices to remove barriers and outcome disparities for students who identify as Indigenous, Black, 2SLGBTQ+, racialized, marginalized, newcomers, children/youth in care, living as disabled persons, having special education needs, experiencing poverty, linguistic or religious barriers, or as part of any other equity-seeking group.

### Strategies in Action

#### How will we achieve these goals?

Reflect on identity, and positions of power and privilege across our system.

Develop a screening tool for library collections to support schools when identifying and selecting resources that reflect Culturally Responsive, Relevant, and Sustainable Pedagogy (CRRSP).

Ensure a robust Professional Learning Environment (PLE) comprised of resources to develop or create relevant student tasks and school-based experiences, as supported by program support staff.

Maintain a repository of approved resources for educators that reflect and support CRRSP and deep conversations.

Provide ongoing professional development to staff to apply anti-racist and anti-colonial practices, CRRSP, trauma-informed approaches, as well as inclusive and restorative practices.

Support schools with student census data and the Student Voice Project infographic in the School Climate component of school improvement planning.

### Success Criteria

#### How will we know we are successful?

All staff will consider positionality and anti-racist and anti-oppressive practices in the execution of their responsibilities.

All educators will apply their on-going professional learning to provide equitable, fair, and transparent instruction and assessment practices for students.

Schools will use the provided screening tools to ensure that their library collections include culturally responsive, relevant and sustainable pedagogy.

All staff will refer to the resources provided by the *Digital Resource Binder for Culturally Responsive, Relevant, and Sustainable Pedagogy (CRRSP)*, and the Indigenous Education Professional Learning Environment (PLE) in designing student tasks and experiences.

All educators will review the anti-racism videos and reflect on their practice through discussion and feedback.

All school improvement planning will include a component of equity, inclusion, and CRRSP, driven by data from the school's student census or the Student Voice Project.

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## Priority:

We build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

## Goal #4:

Indigenous Rights, Human Rights, anti-racism and anti-oppression are embedded in all structures, processes, policies, practices and decision-making. The relationships created through networking encourage intentional cross-departmental work.

### Strategies in Action

#### How will we achieve these goals?

Conduct Equity Walks based on professional development and implement strategies with district supports such as Indigenous Education Leads, Equity Champions, the Equity Lead, Wellness Champions, Safe and Inclusive Schools Team, Instructional Coaches, Specialized Services staff, Multilingual Language Resource Teachers, Administrators, Superintendents.

Establish a mechanism for tracking and reporting hated-based incidents.

Ensure that students, caregivers, and staff are aware of the school Code of Conduct and expectations for behaviour with respect to equitable treatment of others and the protection of human rights.

Continue data collection through Student Census, Staff Census and Climate Survey to inform planning.

Develop and share a decision-making tool for educators to identify, select and use CRRSP resources that reflect a range of student identities and promote social justice education.

### Success Criteria

#### How will we know we are successful?

Each school's Equity Walk results accurately assess the level of representation of diverse populations in the school, and determine identities who are under-represented.

Equity Walk results are used in school activity planning to ensure that activities are inclusive of all student and staff identities, and follow Grand Erie District School Board policies.

Safe and Inclusive Schools and the Information Technology departments will co-create an electronic mechanism for tracking and reporting these incidents.

All schools will share their school Code of Conduct in a variety of different communication channels to promote awareness.

The results will be shared and reflected in school improvement planning and board decision making.

Schools will vet presenters and resources using this decision-making tool.

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## Priority:

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## Goal #4 Ctd.:

Indigenous Rights, Human Rights, anti-racism and anti-oppression are embedded in all structures, processes, policies, practices and decision-making. The relationships created through networking encourage intentional cross-departmental work.

### Strategies in Action

How will we achieve these goals?

Ensure that hiring practices and performance reviews reflect the principles of diversity, equity and inclusivity.

Vet policies and procedures by the Safe and Inclusive Schools Committee.

Include the Days of Significance calendar dates into the Grand Erie District System Calendar to support inclusion and equity in planning of system and school events.

### Success Criteria

How will we know we are successful?

All hiring managers will be trained in fair, equitable and inclusive hiring practices.

All policies and procedures will be reviewed as circulated for comment on a scheduled review cycle.

All system and school staff will consult the inclusive system calendar when planning events and learning opportunities to support and recognize individual student identities and happenings, and ensure that all students are included in these events and opportunities.



[Ontario Principals Council Equity Walk support document](#)





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