

2023-24



# Equity Action Plan

ANNUAL UPDATE



# Equity Action Plan 2023-24



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### 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?

Create and promote the Inclusive Language Guide

### Success Criteria

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

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.

### Progress

#### What did we achieve?

The Inclusive Language Guide was published and presented to 172 employees in the following groups:

- Superintendents and Executive Assistants
- Facilities Services management
- Business Services
- K-12 Program
- Human Resources
- Transportation Services
- Payroll Department, and
- Information Technology Services

It was also presented virtually to Grand Erie Parent Involvement Committee (GEPIC).

This training will continue in 2023-2024.

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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?

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.

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

### Success Criteria

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

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.

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

### Progress

#### What did we achieve?

In-service and supporting resources, designed to support school-level implementation of the Anti-Racism Videos as a staff training tool for employees, were provided to all 120 Grand Erie administrators.

These resources included:

- Implementation plans
- Guiding question
- Activities for building empathy
- Presentation instructions
- Video links and summaries
- Guiding questions for discussion
- Resource links

Student-led initiatives that honour student identities and lived experiences were evident in schools, and included the following examples:

- Anti-racism presentations by Students Against Racism Coalition members to all students at North Park Collegiate and Vocational School
- Formation of a student Social Justice Committee who organized an event celebrating the cultural diversity of the students at Paris District High School
- Student-led celebration of the cultural diversity of the students at Edith Monture Elementary School

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### Priority:

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

### 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 in our system.

### Success Criteria

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

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

### Progress

#### What did we achieve?

Expert restorative workshops in support of the equity and inclusion were presented in 11 schools (9 elementary and 2 secondary), working with approximately 900 students (800 elementary and 100 secondary) in 33 different groups or classes (31 elementary and 2 secondary). Expert workshops were also presented at staff meetings and School Council meetings.

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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 and decision-making. The relationships created through networking encourage intentional cross-departmental work.

### Strategies in Action

#### How will we achieve these goals?

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

Include the Days of Significance calendar dates in 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?

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

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.

### Progress

#### What did we achieve?

The Student Census concluded in the spring of 2023. A total of 11,021 students completed the survey. System and school-based data to be ready for late 2023. The Climate Survey and Staff survey will be conducted in early 2024.

Days of Significance recognition was revised, acknowledging and identifying culturally or socially important dates from diverse identities, and is used to support inclusion while all system level activities are being scheduled.





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