

2023-24



Grand Erie

Equity Action Plan

FINAL REPORT



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

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

Create and promote the Grand Erie Inclusive Language Guide

Success Criteria

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

Progress

Land-based learning approaches have been incorporated into Safe and Inclusive School's programming

Status: Complete

The Inclusive Language Guide was published and presented to 172 employees from 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
- LEAD Participants

The guide was also presented to Grand Erie Parent Involvement Committee (GEPIC) and Brantford Police Services

Status: Complete



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Strategies in Action

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

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 (Culturally Responsive, Relevant, and Sustainable Pedagogy) lens
Specialized Services, Program K-12, and Indigenous Education will provide schools with recommendations and resource supports

Progress

Guidance was provided to all schools on the implementation of meditation rooms
Resources that reflect diverse identities are made available to all schools.

Status: Complete

Universal Design for Learning (UDL) and Culturally Responsive, Relevant, and Sustainable Pedagogy (CRRSP) are incorporated into central professional learning opportunities
All educators received professional learning in UDL

Status: Ongoing



Equity Action Plan 2023-24

FINAL REPORT

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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

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

Success Criteria

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

Progress

Student voice infographic, identifying what students need, was created and shared with all schools

Status: Complete

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
Resources included:
■ Implementation plans
■ Guiding question
■ Activities for building empathy
■ Presentation instructions
■ Video links and summaries
■ Embedded questions and resource links

Status: Complete



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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

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

Success Criteria

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

Progress

Joint Protocol for Student Achievement was co-created with Grand Erie and community partners
Community Partnerships with External Agencies for the Provision of Services by Regulated Health Professionals (SO-034) was revised

Status: Complete

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

- Anti-racism presentations by SAC 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

Status: Ongoing



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Strategies in Action

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

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

Progress

Grand Erie's Attendance Strategy was developed with a pillar focused on parent/caregiver engagement
Schools and central staff engaged with community partners including Garth Bell and Unite Against Hate
GEPIC guest speakers were invited to speak on equity and inclusion
Grand Erie participated in several Pride events across the district

Status: Ongoing



Equity Action Plan 2023-24

FINAL REPORT

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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

Develop a screening tool for library collections to support schools when identifying and selecting resources that reflect 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

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

Success Criteria

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, and the Indigenous Education Professional Learning Environment (PLE) in designing student tasks and experiences

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

Progress

A robust Professional Learning Environment (PLE) has been created by central staff and is regularly updated with relevant student tasks to promote school-based experiences and deep conversations

Status: In Progress

Student Census was complete in 2022-23 and summaries and next steps were provided to all school administrators

School Climate surveys were completed in 2023-24 and summaries were shared with all school administrators

Status: Complete



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Strategies in Action

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

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

Success Criteria

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

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

Progress

Expert restorative workshops in support of 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 presented at a staff meeting and to parents at a School Council meeting

Status: Ongoing

Administrator and departments receive ongoing professional development regularly on Truth and Reconciliation Calls to Action and Restorative Practices
Universal Design for Learning approach and Culturally Responsive, Relevant, and Sustainable Pedagogy has been incorporated into central professional learning opportunities for educators

Status: Ongoing



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FINAL REPORT

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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

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

Success Criteria

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, through the support of the Information Technology department, 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

Progress

Equity Walk Through resources were provided to schools for implementation

Status: Complete

The tool is underway

Status: In Progress

Code of Conduct (SO- 012) was revised and changes were promoted through Student Agendas

Status: Complete

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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

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

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

Success Criteria

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

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

Progress

The Student Census concluded in the spring of 2023 with 11021 students completing the survey

Status: Complete

The tool has been implemented in all schools

Status: Complete

Hiring practices and performance reviews reflecting the principles of diversity, equity and inclusivity are in place

Status: Complete



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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

Vet policies and procedures by the Safe and Inclusive Schools Committee

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

All policies and procedures will be reviewed and 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

Progress

Ongoing reviews are issued centrally for input and feedback

Status: Complete

An extensive list of Days of Significance, acknowledging and identifying culturally or socially important dates from diverse identities, has been included in the calendar and is used to support inclusion while all system level activities are being scheduled

Status: Complete



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