



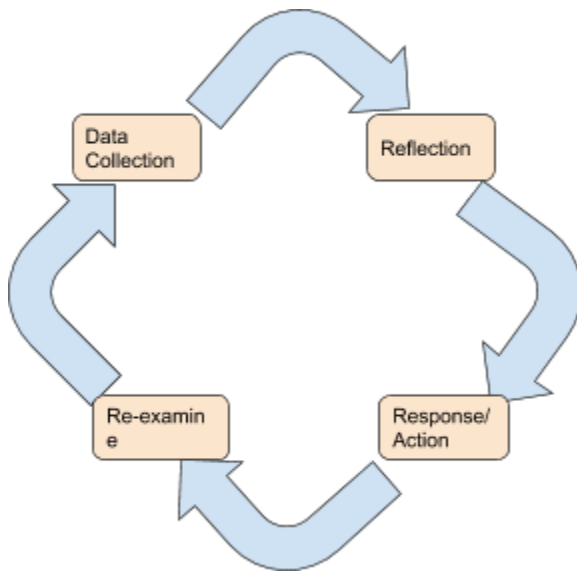
UGDSB Equity and Wellbeing Walk Through - 2019-2020

Purpose -

- This process and tool will provide your school evidence to support an action plan that would highlight your strengths and further move your school into considering the safety and inclusion of all those served
- This tool aligns with other great Board initiatives to be accountable to our SIPSA and BIPSA and to those we serve

Process -

- This process should include voices and experiences of various and diverse staff, students and family members
- Data Collection using this tool is the entry to this process, followed by Reflecting (on data and process), Response and Action (to data and process), and Re-examination of the response and action plan





UGDSB Equity and Inclusion Plan 2019-2021

Site Location:

Date:

Contributors:

Student:

Student:

Parent/Community Member:

Parent/Community Member:

Staff:

Staff:

Administration:

Other:

Welcome - Safety and Inclusion within Physical and Social Environment						
Key Component	Look-Fors (not limited to)	Not at all	Beginning	Partially Implemented	Fully Implemented	Evidence to Support Rating
Welcoming reception area in the main office and guidance area	<p>Communication exists in various languages, relevant to location</p> <p>Someone is greeting those who enter, without judgement</p> <p>Physical space is as accessible as possible</p> <p>Symbols and images available when possible</p>					

<p>Throughout the school there are physical spaces that meet the physical, emotional and social needs of students, staff and their families</p>	<p>Prayer Rooms</p> <p>For Use by All/Gender Neutral Washrooms and Change rooms</p> <p>Accessible Equipment</p> <p>Spaces for calming/quiet</p>					
<p>School welcomes, values and celebrates diverse families and people as seen through visual anchors and representations that do not perpetuate stereotypes</p>	<p>Posters and visual anchors depict diverse family structures, LGBTQ+, abilities, ethnicities, Faith groups, races, economic status, mental health and wellness with positivity and consideration</p>					
<p>School staff and students prioritize pronouncing people's name and chosen name properly</p>	<p>Proper pronunciation of names, proper pronouns</p>					
<p>Language is used to lift people up and not to perpetuate stereotypes, discrimination or oppression</p>	<p>Name calling and jokes that reinforce and perpetuate oppression are disrupted with care and provide</p>					

	opportunities for building knowledge ie. Mental Health, Size, Ability, Sexuality, Race, etc.					
Spaces and staff exist within the school where students are welcomed and have the opportunity to check-in	Safe spaces for LGBTQ+, CYC/Guidance spaces Resource rooms Buddy bench					

Knowing Your Students, Self/Staff and Families						
Key Component	Look-Fors	Not at all	Beginning	Partially Implemented	Fully Implemented	Evidence to Support Rating
Staff use best practices in getting-to-know and building rapport with their students and families	Use of the Student Centered IP Get-to-know-you and "first day" initiatives					
Through knowledge of their students, staff plan celebrations, assignment due dates and events that are considerate	Events and exams are not happening during fasting or days of observance for those in your class					

<p>and informed of all faith days of importance (see UGDSB Inclusion calendar as a start)</p>						
<p>Educators intentionally design their classroom and educational routines to support student well-being and success</p>	<p>Seating arrangements considerations</p> <p>Group work and partnering</p> <p>Alternative spaces for learning</p> <p>Consideration to who is represented in both the space and content of a classroom, and how they are represented</p>					
<p>Students are taught strategies for supporting their well being</p>	<p>Wellbeing strategy building is built into lessons, visible on walls, hallways, etc</p>					
<p>Staff are given opportunities to consider how their own identities and experiences impact their teaching practices in staff meetings and/or professional development</p>	<p>Staff receive training/learning opportunities in; anti-oppression, privilege reflection, mental health training and awareness/literacy</p>					

Through knowledge of their students and best practices, staff are able to respond to a student who may be struggling	Use the SCIP Involvement of CYC/Social Worker					
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Engagement - Including and Valuing Voice						
Key Component	Look-Fors	Not at all	Beginning	Partially Implemented	Fully Implemented	Evidence to Support Rating
School has a variety of opportunities for ALL students to be involved	School opportunities are accessible, affordable, inclusive, and are relevant to diverse groups of people le. music clubs that play international music, cricket programs, year-end/field trips that are affordable and accessible					
Various lived experiences and interests are valued and considered	When covering topics such as food, story telling, art and music, travel, various peoples					
Classroom tasks and activities are intentionally	Celebrations, trips, projects, crafts, research tasks are					

<p>designed to enable all students to participate</p>	<p>presented in a way that all students can participate comfortably (ie. Mothers Day celebrations, lineage projects, etc)</p>					
<p>Student advisory council and Parent councils reflect and represent the demographics of the student population and the diversities of the school</p>	<p>Ensure that processes are in place that support diverse applicants</p>					
<p>When staff, families and students give their input and/or feedback their voices are heard, respected and reflected in outcomes</p>	<p>Use the feedback in ways that are validating and meaningful</p>					
<p>School and classroom leadership, decision making and problem solving opportunities consider various voices and experiences</p>	<p>Consideration into who is getting picked for leadership, clubs, groups, announcements, milk helpers, etc.</p>					

Curriculum, Teaching and Learning

Key Component	Look-Fors	Not at all	Beginning	Partially Implemented	Fully Implemented	Evidence to Support Rating
<p>Staff provide explicit teaching/modelling of social-emotional learning skills, self-awareness, problem solving, decision making, and inclusion</p>	<p>Tools and strategies on walls in classrooms and halls. Wellness discussions are built directly into curriculum</p>					
<p>As often as possible, classrooms and schools consider various ways of learning and knowing rooted in different cultural and socio-economic experiences</p>	<p>Valuing Indigenous and diverse cultural ways of knowing Not centering middle-class, white/settler experience</p>					
<p>Curriculum materials, classroom resources, trips, speakers, and school-wide initiatives represent diversity in identity/experience positively and challenge</p>	<p>Are the resources used varied in relationship to whose identities they represent and express?</p>					

stereotypes						
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Partnership and Collaboration

Key Component	Look-Fors	Not at all	Beginning	Partially Implemented	Fully Implemented	Evidence to Support Rating
<p>When possible and following professional expectations, decision making tools and safety protocol, community organizations and people with lived experience are invited and encouraged to provide learning to staff and students</p> <p>**please note - it is very important to consult and collaborate with people who have expertise and identities for which we are seeking more understanding in ways that are <u>reciprocal</u> and <u>value</u> their time, experience and knowledge**</p>	<p>Various cultural groups, Immigration Services, people with lived poverty experience,</p> <p>Decision making tools and informed choices are made when inviting someone with MH lived experiences</p>					

<p>Classes and schools are encouraged to be involved in school-wide and community initiatives which focus on social justice, change making and critical thinking, ** note - while charity and fundraising are important parts of our community responsibilities it is different than addressing systemic discrimination and inequity</p>	<p>Opportunities in clubs and class connected to sustainability, social justice and positive change making exist for students to be engaged in</p>					
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