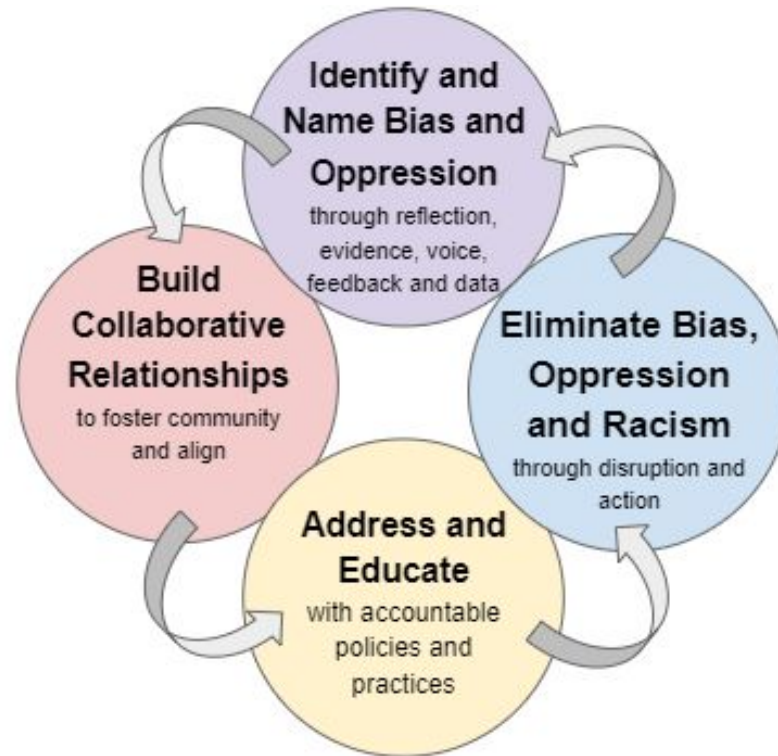


Upper Grand District School Board Equity Plan

2019-2022



Identify and Name Bias, Oppression and Racism through reflection, evidence, voice/feedback and data

Actions (What)	Strategies (How)	Progress to Date (Evidence)
<p>Identify individual and interpersonal bias, oppression, and racism</p>	<p>Analyze</p> <ul style="list-style-type: none"> ■ UGDSB Diversity Survey data ■ UGDSB/WDG Public Health Climate/WHY data ■ Equity Walk process in all schools ■ Feedback provided by students, families and staff <p>Support</p> <ul style="list-style-type: none"> ■ Staff and students in recognizing their individual biases and oppressive practices ■ Obtaining awareness resources in needed areas (i.e. anti-oppressive language, anti-racism, ableism, white privilege, homophobia, classism) ■ Mandatory anti-racism and anti-oppression learning/training for all staff of the UGDSB <p>Review</p> <ul style="list-style-type: none"> ■ Concerns raised by guardian/parent, student and staff feedback (clubs, voice, committees, experiences, surveys) 	
<p>Identify system oppression and gaps</p>	<p>Analyze</p> <ul style="list-style-type: none"> ■ UGDSB Diversity Survey data ■ Board Improvement Plan (BIPSA) and School Improvement Plans ■ UGDSB/WDG Public Health Climate/WHY data ■ Equity Walk process in schools ■ Who does not participate in school trips, graduation trips (grade 8) and ceremonies, clubs and sports and why ■ Board policies, procedures and bylaws through an equity lens ■ Practices and services provided by vendors to the board ■ Report Card and Pathways data, suspension and expulsion rates ■ Hiring practices and gaps in diverse staff representation in all positions 	

	<ul style="list-style-type: none"> ■ Concerns expressed from people who are in the margins ■ Student Voice opportunities and feedback ■ Policies and practices that center white, colonial experiences <p>Review</p> <ul style="list-style-type: none"> ■ Requests for Prayer rooms, accessibility needs, anti-Black racism learning/training, anti-oppression learning/training, Black brilliance/positive history supports and events, gender neutral/inclusive washrooms, anti-racism learning/training, trip costs and fee considerations ■ Increased communication and transparency of Equity initiatives 	
<p>Build collaborative relationships to foster community and align</p>		
<p>Actions (What)</p>	<p>Strategies (How)</p>	<p>Progress to Date (Evidence)</p>
<p>Identify and support student organized clubs and groups</p>	<p>Support</p> <ul style="list-style-type: none"> ■ Black Chapters/Black Student Unions, Gay Straight Alliances, Inclusion, Equity, Social Justice Clubs and Student Trustees ■ Requests from student groups 	
<p>Increase communication and transparency with staff, students, family, guardians, and community</p>	<p>Utilize</p> <ul style="list-style-type: none"> ■ Board supported communication tools such as SchoolMessenger, school websites, Twitter, board website, non-web based approaches such as local newspapers to ensure all members of the UGDSB and community partners are aware of equity initiatives 	
<p>Collaborate with UGDSB Departments</p>	<p>Provide</p> <ul style="list-style-type: none"> ■ Required learning, training and support in anti-Black racism, anti-racism and anti-oppression, to all staff in all departments 	
<p>Participate and work with community agencies</p>	<p>Value</p> <ul style="list-style-type: none"> ■ Working with a variety of community resources and people with lived experiences in all geographic areas of the board 	

	<ul style="list-style-type: none"> ■ Reciprocity and shared wisdom offered by people with lived experience and representing organizational expertise ■ Establish and strengthen relationships with Indigenous Elders and Knowledge Keepers, Black Community Leaders, Anti Poverty Advocates, Religious Leaders and other community leaders 	
Support our schools	<p>Support</p> <ul style="list-style-type: none"> ■ All schools with required anti-racism and anti-oppression training, empathy building, anti-bullying, mental wellness, days of recognition, inclusive practices and resources to deepen the understandings of identity, privilege and oppression of students and staff 	
Address and educate with accountable policies and practices		
Actions (What)	Strategies (How)	Progress to Date (Evidence)
Build required learning/ training in anti-racism, anti-Black racism and anti-oppression throughout the board	<p>Provide</p> <ul style="list-style-type: none"> ■ Required professional development to all trustees, staff and departments in anti-racism, anti-Black racism, white privilege and anti-oppression ■ Access to consultation, coaching, collaboration and resources as ongoing supports to this learning ■ Access to resources and support regarding Equity, Inclusion and anti-racism, oppression, and white privilege <p>Develop</p> <ul style="list-style-type: none"> ■ Staff capacity through anti-oppression, anti-racism and trauma informed learning throughout the board ■ Support and accountability measures for the Board 	

Eliminate Bias, Oppression and Racism through disruption and action

Actions (What)	Strategies (How)	Progress to Date (Evidence)
Disrupt	<p>Review and revise</p> <ul style="list-style-type: none"> ■ Policies and practices that perpetuate individual or system racism and oppression ■ Gendered/sex divided washrooms only ■ Texts and practices that perpetuate racism and other forms of oppression ■ Access to sports, programs and trips due to socio economic status, sex, gender, and ability ■ Language and socio-economic barriers in accessing trips, information and/or resources ■ Oppressive hiring practices and promotion connected to people in the margins ■ Days of observance and importance connected to identities which are experiencing marginalization - e.g. women’s rights, 2S LGBTQI+, xenophobia, transphobia, racism, etc. ■ Practices, assignments and conversations that exclude, identify or isolate people with diverse identities and abilities (e.g. celebrations, family configurations) ■ Dress Code for students ■ Period Equity ■ Intentional use of disruptive language such as anti-Black racism, harmful masculinity, homophobia, transphobia while supporting the action to create change 	
Act and Engage to change practice	<p>Apply</p> <ul style="list-style-type: none"> ■ Anti-racism and anti-oppression practices to all areas of the Board and to all schools ■ Relevant and responsive resources in all roles throughout the board ■ Inclusion calendar to inform planning of events and celebrations 	

	<p>representing various abilities, sexualities, ethnicities, races and faith groups</p> <p>Create</p> <ul style="list-style-type: none"> ■ A strong board statement with accountability measures and hiring practices as a commitment to the value UGDSB places on anti-racism and anti-oppression ■ Safe and inclusive washroom access for all people - especially recognizing those with diverse gender identities ■ RFP expectations connected to equity and inclusion as they relate to vendors <p>Develop</p> <ul style="list-style-type: none"> ■ Accountability measures for ensuring that both anti-Black racism, anti-racism and anti-oppression learning and application into practice exists within all levels of the board <p>Value and support</p> <ul style="list-style-type: none"> ■ Planning responsive, accessible and relevant trips ■ Various forms of feedback and information from students, their families, staff, and community into planning and practice ■ People with various identities and lived experiences involvement in collaboration and/or respectfully consulted in capacity building for our staff and their schools/departments ■ Learning and training happening on all levels and in many ways throughout schools and departments in our board ■ Student led groups and initiatives ■ Focus on initiatives to draw more diverse staff to UGDSB including but not limited to mentorship for racialized aspiring leaders, focused advertisement techniques, focused time and space for current staff sub-committee work 	
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The 2019-2022 Equity Plan is intended to be fully responsive to the students, staff, families and UGDSB community. Changes will be made to the Equity Plan to reflect the needs of those we serve.