



Annual Operating Plan Equity – 2020-21

We will create equitable environments for all Grand Erie students.

Goal: To identify systemic barriers to students feeling a sense of belonging.

Identifying Barriers to Sense of Belonging (Responsibility: W. Baker, G. Rousell, C. Bibby and the Safe and Inclusive Schools Committee)

<p>Strategies (What will we do?)</p>	<p>In accordance with the goals of the former Ontario Education Equity Action Plan,</p> <ul style="list-style-type: none"> • utilize identity-based student census data to identify gaps related to sense of belonging and develop targeted equity strategies within the system and schools. • develop a broad equity plan to proactively support historically marginalized student groups. • obtain staff demographics and voice through a workplace census. • expand the Grand Erie equity video series by developing a segment on anti-racism.
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • Each school administrator will become familiar with the student census data relevant to their schools and include a related equity component in their School Achievement Plan. • Each school administrator will receive data-literacy training. • The Safe and Inclusive Schools Committee will have community representation that reflects the diversity of the Grand Erie District School Board. • A communications plan will be developed for sharing portfolio information with staff, Senior Administration, Trustees and the community. • Students, staff and community identify feeling a sense of belonging.
<p>Status (Is anyone better off? How do we know?)</p>	

Goal: To support administrators in creating safer, more inclusive school environments

Creating inclusive school environments (Responsibility: W. Baker, C. Bibby and the Safe and Inclusive Schools Committee)

<p>Strategies (What will we do?)</p>	<p>Increase the capacity of administrators to manage and resolve issues of equity and inclusion by providing:</p> <ul style="list-style-type: none"> • targeted training related to safety and inclusion (e.g., diversity videos, Traumatic Events Response, Violence Threat Risk Assessment [VTRA], progressive discipline, and resources identifying the risks of substance use); • collaboration with the Mental Health and Well-Being Lead to increase capacity of Child and Youth Worker and Social Work staff in relation to VTRA and Traumatic Events Response; and, • Targeted intervention strategies (e.g., Webinar series, Days of Dignity, Rainbow Ball, funding for school-based equity projects).
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • Most equity issues will be resolved at the school level (e.g., gender-neutral washrooms, personal pronouns, documentation, field trip accommodations, change rooms). • Unique equity issues will be vetted through the Safe and Inclusive Schools staff and shared with the Safe and Inclusive Schools Committee (e.g., issues relating to evolving human rights). These issues will become training topics for staff. • System standards and training will be developed to address new protected human rights. • 90% of all school administrators and 100% of CYW and Social Work Staff will be trained in Violence Threat Risk Assessment by the end of 2020-21. • The Safe and Inclusive Schools sub-committee will continue to review all Board policies and procedures through a lens of student behaviour and school safety. • There will be significant participation in webinars and staff training opportunities sponsored by Safe and Inclusive Schools.
<p>Status (Is anyone better off? How do we know?)</p>	