Annual Operating Plan
Equity – 2019-20

We will create equitable environments for all Grand Erie students.

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

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

Strategies (What will we do?)	In accordance with the Ontario Education Equity Action Plan, • utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools; and • gather identity-based workforce data in order to identify gaps in sense of belonging among potentially marginalized employee subgroups.

Evidence of Progress (How well did we do it?)	• Each school administrator will become familiar with the student census data relevant to their schools and include an equity component in their School Achievement Plan.
	• Each school administrator will attend data-literacy training.
	• The Grand Erie workforce census will identify potentially marginalized subgroups in anticipation of cross-referencing demographic data with measures of job (dis)satisfaction.
	    o At this point, marginalized subgroups could include: employees living in poverty; newcomers to Canada; LGBTQ+ employees; Indigenous employees; employees with disabilities; racialized employees.
	• With involvement of the Safe and Inclusive Schools Committee, contacts will be established within each marginalized subgroup – (Fall 2019)
	    o Community advocacy groups will have the opportunity to review and provide feedback on the workforce census questions.
	• A workforce census will be finalized (January 2020) and implemented (March 2020).
	• Develop a communications plan for sharing information with staff, Senior Administration, Trustees and the public.
	• Data analysis will establish and compare sense of belonging scores with special consideration of intersectionality of demographic factors.

Status (Is anyone better off? How do we know?)	

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)

Strategies (What will we do?)	Increase the capacity of administrators to manage and resolve issues of equity and inclusion by providing: • Targeted training related to safety and inclusion (e.g., diversity videos, Traumatic Events Response, Violence Threat Risk Assessment, progressive discipline, and the risks of cannabis and vaping for youth) • Targeted intervention strategies (e.g., Safe Schools Wednesdays, Days of Dignity, Rainbow Ball, funding for school-based equity projects)
Evidence of Progress (How well did we do it?)	• 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 will become training topics. • System standards will be developed to address new protected human rights. • 90% of all school administrators will be trained in Violence Threat Risk Assessment by the end of 2019-20. • A Safe Schools sub-committee will review all Board policies and procedures through a lens of student behaviour and school safety. • A Smoke-Free Ontario working group will be created to address issues of student smoking/vaping.
Status (Is anyone better off? How do we know?)	