Annual Operating Plan
Equity – 2018-19

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, C. Bibby and the Safe and Inclusive Schools Committee)

Strategies (What will we do?)	In accordance with the Ontario Education Equity Action Plan, gather identity-based demographic data for Grand Erie students that will be used to develop targeted equity strategies.
Evidence of Progress (How well did we do it?)	• Marginalized groups for consideration in the Grand Erie student census will be identified, in anticipation of cross-referencing of demographic data with the following measures: ∗ academic progress (credit accumulation, EQAO, report cards, graduation rates) ∗ suspension/expulsion rates ∗ secondary course selections ∗ Special Education services ∗ support services (counselling, attendance) • At this point, marginalized subgroups would include: students living in poverty; newcomers to Canada, LGBTQ+ students; Indigenous students; students with disabilities; racialized students • Under the guidance of the Safe and Inclusive Schools Committee, contacts will be established within each marginalized subgroup – (Fall 2018) ∗ Community contacts will have the opportunity to review and provide feedback on the student census questions • A data-gathering census tool will be finalized that identifies Grand Erie's marginalized students (January 2019) • Develop a communications plan for sharing information with students, parents and staff. • A Grand Erie student census (not a survey or sampling of students) will be conducted – February 2019 • Data analysis will establish and compare achievement and sense of belonging scores – special consideration of intersectionality of demographic factors
Status (Is anyone better off? How do we know?)	

Goal: To support administrators in creating 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 equity training (e.g., Egale, diversity videos, Deep Diversity • Targeted intervention strategies (e.g., Equity Walk, community input meeting, 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.
Status (Is anyone better off? How do we know?)	