



Annual Operating Plan Equity – 2017-18

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 and the Safe and Inclusive Schools Committee)

Strategies (What will we do?)	Using the Ontario Education Equity Action Plan as a model, we will create an action plan that identifies gaps in, and develops strategies for improving, outcomes in student achievement and sense of belonging.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Methods of collecting accurate identity-related demographic information are developed in order to facilitate analysis of student data to identify and address system disparities. • Working with the Program and Special Education Teams, we will establish methods to identify achievement and inclusion gaps in Grand Erie student populations. • Targeted strategies and interventions are developed to address achievement and inclusion gaps for specific student groups, e.g., students living in poverty, newcomers, LGBTQ, Indigenous, students with disabilities. • Targeted equity training (e.g., Islamophobia, transphobia, White Privilege, Truth & Reconciliation) is provided for Grand Erie staff, students, parents and communities to increase understanding of identified subgroups. • Methods of monitoring baseline data with respect to indicators of achievement and inclusion are developed.
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • Grand Erie is a partner Board in a Ministry of Education pilot designed to identify an effective data-gathering tool; data, in this case, is identity-based. A successful grant proposal was submitted to acquire the services of a system analyst, who will oversee the collection of identity-based data and its analysis. (What’s the data and what does it say?) Census questions will be screened through community groups. • When data collection is completed in Spring 2019, identity-based achievement gaps will be determined; the results for students in historically marginalized groups will be compared with all others. Intersectionality of identities will help target intervention strategies. <p><u>Targeted Equity Strategies/Interventions:</u></p> <ul style="list-style-type: none"> • Equity Walk training provides participants with a lens through which to identify school vulnerabilities in serving students with special needs. • The Safe and Inclusive Schools Committee hosts a community meeting where participant agencies provide information on social trends and challenges related to marginalized groups; this information identifies methods by which Grand Erie can respond. • The fourth annual Rainbow Ball was held at BCI. All Grand Erie secondary schools were represented; an invitation was extended to our co-terminous Board.

	<ul style="list-style-type: none">• Celebrating the Rainbow is an event where students and staff share and celebrate their lived experiences.• The Safe and Inclusive Schools Committee provided financial support for school-based equity projects. <p><u>Targeted Equity Training:</u></p> <ul style="list-style-type: none">• The Safe and Inclusive Schools Committee oversaw the creation of a diversity training video, which will become a training opportunity for all Grand Erie employees. It showcases, specifically, Canadian newcomers, students with disabilities, LGBTQ+ students, and students living in poverty.• Egale 201 was offered to staff; this advanced equity session raises the threshold for participants from awareness to embedding equity practices to make school a safe place for LGBTQ students; one session was held in each county.• Deep Diversity training was provided by Shakil Choudhury to equity reps and administrators.• Bullying and cyberbullying training was held and resources provided to schools and parents.
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