

2024-25



Equity Action Plan

FINAL REPORT





Learn

Lead

Inspire

Equity Action Plan 2024-25

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Priority:

We build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

Goal #1:

School and classroom practices and curriculum connections reflect and respond to the diversity of our students, staff and school communities, and are responsive to students' needs and individual identities.

Strategies in Action

Develop classroom resources that support the diversity of our school communities.

Provide foundation of literacy professional learning to junior, intermediate and senior educators in alignment with Ontario Human Rights Commission (OHRC) recommendations

Grade 7 to 12 students will have the opportunity to participate in virtual visits to the Toronto Holocaust Museum and the Josiah Henson Museum

Professional learning will be developed that integrates Indigenous perspectives in mathematics

Success Criteria

All educators will access and use diverse resources with their students

Diverse learning needs of students will be supported, and student identities will be reflected in the work

Students will understanding the impact of acts of hate and human rights violations

Classroom practices will reflect Indigenous perspectives in mathematics

Progress

Resources have been developed and shared with all educators (e.g., Anti-Bullying, Black Excellence, Jewish Heritage, Pride, Ramadan, Sikh Heritage, Indigenous Heritage, Mennonite Heritage reading resource kits)

Status: Ongoing

Professional learning has been provided to junior/intermediate and senior educators with a focus on targeted support for marginalized students

Status: Ongoing

Virtual, online opportunities will continue in 2025-26

Status: Ongoing

All Grade 3, 6 and 9 educators participated in mathematics professional learning centred in Indigenous ways of knowing

Status: Complete

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Goal #2:

Students feel that they are heard, seen and belong, that they are safe and included in their individuality, and that they are receiving the supports and considerations that they need to learn and flourish.

Strategies in Action

A Welcome Centre will be developed to serve as a dedicated reception location for newcomer families to provide a seamless transition for newcomer students and their families

Develop professional learning for staff and student to address harmful language (e.g., race, ability, body positivity) in collaboration with community partners

Ongoing restorative practices within schools

Promote and support teaching and learning events about Black history and Black Joy

Success Criteria

Newcomer families will experience a in inviting and seamless transition for reception into Grand Erie

Students will feel safe, supported, included and a sense of belonging. Staff and students will have the tools to address harmful language

Students will feel safe, supported, included and a sense of belonging

Black students will feel seen, heard and a sense of belonging

Progress

The Grand Welcome Centre officially opened in September 2024 and has received 305 elementary students and 75 secondary students (190 families)

Status: Complete

Words Matter pilot implemented in eight schools.

Status: Complete

85 classes in 28 schools have engaged in restorative training

Status: On-going

All schools received Black history resources to support assemblies and class-based learning to support Black History Month

Status: Complete

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Goal #3:

Staff will apply anti-racist and anti-oppressive practices to remove barriers and outcome disparities for students who identify as Indigenous, Black, 2SLGBTQ+, racialized, marginalized, newcomers, children/ youth in care, living as disabled persons, having special education needs, experiencing poverty, linguistic or religious barriers, or as part of any other equity-seeking group.

Strategies in Action

Success Criteria

Progress

Provide opportunities for all Grand Erie staff and statutory committees to visit the Toronto Holocaust Museum

Staff will understand the impact of acts of hate and human rights violations

- 407 staff from all areas of the organization visited the Toronto Holocaust Museum
- Members of the GEPIC, SEAC, and Student Senate visited the Toronto Holocaust Museum
- 10 Grand Erie staff participated in an Holocaust and Human Behaviour Online Course

Status: In Progress

Develop Anti-Black Racism resources, supports and training

Structures will be in place to dismantle anti-black racism to ensure that Black students receive an education that allows them to succeed and realize their potential

- Developed Addressing Anti-Black Racism document
- Graduation Coach supported 125 Black students in five secondary schools with targeted outreach and support including career readiness, advocacy, goal setting, time management strategies, study support and financial planning
- Professional learning that includes: Human Rights, Equity, OHRC Right to Read, Black Joy, Accessibility Redefined, Inclusive Practices, You Belong Here and Universal Design for Learning

Status: Complete

Develop a screening tool for library collections to support schools when identifying and selecting resources that reflect CRRSP

Schools will use the provided screening tools to ensure that their library collections include culturally responsive, relevant and sustainable pedagogy

- 48 female students and staff from 6 secondary schools participated in a first-of-its-kind event celebrating female empowerment at the Centre for Excellence, networking and engaging with female leaders on leadership, career pathways and highlighting the progress made in advancing women's rights and ongoing efforts needed to ensure their full participation in all aspects of society.

Status: In Progress

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Priority:

We build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

Goal #4:

Indigenous Rights, Human Rights, anti-racism and anti-oppression are embedded in all structures, processes, policies and decision-making. The relationships created through networking encourage intentional cross-departmental work.

Strategies in Action

Create a Centre of Excellence: Teaching, Learning and Belonging to further cultivate an inclusive and welcoming teaching and learning environment for Grand Erie students, staff, families and the community

Further promote Days of Significance across the district through physical and digital resources

Re-establish an Equity Advisory Committee to engage community partner in Grand Erie's efforts to further enhance equity and inclusion priorities

Organize an International Women's Day Symposium for students in collaboration with community partners

Success Criteria

The creation of the Centre will enhance alignment with Grand Erie's Multi-Year Strategic Plan's collective priorities of learning, well-being and belonging and recognize the contributions and histories of student, staff, family and the community

School staff will develop a greater awareness and promotion of days of significance, so all students see their diverse identities reflected

Community partners will provide voice to Grand Erie's equity priorities and goals

Women's equality will be further accelerated through the celebration of social, economic, cultural, and political achievements of women

Progress

Since its opening in January 2025 multiple events have been hosted in the Centre for Excellence including International Women's Day, Leadership Symposium, and Equity Advisory Group

Status: Complete

All school administrators received Days of Significance calendars for their schools

Status: On-going

The Equity Advisory Committee met three times to engage in effort to further enhance equity and inclusion

Status: On-going

Status: Complete

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Strategies in Action

Review Equity Policies and Procedures

Establish a mechanism for tracking and reporting hate-based incidents

Success Criteria

Equity policies and procedures will reflect the diverse needs of our community

Safe and Inclusive Schools will create a mechanism for tracking and reporting hate-based incidences, with the support of Information Technology Services

Progress

Equity and Inclusive Education Policy SO-14 and Procedure SO-014 were revised

Status: Complete

Status: In Progress



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