

AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, October 4, 2023

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBEPOCMTGOct4>

Public Meeting – 5:30 PM

Acknowledgement of Territory: “The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.”

1. CALL TO ORDER
2. ADOPTION OF AGENDA
3. DECLARATION OF CONFLICT OF INTEREST
4. REPORTS FOR INFORMATION
 - 4.1 Special Education Review Update – Superintendent Gillam and Principal Mike Blackburn (Pages 2-4)
 - 4.2 Employee Mandatory Training Overview – Superintendent McWilliams (Pages 5-7)
 - 4.3 Equity Action Plan 2nd Edition 2020-2023 – Superintendent McDonnell (Pages 8-22)
5. REPORTS FOR ACTION
None at this time.
6. UNFINISHED BUSINESS
None at this time.
7. NEW BUSINESS
None at this time.
8. CORRESPONDENCE
None at this time.
9. NEXT MEETING – December 6, 2023
10. ADJOURNMENT

ADMINISTRATIVE REPORT: SPECIAL EDUCATION REVIEW

EDUCATION, POLICY, AND OPERATIONS COMMITTEE

October 4, 2023

It should be noted this report was shared with SEAC at the September 2023 meeting.

Purpose

To provide SEAC and the Board of Trustees with an update regarding the Special Education Review; including initial findings and recommendations.

Background

In the spring of 2023 Educational Services facilitated a Special Education Review to gather input and feedback from various stakeholders related to special education supports and services within the Limestone District School Board. This review was intended to build on the information gathered in June 2016 through a similar review process which informed department goals, priorities and decisions. Utilizing the ThoughtExchange platform various stakeholders including students, caregivers/families, staff and community partners were asked the following question:

What key supports and services are important for students with special education needs to experience success at school and reach their full potential?

Two sets of data were gathered during the review. Initially, students with special education needs and their families were surveyed in order to elevate and prioritize the voices of those directly impacted by our support and services. 2,934 participants responded to the question, sharing 3,569 unique thoughts and providing over 66,000 ratings. Following this, additional information was gathered from staff, students, families and community partners. 474 participants responded to the question, sharing 510 unique thoughts and providing over 10,000 ratings.

In addition to the ThoughtExchange tool, Educational Services staff met with a variety of focus groups

to further explore this question and provide an opportunity to reflect on some of the initial data gathered. Staff met with students with special education needs, parents/caregivers of students with special education needs, the staff network for persons with disabilities, SSTs and LPS staff, Educational services staff and SEAC.

Data from the ThoughtExchange and focus groups was then analyzed by a team at Educational Services to identify key themes and ideas that had emerged.

Current Status

Through the special education review the following key themes emerged as important to the greatest percentage of respondents and these themes/ideas represented the largest number of responses which resonated with participants.

Staff Support/Human Resources
Inclusive and Supportive Culture
Individualized Supports and Accommodations
Programs and Programming

Further analysis revealed some common ideas/thoughts shared within each theme including:

Staff Support/Human Resources: Individual Help, Staff Knowledge/Understanding, Support from Staff, Educational Assistant (EA) Help

Inclusive and Supportive Culture: Community and Classroom Culture, School/Home Connection

Individualized Supports and Accommodations: Extra Time, Quiet/Alternative Spaces, Regulation Tools and Strategies, Technology

Programs and Programming: My Individual Education Plan (IEP), Specialized Programs, Small Group/Peer Support

The Educational Services team continues to reflect on the data gathered and examine how our current goals and priorities align with feedback from our school communities. Areas for exploration, growth and improvement will be identified and embedded in our 2023-24 monitoring plan.

Recommendations

That Educational Services staff continue to examine and reflect on the findings of the 2023 Special Education Review and that this data be used to inform future planning, goals and decisions.

That additional data be gathered to deepen our understanding of the key services and supports that are needed for student success (focus groups, department data, Board Census data, external research partnerships)

That this report be received by SEAC and the Board of Trustees for information.

Prepared by: Mike Blackburn, Principal of Educational Services & Scot Gillam, Superintendent of Education

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: EMPLOYEE MANDATORY TRAINING OVERVIEW

EDUCATION, POLICY & OPERATIONS COMMITTEE

October 4, 2023

Purpose

The purpose of this report is to provide Trustees with an overview with respect to the Mandatory Training that all new LDSB employees as well as returning LDSB employees are required to complete on an annual basis.

Background

Current employees have been required to complete annual mandatory training for a number of years. The training materials vary from year to year based on new training requirements as may be directed by the Board, Ministry of Labour, Ministry of Education, Ministry of Health & Long Term Care, or other regulatory bodies. Examples of such training include Violence in the Workplace, Harassment & Discrimination and other Health & Safety training topics. Additionally annual training has covered COVID protocols, accessibility and customer service standards, safe schools reporting requirements, cyber security, fire extinguisher, Automated External Defibrillator, Lockout/Tagout, and ergonomics.

In addition to the mandatory training, all Principals and Vice-Principals are provided an annual list of relevant administrative procedures that they are to review at the commencement of every school year. Similarly, academic staff are provided a list of relevant administrative procedures that they are to review.

In order to render the amount of annual training manageable, new topics are added and routine topics are staggered on an alternating year cycle.

All new employees are required to complete all training, relevant to their role, upon hire, after which they complete the cyclical training as determined by Human Resources.

Current Status

For the 2023-2024 school year, the following training topics have been included with the mandatory training:

- Health & Safety, including:
 - Statement on LDSB Commitment to Health & Safety
 - Administrative Procedure 404 – Health & Safety
 - Violence in the Workplace Quick Reference
 - Respect in the Workplace Quick Reference
 - Administrative Procedures
 - WHIMIS
 - Internal Responsibility System
 - Asbestos Quick Reference
 - Slips, Trips and Falls Quick Reference
 - Ladder Safety) Quick Reference
 - Hand & Power Tool Safety Overview (Facilities Staff)
- Prevalent Medical Conditions, including:
 - Anaphylaxis
 - Asthma
 - Diabetes
 - Epilepsy
- Student Regulation Strategies
- Privacy & Information Management, including:
 - Digital Tools & Electronic Communications
 - Information Lifecycle
 - Personal Health Information Protection Act
 - Privacy Foundations I & II
 - School Environment
 - Using and Sharing Data

Additional Topics Reviewed

As referenced above, staff also review several administrative procedures annually, some of which are reviewed as a full staff during the first couple of staff meetings, including LDSB's Concussion Protocol and Suicide Response Protocol.

Next Steps

Given the magnitude of training required, implementation logistics are being reviewed with input from senior staff and labour partners with respect to content, timing of roll out and timeframe for completion.

Recommendations

That Trustees receive this report for information.

Prepared by: Susan McWilliams, Superintendent of Human Resources

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: EQUITY ACTION PLAN 2ND EDITION, 2020-2023

EDUCATION, POLICY AND OPERATIONS COMMITTEE

October 4, 2023

Purpose

To provide Trustees with an update on the Limestone District School Board (LDSB) Equity Action Plan 2nd Edition, 2020-2023 and progress being made toward established goals.

Background

The LDSB Equity Action Plan 2nd Edition, 2020-2023, was last shared with Trustees at the October 5, 2023, Education, Policy, and Operations Committee (EPOC) meeting. On an annual basis, outcomes will be shared with Trustees at the start of each new school year.

Current Status

Recognizing the importance of this work, the following areas of focus within the Equity Action Plan are highlighted for Trustees to provide a snapshot of the progress being made in Limestone:

Revised Grade 6 Social Studies Curriculum-Holocaust Education

The Grade 6 Social Studies curriculum has been updated to include learning about the Holocaust so that students gain a deeper understanding of its significance and to help combat rising cases of antisemitism in schools. In consultation with the Jewish community, including Rabbi Polansky, we are building and creating resource tools to support implementation of this curriculum. In addition, the Limestone Learning Foundation will be gifting new books to grade 6 classes (in English and French) to support learning about the experiences of Jewish individuals, families, and communities within Canada, and the ongoing impact of antisemitism. Accompanying these books will be a facilitation guide co-created with Jewish elementary teachers from LDSB. Professional development opportunities grounded in best practices in Holocaust Education, as indicated by The International Holocaust Remembrance Alliance, will also be provided.

Human Rights Video and Poster

In our ongoing commitment to fostering a culture of inclusivity and awareness, we recently shared the Human Rights Complaints Data for the 2022-2023 school year. This data serves as a critical tool in our mission to uphold human rights within the LDSB community. As part of the Board's efforts to promote human rights education and awareness throughout our system, we have recently unveiled a multimedia campaign, including the creation of a compelling Human Rights Video and accompanying posters.

The Human Rights Video, a product of collaboration and input from LDSB students, has been screened by both dedicated staff and students, ensuring widespread access to its vital message. Complementing this video, carefully designed posters focused on human rights will in the coming weeks, be a permanent fixture in every classroom across our school system. Together, these initiatives signify our commitment to not only addressing human rights issues but also empowering the LDSB community with the knowledge and tools needed to champion these rights effectively.

Workforce Census and Sense of Belonging Survey

In April 2022, LDSB invited all staff to participate in a voluntary, anonymous, and confidential census to gather baseline data to better understand the current composition of its workforce. On March 8, 2023, the results and preliminary report were released to the system and shared with Trustees. Since that time, Human Resources has been meeting with staff and administration to collect further voice to better understand how we can support staff that do not feel a strong sense of belonging in Limestone. Some of the follow up actions include:

- Continuing to work with community partners to strategize how we can continue to diversify our workforce, including engaging in a partnership with Queen's University to support internationally trained teachers whereby these educators are provided practicums in our schools with the potential for hiring these teachers, once accredited.
- Including staff voice in the development of the current Request for Proposal issued for our Employee Assistance Program.
- Continuing to engage in professional learning and human rights training across all schools and within Human Resources.

Initiatives implemented since the Census in April 2022 have allowed staff to feel heard, and supported, which should foster safe and inclusive environments for LDSB staff throughout the system.

Administrative Procedure 352: Student Clothing

The Limestone District School Board is committed to upholding human rights, and creating an equitable, inclusive, and accessible school climate that ensures all students and staff feel safe, comfortable, and accepted. Administrative Procedure 352: Student Clothing has been updated to reflect this commitment after consultations with staff, students, families, and community members. The Student Clothing Administrative Procedure will be applied in a fair and consistent way throughout schools in the LDSB in an effort to respect student clothing decisions within parameters and in accordance with the Ontario Human Rights Code. Information regarding the updated Student Clothing Administrative Procedure will be shared widely through school newsletters.

Student Affinity Groups

Last school year saw the creation and implementation of four Black and Racialized Student Affinity groups at KSS, BSS, ESS, and LCVI. Each group is at different stages with some successfully running Black History events at their schools, and culture days, and others recruiting students to join their group to start the planning process. Each student affinity group has provided an affirming and safer space for Black and Racialized students.

In addition, 35 Black and Racialized students from these affinity groups and other schools (including NDSS, FSS, and LISS) gathered to connect and plan future events that celebrate who they are. This group met again in September 2023 to start planning for the 2023-2024 school year. Students are currently planning a larger event to be held at Queen's University, Faculty of Education for Muslim students to celebrate Islamic History Month in October. Latin students from LSS and LCVI have also connected to explore opportunities to celebrate Latin American Heritage Month, also in October. Additionally, we have connected with Queen's University to explore the possibility of creating a mentorship program for students.

2SLGBTQ+ student voice will continue to be expanded by bringing together school-based GSA groups centrally to listen, learn, and provide support to their initiatives, including resumption of a "Queer Sport and Social" group that was created last spring with funding received from PHE Canada.

Next Steps

At the end of the 2020 – 2023 Equity Action Plan cycle, the Community Equity Advisory Committee will review the progress made towards achieving the goals outlined herein.

Recommendations

That Trustees receive this report for information.



Prepared by: Alison McDonnell, Superintendent of Education
Reviewed by: Krishna Burra, Director of Education
Attachments: Equity Action Plan 2020-2023 2nd Edition



Limestone
DISTRICT SCHOOL BOARD



Equity Action Plan 2020-2023 2nd Edition



Kingston
**workplace
inclusion
charter**

Kingston
**Charte de
l'inclusion**

Land Acknowledgement

The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Metis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.

The Limestone District School Board is dedicated to continuing to encourage and elevate all voices through Equity, Inclusion and Reconciliation. Through ongoing learning and action, individual and collective experiences of staff and students are shared, understood, and valued so that everyone sees themselves in Limestone and feels a sense of belonging and connection.

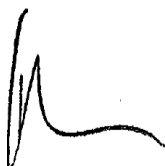
Message from the Director and Chair of the Board

The Limestone District School Board is committed to an equitable and inclusive school climate that ensures all students, staff, and members of the broader school community feel safe, comfortable, and accepted. We want everyone who learns, works, or volunteers in Limestone to value diversity, demonstrate respect for others, and commit to establishing a just, caring society. We know that diversity enriches the educational and employment experience of everyone.

Our three-year *Equity Action Plan* demonstrates our commitment to ensure equity at all levels of our system, as we work together to embrace and foster engaging and innovative learning where everyone achieves success and well-being. The plan is modeled on Ontario's Equity and Inclusive Education Strategy and *Ontario's Education Equity Action Plan (2017)* and encompasses school and classroom, leadership and governance, and human resource practices, data collection integration and reporting, and organizational culture change in our school communities.

Schools and classrooms must be places where everyone values diversity, respects each other, and where students' lived experiences are valued and celebrated. We must foster safe, welcoming, and inclusive environments where students see themselves reflected in the curriculum, their learning, and their school environment. Schools must engage and serve all students and staff and reflect the diversity of everyone.

To do this important work, we must better understand the backgrounds, experiences, and needs of the school community so that we can identify potential barriers or gaps and determine how to eliminate discriminatory biases in classes and schools. Equity must be the lens through which we embrace and lead cultural change in our school communities. Our goal remains for everyone to see themselves in Limestone.



Krishna Burra
Director of Education



Suzanne Ruttan
Chair, Board of Trustees

Introduction

The Ontario Human Rights Code protects LDSB students and staff from discrimination and harassment on the basis of citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex, family status, marital status, sexual orientation, gender identity, and gender expression. Despite these protections, as a school district, we acknowledge that oppression and discrimination still exist within our systems, structures, policies, and practices. It shows up as racism and other forms of oppression and more specifically, as, but not limited to, anti-Indigenous and anti-Black racism; anti-Asian racism, Islamophobia, anti-Semitism, and anti-Sikhism; classism, ableism; sexism, transphobia, heterosexism, and homophobia.

The Limestone District School Board's Equity Action Plan continues to build on the work begun through Ontario's Equity Action Plan (2017). The Plan focuses on the four key priority areas identified in Ontario's Equity Action Plan:

- School and Classroom Practices.
- Leadership, Governance and Human Resource Practices.
- Positive Culture and Well-being.
- Data Collection, Integration and Reporting.

The Actions proposed in this plan have emerged from the following data:

- Student voice (i.e., Student Voice Days, Census Focus Groups).
- Equity Team feedback.
- Staff and administrator feedback.
- School Climate Survey data.
- Community feedback and correspondence.
- Trustee feedback.
- LDSB Indigenous Team feedback.

The Guiding Principles for equity and inclusive education are based on Ontario's Equity and Inclusive Education Strategy (2009):

- Building upon a foundation of excellence.
- Meeting individual needs.
- Identifying and eliminating barriers.
- Promoting a sense of belonging that ensures all members of the school community feel safe, comfortable, and accepted.
- Involving the broader community.
- Building on and enhancing previous and existing initiatives.
- High Expectations for all students.
- Demonstrating commitment and follow through throughout the system.
- Eliminating discrimination by centering human rights.

Expected Outcomes

- Identify, understand, and challenge biases, systemic barriers, and discriminatory practices.
- Support positive learning and workplace environments where all students and staff feel respected, supported and seen.
- Build and foster diverse and inclusive community partnerships and engagements.
- Communicate accountability regarding our collective commitment to equity and communicate results to the public.

Monitoring & Progress

- Similar to the LDSB Strategic Plan, the Equity Action Plan has adopted the stoplight system for monitoring and sharing progress as follows:
 - Green reflects goal is on target
 - Yellow reflects goal is making progress
 - Red reflects goal requires further attention











Leadership and Governance

LDSB is committed to creating safe, inclusive, and engaging learning and work environments for all staff and students. We are committed to equity and inclusion for all and to upholding and centering human rights, by continuing to review existing structures, policies, procedures, programs, and practices that disadvantage racialized and marginalized groups within our organization.

Areas of Focus	Timelines	Status
Hire an Elementary Equity Consultant to support curriculum and staff development in incorporating anti-racism learning in the Arts, Social Studies, History and Geography).	2021 – 2022	●
Create a leadership development and succession planning process that is equity focused.	2021 - 2023	●
Update the Board Improvement Plan for Student Achievement to include a greater focus and actionable items related to equity.	2020 - 2023	●
Commit dedicated time at each school staff meeting to engage in collective learning and doing, in respect to Indigenous Decolonization and Equity, Diversity and Inclusion practices.	2020 - 2023	●
Schools will utilize equity, diversity, inclusion, and Indigenous resources to increase their own learning and further commitment to reconciliation.	2020 - 2023	●
Review Administrative Procedures to ensure they adhere to principles of human rights, equity, inclusion, and fair process, beginning with AP 350, AP 352, AP 400, AP 405 and AP 406.	2020 - 2023	●
Create an Inclusive Language Guide that informs and supports staff and students in identifying and using language that is based in anti-oppression, anti-racism, and is equity focused.	2022-2023	●
Create an Administrative Procedure that supports transgender and gender non-conforming students and staff.	2021 - 2023	●
Create and distribute a monthly electronic Limestone newsletter that focuses on building capacity in equity and human rights across the district.	2020 - 2023	●
Create a consistent system of collecting and tracking human rights incidents/complaints for students and staff, as well as guidelines and protocols for responding and supporting affected individuals.	2021 - 2022	●











Organizational Culture Change





Creating organizational culture change requires input at every level of an organization. With the goal of creating a more equitable, safe, and inclusive learning and work environment, it is important to have the voices and input of stakeholders. The centering of anti-oppression, equity, and human rights in every operational goal and across all departments and stakeholders is critical to entrenching the idea that it is everyone's work, and all bear responsibility for examining their own practices, biases, and patterns.

Areas of focus	Timelines	Status
Establish an LDSB Community Equity Advisory Committee to support the Limestone District School Board (LDSB) in identifying and eliminating barriers to an equitable and inclusive environment for students, staff, and the broader community, and determining strategies for systemic implementation of LDSB's Equity and Action Plan.	2022 - 2023	
Establish a racialized student advisory group to represent the student voice in Limestone.	2020 - 2023	
Establish a 2SLGBTQ+ School Staff Collective.	2021 - 2023	
Establish several staff affinity groups, including: <ul style="list-style-type: none"> Black, Indigenous and Racialized Staff Staff living with Disabilities 2SLGBTQ+ Staff 	2021 - 2023	
Establish a Black family and community advisory group.	2020 – 2021	
Review all present system student representation structures and processes through an equity and anti-oppression lens and explore different models of representation and student voice that best reflects diverse student population.	2020 - 2021	
Build staff capacity through learning opportunities on human rights and equity topics in response to the needs of students and staff, with a focus on normalizing the language of inequity (e.g., anti-Semitism, Islamophobia, Heteronormativity, Transphobia, Homophobia, anti-Black racism, anti-Indigenous Racism, anti-Oppression, ableism, accessibility, and White Supremacy).	2020 - 2023	
Work to ensure every elementary and secondary school in Limestone has gender-neutral and accessible washrooms for staff and students.	2020 - 2023	
Recognize and demonstrate sensitivity towards dates of cultural and religious significance.	2020 - 2023	
Review communication tools to ensure they are accessible to all Limestone community members (website, newsletters, etc.).	2021 - 2023	

School and Classroom Practices

Our schools are committed to removing systemic barriers to ensure that school and classroom practices reflect and respond to the diversity of students and staff. We will continue to review existing structures, policies, programs, and practices within our school communities.

Areas of Focus	Timelines	Status
Support ongoing learning for staff and students regarding gender identity by updating Limestone's Guideline to Supporting Transgender-Spectrum and/or Gender Non-Conforming Students.	2020 - 2023	
Build staff capacity and understanding, in terms of accessing community resources, in support of addressing socio-economic inequities and the impact it has on student well-being and achievement.	2022 - 2023	
Implement the vision and goals of a Grade 9 destreamed program which include increased educator capacity, and increased student engagement, achievement, and well-being.	2021 - 2023	
Implement key findings and recommendations from Right to Read (Ontario Human Rights Commission).	2022 - 2023	
Develop and implement a Text and Resource Selection Guide to support staff in reviewing, auditing, and selecting texts and resources for classroom, school and online libraries using an anti-oppression, anti-Black racism, anti-Indigenous racism, and equity lens.	2020 - 2023	
Review and critically analyze the selection of literature used in elementary and secondary classrooms to include an increased number of authors representing intersectional identities.	2020 - 2023	
Support staff in understanding, developing, and implementing a Universal Design for Learning (UDL) approach to create a flexible learning environment that emphasizes multiple means of representation, multiple means of expression, and multiple means of engagement.	2020 - 2023	
Provide professional learning and resources to support staff in understanding and implementing Culturally Responsive and Relevant Pedagogy.	2020 - 2023	
Establish a trained Equity (non-administrator) Champion and Truth and Reconciliation Lead in each school, who would be responsible for disseminating information to staff, supporting administration in leading the learning and work of equity and anti-racism at the school and supports the implementation of the Equity Action Plan at their site.	2021 - 2023	
Require each school to establish an Equity and Well-being Goal as part of our system wide inquiry.	2020 - 2023	

Ensure K-12 Assessment and Evaluation processes are explored through an equity lens.	2021 - 2023	
Provide professional learning for all K-12 staff that are directly involved with pathways and career guidance, such as SST's, LPS, Student Success, Experiential Learning, and Guidance Teachers, to maximize opportunities for all students.	2021 - 2023	
Ensure the consistent use of LDSB data collection tools to track and measure equity actions on the school level, including but not limited to School Climate Survey, Human Rights Incident/Complaints Form, Workforce Census and Sense of Belonging Survey.	2021 - 2023	
Incorporate a school tracking and reporting system addressing site-specific inequities.	2021 - 2023	

Human Resource Practices




LDSB is committed to promoting and building working and learning environments that are equitable, diverse, and inclusive. Recruitment, selection, and promotion processes must therefore ensure fair treatment, access, opportunity, and advancement for all people, identifying and eliminating barriers that prevent full participation of some groups. A commitment to diversity and equity can be achieved through concerted efforts to ensure the inclusion of diverse and underrepresented populations, valuing, respecting and equally supporting all individuals through the recruitment process.

As a public board of education, it is important that recruitment efforts reach a broad, diversified applicant pool to broaden employee demographics, providing opportunities for all students to see themselves in Limestone.

It is equally important that our efforts are sustained post recruitment so that we may retain highly qualified, engaged, and diversified employees who together help to achieve the strategic direction of the Board.

Recruitment and Selection

In order to determine what actions are necessary to promote a recruitment strategy that supports and advances equity, diversity and inclusion, a review of existing recruitment procedures and practices has been initiated with a view to ensuring that any unintended systemic barriers are identified and addressed.

Areas of Focus	Timelines	Status
Review Administrative Procedure AP 400 – Recruitment & Selection to ensure alignment with Ministry PPM 165 Teacher Hiring Practices.	2020 - 2021	
Ensure that all components of the hiring process are barrier-free to create an equitable and inclusive experience for all candidates seeking employment with Limestone.	2020 - 2023	
Develop recruitment outreach to diverse communities by exploring partnerships with local, post-secondary educational institutions.	2020 - 2023	

Explore ways to increase the number of racially diverse applicants selected for interviews through diverse job boards and other means to attract a diversified applicant pool.	2020 – 2023	●
Create a standard job posting template demonstrating LDSB’s commitment to Equity, Diversity and Inclusion that is unique and reflective of the Board.	2020 – 2022	●
Review all postings and procedures to ensure the use of gender-neutral language.	2020 – 2021	●
Include the ability to voluntarily self-identify as part of the application process.	2020	●
Analyse recruitment data, including number of diverse applications, number selected to participate in the process, and number of candidates participating from diverse backgrounds who are successful in the process.	2022 - 2023	●
Develop selection criteria for all levels of system and school leadership that ensure competencies in equity, anti-oppression, and anti-racism practices.	2021 - 2023	●
Provide anti-oppression professional learning for HR staff and system leaders to foster equitable, diverse, and inclusive recruitment and selection processes.	2021 - 2023	●

Retention

To actively engage and retain a diverse workforce that feels valued, respected, and included, it is prudent to understand how all current employees feel and whether they truly “see themselves in Limestone.” This can be accomplished through the Spring 2022 LDSB Workforce Census & Belonging Survey.

In addition, we will undertake the following with the goal of creating equitable and inclusive working environments for all employees:

Areas of Focus	Timelines	Status
Review all Human Resources Administrative Procedures with a focus on identifying systemic barriers and revising procedures using an equity and inclusion framework to ensure accessible, equitable and inclusive language and practices.	2020 - 2023	●
Develop partnership with KEYS (Kingston Employment & Youth Services) to advance and support Equity, Diversity and Inclusion initiatives.	2021 - 2022	●
In collaboration with LDSB stakeholders, develop the Workforce Census & Belonging Survey to determine the composition of our employees.	2021 - 2022	●

Analyse data collected from WCSB to create baseline with the goal of using the data to inform and monitor school and system progress towards equity and well-being goals.	2022 - 2023	●
Develop or source and implement appropriate equity, diversity and inclusion education, awareness and training for Human Resources staff, Education Centre and other support staff across the district.	2020 - 2023	●
Embed equity, diversity, and inclusion into all new employee orientations.	2022 - 2023	●
Develop and implement an LDSB Exit Survey for all employees who resign or retire from the organization that includes questions pertaining to equity, inclusion, and sense of belonging in Limestone.	2022	●
Provide mentorship, support, and leadership/succession planning opportunities designed for Black, Indigenous & racialized, 2SLGBTIQ+, people living with disabilities, and potentially other marginalized staff populations.	2022 - 2023	●
Work with Employee Assistance Program providers to promote diversity among counsellors.	2020 – 2023	●
Share processes for accessing Human Rights supports (health and wellness, accommodations) regularly, in staff communications.	2020 - 2023	●

Data Collection, Integration & Reporting

Within each of the aforementioned areas of focus, data will be collected and analysed to demonstrate progress towards our goals and shared with Trustees, staff, and broader school communities.

Data may include, but is not limited to the following:

- Student census data
- School climate survey data
- See Yourself in Limestone Workforce Census & Belonging Survey
- Human Rights reporting tool for both students and staff
- Student and staff Voice
- Community Voice
- Graduation rates
- Pathways' data
- Course selection and credit accumulation
- EQAO
- Board and school learning plans

While responsibilities have been assigned to different departments for accountability purposes, it is essential that all equity actions are the result of the collective and collaborative work of all LDSB employees. At the end of 2020 – 2023 Equity Action Plan cycle, the Equity Advisory Committee will review the progress made towards achieving the goals outlined herein. Outcomes from the previous school year will be shared on an annual basis with Trustees at the start of each school year.

Conclusion

The Limestone District School Board upholds the principles of respect for human rights and fundamental freedoms enshrined in the Canadian Charter of Rights and Freedoms, *the Constitution Act (1982)*, the Ontario Human Rights Code, and as outlined in Ontario's Equity and Inclusive Education Strategy (2009) and the Ontario Ministry of Education Policy/Program Memorandum No. 119 (2009). The Board and its staff are committed to the elimination of all types of discrimination and discriminatory barriers that may exist whether because of commission or omission. The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for staff and students.