

# **Limestone District School Board Equity Team Action Plan (2025-2028)**



## **Intention**

To make a positive difference  
in the lives of every student,  
in every classroom, in every school.

*See Yourself in Limestone*



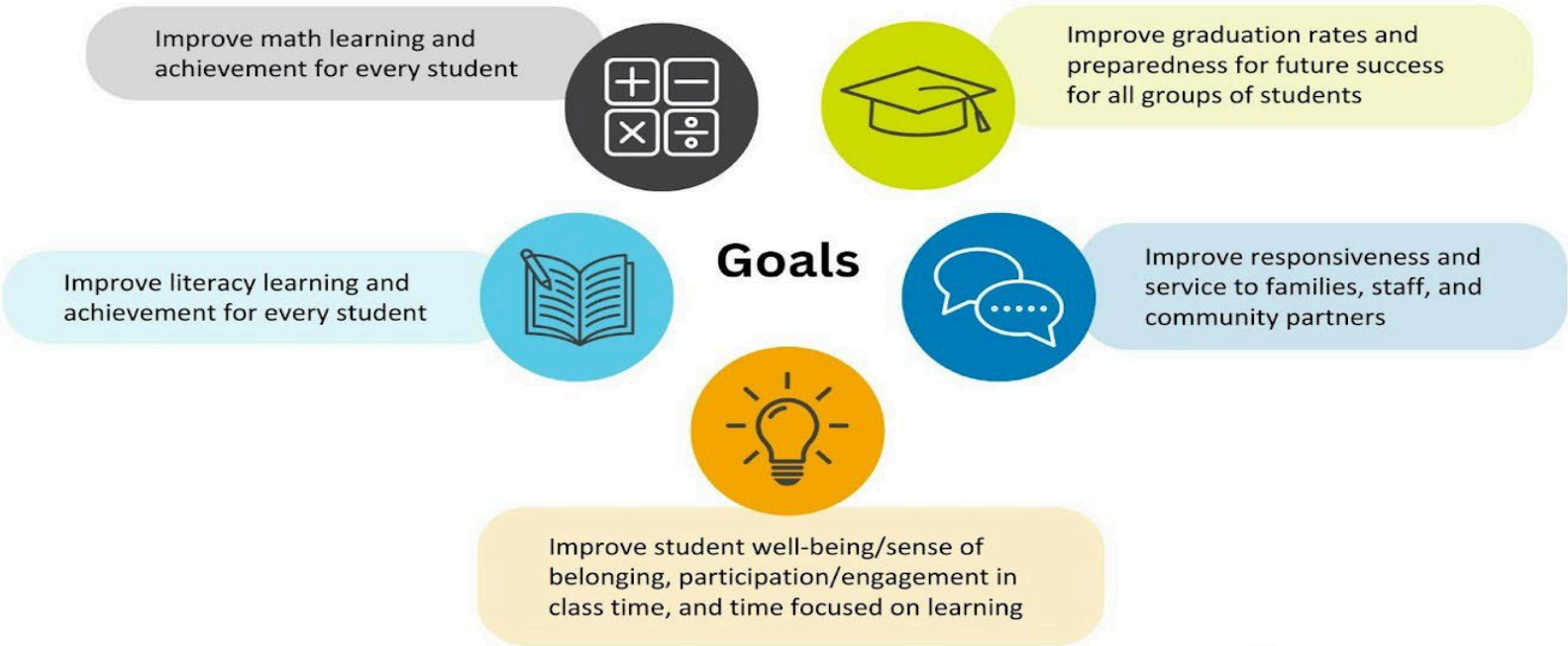
## Introduction

The Ontario Human Rights Code protects people 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 racism, anti-Black racism, anti-Asian racism, Islamophobia, antisemitism, homophobia, transphobia, ableism, sexism and classism. The Board and its staff are committed to the elimination 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.

The actions in this plan build upon the work begun through Ontario's Equity Action Plan (2017), the Limestone District School Board Strategic Plan goals and system inquiry questions and the Ontario Ministry of Education Student Achievement Plan Priorities and have emerged from the following Limestone District School Board data sources:

- [Student Census \(2020\)](#)
- Human Rights Reporting Tool (2023-2024, 2024-2025)
- Student Voice (Affinity Groups, Census Focus Groups)
- School Climate Survey
- Community feedback and correspondence
- Student Achievement (report cards, screeners, EQAO)
- Student Achievement Plan

**Limestone District School Board Strategic Plan Goals:**



**See Yourself in Limestone**



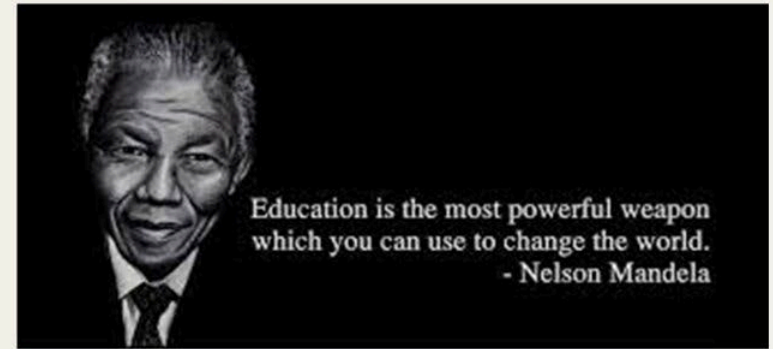
# *The Focus of our Collective work...*

## Key Inquiry Questions...

For whom is the current education system not working and why?

How do I/we know?

What can I/we try? What are we, or what am I, going to do differently?



# Student Achievement Plan

## PURPOSE:

Levelling up achievement outcomes and experiences for every student.

For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.



**PRIORITY:**  
Achievement of  
Learning Outcomes in  
Core Academic Skills



**PRIORITY:**  
Preparation of  
Students for  
Future Success



**PRIORITY:**  
Student  
Engagement  
& Well-being

**Goal: Improve students' literacy learning and achievement.**

**Indicators:**

1. % of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Reading
  - Grade 3 EQAO Writing
  - Grade 6 EQAO Reading
  - Grade 6 EQAO Writing
2. % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

**Goal: Improve students' math learning and achievement.**

**Indicators:**

3. % of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Math
  - Grade 6 EQAO Math
  - Grade 9 EQAO Math

**Goal: Improve students' graduation rates and preparedness for future success.**

**Indicators:**

4. % of students who earn 16 or more credits by the end of Grade 10
5. % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)
6. % of students graduating with an OSSD within five years of starting Grade 9
7. % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses
8. % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

**Goal: Improve students' participation in class time and learning.**

**Indicators:**

9. % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent
10. % of students in Grades 4-12 who were suspended at least once

**Goal: Improve student well-being.**

**Indicators:**

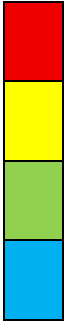
11. % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

Affirming Identities	Human Rights Learning (Anti-Bias, Anti-Racism, Anti-Oppression Learning)	Culturally Relevant & Responsive Pedagogy (CRRP)	Families & Community Partnerships	Identifying & Removing Systemic Barriers
<p><b>Priority:</b></p> <p>To foster spaces that affirm, empower, and embrace diverse identities, ensuring inclusivity and equity through a meaningful commitment to intersectionality within LDSB.</p>	<p><b>Priority:</b></p> <p>To raise awareness and increase knowledge about human rights, the harmful effects of systemic racism, exclusion, and other forms of discrimination on historically and currently marginalized communities within the LDSB.</p>	<p><b>Priority:</b></p> <p>To cultivate a student-centred, asset-based pedagogical approach that seeks to empower every student in their own learning experiences by building bridges of meaningfulness between school and culture.</p>	<p><b>Priority:</b></p> <p>To build purposeful and collaborative community and family relationships to increase student sense of belonging and academic achievement.</p>	<p><b>Priority:</b></p> <p>To reduce disproportionality, and center human rights, anti-oppression and equity, in policies and practices and in all decision-making.</p> <p>"</p>
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Dates of Significance, with a highlight on Significant Faith-Based Days</li> <li>• Student Affinity Groups (Grades 7-12) &amp; events, training for staff</li> <li>• Guidelines on Special Programs under the Ontario Human Rights Code</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Human Rights learning modules (N-word, Discriminatory Language, Antisemitism, Islamophobia, Gender Identity and Gender Expression)</li> <li>• KASSAA Human Rights in Athletics presentations, with student voice</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Grade 7,8,10 Black History curriculum implementation and lessons</li> <li>• Resource Selection Tool: Supplementary Intermediate/ Secondary Social Science supplement</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Continue to gather input from &amp; build relations with (included but not limited to): the Community Equity Advisory Committee (CEAC), Mental Health Substance Use Committee (MHSUC), UMOJA, Parent Involvement Committee (PIC), City of Kingston</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Student Census, 2025</li> <li>• Implementation of Guidelines on Preventing Discrimination based on gender identity and gender expression,</li> <li>• Analysis of LDSB Human Rights Incidents/Complaints Tool Data</li> <li>• Implementation of Elementary &amp; Secondary Awards Review Guidelines</li> </ul>

<ul style="list-style-type: none"> <li>• Student Voice Video</li> </ul>	<ul style="list-style-type: none"> <li>• Human Rights and Equity Professional Development (Accommodation, Human Rights Reporting and Investigation, Supporting racialized students, Addressing Anti-Black Racism to Change Pedagogy and Practice)</li> <li>• Equity Sharepoint site: Access to professional equity learning &amp; curriculum resources</li> <li>• Student Human Rights Symposium</li> <li>• Human Rights Symposium for Senior Team, Administrators, Trustees and Unions</li> </ul>	<ul style="list-style-type: none"> <li>• CRRP Professional Development for ECEs, NTIP teachers, &amp; development of resources for elementary teachers</li> </ul>	<p>Anti-Racism Task Force, Technical Advisory Group (TAG) and community-based outreach</p> <ul style="list-style-type: none"> <li>• Family Guide to Human Rights in LDSB</li> <li>• Student Census 2025 consultations/Student Census Family/Student Guides</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of disaggregated suspension and expulsion data</li> <li>• Creation and implementation of Human Rights AP</li> <li>• Implementation of recommendations from Dreams Delayed</li> <li>• Creation and implementation of Assessment, Evaluation and Reporting Procedures</li> <li>• Review of barriers identified by rural schools (Equity Arts Projects)</li> </ul>
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### **Monitoring Progress:**



Red indicates we are still in the planning phase and implementation is not yet underway, or something has changed impacting progress.

Yellow indicates that a plan is in place and that we are in the initial phases of implementation.

Green means implementation is on track.

Blue means implementation of a given strategy is complete.

Within each of the LDSB Equity Team Action Plan priority areas, data will be collected and analyzed to demonstrate progress, and shared annually with trustees, staff, families, the Community Equity Advisory Committee and the broader community.