

Lambton Kent
District School Board

Staff Census Report

APRIL 2023



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Background

In its strategic plan, the Lambton Kent District School Board (LKDSB) has committed to fostering success for every student every day. Critical to this work is addressing issues of equity, diversity, and inclusion to ensure that the Board is supporting the achievement and well-being of all students.

The LKDSB is undertaking a number of projects to examine equity, diversity, and inclusion for students and staff, the results of which will guide the Board's equity plans over the coming years. This work consists of the following activities:

Student Census (2021-2022 School Year)

The Student Census is a demographic survey of LKDSB students that will provide a picture of the diversity of the student population. The analysis of the data will also help identify systemic barriers and biases within the education system. It will help to ensure LKDSB is providing effective programming to support student success and well-being, as well as allocate resources to where they are needed most.

Staff Census (2022–2023 School Year)

The Staff Census, the results of which are summarized in this report, is a demographic survey of all staff that will give the LKDSB a better understanding of the diversity of its workforce. The results of the Staff Census will help the Board achieve the goal of increasing the diversity of its workforce to reflect the diversity of the students it serves. The findings will also identify ways in which the Board can foster an inclusive work environment where employees can bring their full selves to work, access opportunities to be productive, and grow as professionals.

Employment Systems Review (2022-2023 School Year)

The Employment Systems Review is an examination of Human Resources policies and practices as well as the corporate culture through an equity lens. It will identify what more the Board can do to create a diverse workforce, create equitable employment policies and practices and foster an inclusive work environment.

Why Conduct a Staff Census?

The LKDSB provides educational services to an increasingly diverse community of more than 21,900 students in 62 elementary and secondary schools. Lambton and Kent Counties are made up of numerous small towns and communities situated in Southwestern Ontario, a geographic area surrounded by the Great Lakes. Census data from Statistics Canada highlight the dramatic demographic changes that the province continues to undergo because of Canada's reliance on immigration for population growth. In addition to race, ethnicity, and language, the population which the Board serves and from which it recruits is also increasingly diverse in other ways such as age, disability, gender, and sexual orientation. Lambton and Kent Counties is also home to the Aamjiwnaang First Nation, Eelūnaapéewi Lahkéewiit (Delaware Nation), Kettle & Stony Point First Nation, and Walpole Island First Nation – Bkejwanong Territory.

The Board is committed to embracing diversity and fostering welcoming and inclusive learning and working environments. Part of this commitment requires understanding the diversity of both the student and staff populations in order to ensure that strategies address the needs of students and staff. The Ontario Human Rights Commission allows and encourages organizations to collect this workforce information if it is intended to be used to identify and eliminate disadvantages in the workforce. The LKDSB will be more effective and responsive to the needs of school communities when it reflects the communities served. The Staff Census will help the Board understand how well it already reflects this diversity and will identify potential barriers in the hiring and advancement processes.

In November 2022, the Board launched the Staff Census to collect information to better understand the diversity of its employees. The Staff Census was designed to support the Board's goals to:

- Assess how well the Board's workforce compares to the diversity of the community it serves, and
- Develop and implement strategies, programs, and policies to ensure that staff reflect the diversity of the populations served and address the needs of a diverse workforce.

This report summarizes the data collected through the Staff Census. In order to guide the LKDSB along its equity journey, this report also includes an analysis of this data to explore issues of equity and identify any possible barriers to hiring and advancement. Recommendations are also made to address the issues identified and remove any possible barriers.

How Was the Staff Census Created?

The census questions were designed by the consultant with the input of a Working Group to focus on the groups that experience systemic and persistent disadvantage in the labour market as identified by the Royal Commission on Equality in Employment,¹ namely women, racialized people² (visible minorities), Indigenous people, and persons with disabilities. In addition, questions about gender identity, sexual orientation, and religion were asked in order to explore additional dimensions of diversity. The questions were designed to allow a direct comparison of the composition of the workforce to the 2021 Census of Canada data and other relevant data sources.

Additional data on age, length of service, level in the organization, and type of position were collected to assist in the analysis of the demographic data and thus identify any barriers to hiring and advancement experienced by the various groups within the organization.

The survey consisted of 12 questions and took respondents less than 10 minutes to complete.

¹ The Royal Commission on Equality in Employment, whose report was released in 1984. *Equality in Employment: A Royal Commission Report* was a landmark that fundamentally influenced the fields of employment and human rights law, jurisprudence, and public policy. It created the concept of employment equity, a distinctly Canadian policy to address inequality in employment on the basis of gender, visible minority status, disability, and Aboriginal identity.

² The term “racialized” is used throughout this report to replace the term “visible minority” used by Statistics Canada. This definition includes those who self-identify as South Asian, Chinese, Black, Filipino, Latin American, Arab, Southeast Asian, West Asian, Korean, Japanese, mixed race, and others who identify as non-White and non-Indigenous.

How Was the Staff Census Administered?

A high survey response rate is critical to having an accurate picture of the diversity of the workforce – the more employees who complete the survey, the more accurate the snapshot of the workforce will be. Key to a high survey response rate is the administration of the survey. As such, various communications strategies were used to ensure that all employees knew about and were able to complete the census. The communications also focused on addressing the concerns of employees and encouraging them to participate in this important organizational initiative.

In September 2022, the census was announced through email communications to all employees from the Director of Education. In addition, posters were distributed for display in all schools and worksites to announce the census, the date of the census, and the webpage that employees could visit for further information. Information was also included in the October Staff Newsletter.

In early November, another email was sent to staff which included a link to the Staff Census webpage that provided further information on the census, answered frequently asked questions, and provided information on how privacy and confidentiality will be maintained. Information about the census was also included in the November Staff Newsletter, which also included a link to a promotional video.

The census was launched on November 18, 2022, which was a professional development day for all secondary school employees. On that day, the Director of Education sent an email to all employees with a link to the online survey. For elementary staff, the survey was administered in staff meetings throughout December. All school administrators, managers, and supervisors were asked to give employees 10 minutes during a staff meeting to complete the survey.

The online survey was open from November 14 to December 12 so that managers and school administrators could remind and encourage staff time to complete the census.

Staff had the option of completing the Staff Census either online or on paper. Paper versions of the survey were available for download from the census webpage and were made available to staff teams who did not have daily access to a computer. Employees were asked to put their completed paper surveys in a sealed envelope and send them through the mail directly to Turner Consulting Group, who then entered the data into the census database.

In accordance with guidelines from the Ontario Human Rights Commission, the Staff Census was voluntary and confidential. In order to address privacy concerns, the census was also anonymous and not connected to an employee's name or ID number.

Turner Consulting Group was contracted to administer the survey and manage all aspects of data collection and analysis. This meant that at no time will board employee have access to individual responses submitted on paper or online. Only summary reports are provided to any LKDSB staff.

How Many Employees Completed the Staff Census?

Of LKDSB's 3,377 employees, a total of 2,282 responded to the survey, with 2,219 agreeing to participate and 63 indicating that they did not wish to participate.

If they did participate in the census, respondents had the option of choosing not to respond to any question by selecting "I prefer not to answer". In addition, they were able to discontinue participating in the census at any time.

The Staff Census achieved a response rate of 66% overall, with a 37% response rate for casual, temporary, and occasional staff, and a 75% response rate for permanent staff. Given the low rate of response for casual, temporary, and occasional staff, this report focuses on analyzing the data for permanent full-time and part-time employees (N=1,735).

Because staff were able to discontinue their participation at any time, the number of people who responded to each question differs. The number of employees who answered each question is presented in each table or graph. The tables also show the number of employees who chose not to respond to each question by selecting "I prefer not to answer".

This report includes a summary of the data for each of the questions from the Staff Census, followed by a number of supplemental analyses of the data. For all tables and graphs, sums may not equal 100% due to rounding and because in some cases, employees are able to select more than one answer.

Why Did Employees Choose Not to Complete the Census?

All employees, including permanent, temporary full-time and part-time, temporary, and occasional employees were asked to complete the census. The completion of the Staff Census was voluntary, and participants could choose not to participate in the census in its entirety. At the beginning of the survey, employees were asked if they wished to participate in the census.

In response to this question, 63 employees indicated that they did not wish to participate in the census. Of these employees, 19 took the time to share their reasons for not participating in the Staff Census. An analysis of their responses shows the following themes:

- Don't feel comfortable sharing this information (5)
- Feel that their responses will not lead to change (3 employees)
- Don't feel that their information will be kept confidential and/or that the survey is anonymous (3)
- Lack of interest in this initiative (3)

The remaining 7 individuals gave a range of responses, including concerns about how the information will be used, not understanding why the information is being collected, that they do not support the purpose of the census, and/or don't feel the information is relevant or connected to their role.

Analyzing the Data

Preparation and analysis of the data occurred in three stages: data vetting, data entry, and data analysis.

Data vetting and recoding are important steps to ensure the data is able to be analyzed. Data vetting involved reviewing answers to the census questions and ensuring that the information provided was sufficiently accurate. For example, if someone wrote in a response to a question that fit into one of the pre-established answer options, it was recoded into the correct category. For example, if they wrote in “Catholic” in response to the question about faith or religion, it was categorized as Christian. In addition, responses such as “human” to the question about race were recoded to “I prefer not to answer”.

Because employees could choose not to answer any question or could exit the census at any time, the number of employees that responded to each question varies. As such, the percentages are calculated based on the total number of employees who responded to the particular question.

Retaining the Data

All information is collected anonymously and was collected and analyzed by the consultants. Only researchers with the Turner Consulting Group have access to the password protected database.

The database will be retained by Turner Consulting Group for 1 year following the completion of this report to allow LKDSB to request any additional analysis that may be needed. At the end of the 1-year period, the LKDSB Staff Census database will be deleted.

Response Rate by Occupational Group

Of the 2,324 permanent employees at LKDSB, 1,735 participated in the census, representing a 75% response rate for permanent staff. The response rate varied by occupational group, from a high of 92% for Non-Union Staff (including Managers and Supervisors), to a low of 36% for CUPE Custodial / Maintenance / Trades / Truck Driver / Courier Staff.

UNION / EMPLOYEE GROUP	ALL EMPLOYEES			CENSUS RESPONDENTS				RESPONSE RATE		
	Permanent	Occasional	Total	Permanent	Occasional	Prefer not to answer	Total	Permanent	Occasional	Total
CUPE Custodial / Maintenance / Trades / Truck Driver / Courier Staff	201	29	230	73	23	1	97	36%	79%	42%
CUPE Educational Assistants / Early Childhood Educators / Elementary Supervision Support / Tutor Escort	353	245	598	239	105	1	345	68%	43%	58%
CUPE Office / Clerical (includes Board Office staff) / Library / Information Technology	164	53	217	119	26	3	148	73%	49%	68%
CUPE Social Worker / Attendance Office / ABA / CDA / SLP / PEC	29	4	33	25	2	0	27	86%	50%	82%
ETFO Occasional Teachers	--	391	391	--	141	1	142	--	36%	36%
ETFO Permanent Teachers	889	--	889	696	--	1	697	78%	--	78%
Non-Union Staff (including Managers/Supervisors)	73	53	126	67	15	1	83	92%	28%	66%
Ontario Principals Council / Senior Administration / Supervisory Officer	104	51	155	90	13	1	104	87%	25%	67%
OSSTF Occasional Teachers	--	227	227	--	86	2	88	--	38%	39%
OSSTF Permanent Teachers	511	--	511	390	--	2	392	76%	--	77%
I don't know	--	--	--	3	8	2	13	--	--	--
I prefer not to answer	--	--	--	27	6	18	51	--	--	--
TOTAL	2,324	1,053	3,377	1,735	392	34	2,219	75%	37%	66%

*Numbers do not equal the total because employees could select more than one union or employee group.

Organizational Demographics

QUESTION 1: Please identify the federation, union, or association which reflects your job responsibilities at LKDSB? (Select all that apply)

EMPLOYEE GROUP (Permanent, temporary, and occasional)	Total Employees	% of all respondents
CUPE Custodial / Maintenance / Trades / Truck Driver / Courier Staff	97	4%
CUPE Educational Assistants / Early Childhood Educators / Elementary Supervision Support / Tutor Escort	345	16%
CUPE Office / Clerical (includes Board Office staff) / Library / Information Technology	148	7%
CUPE Social Worker / Attendance Officer / ABA / CDA / SLP / PEC	27	1%
ETFO Occasional Teachers	142	7%
ETFO Permanent Teachers	697	32%
Non-Union Staff (including Managers/Supervisors)	83	4%
Ontario Principals Council / Senior Administration / Supervisory Officer	104	5%
OSSTF Occasional Teachers	88	4%
OSSTF Permanent Teachers	392	18%
I don't know	13	1%
I prefer not to answer	51	2%
Total Responses	2,219	100%

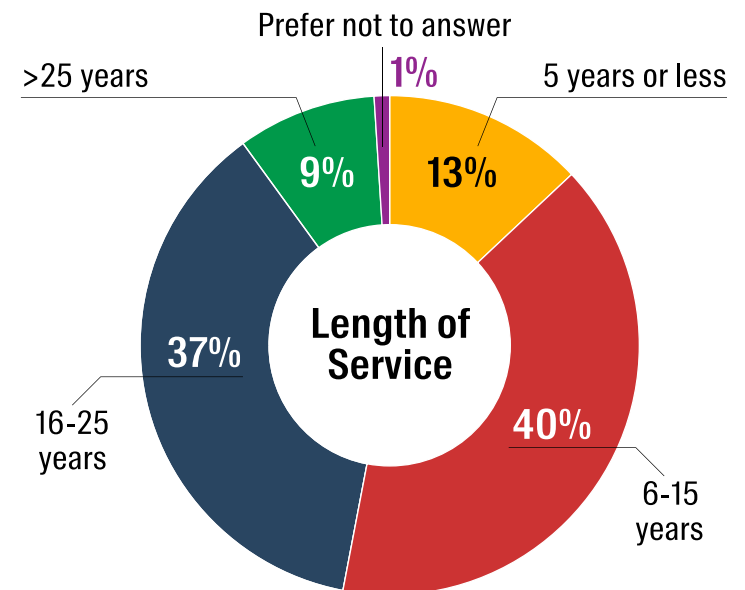
*Numbers do not equal the total because employees could select more than one federation, union or association.

QUESTION 2: What is your employment status at LKDSB? (Select the one which most applies to you.)

EMPLOYMENT STATUS (All Employees)	#	%
Permanent or probationary full-time employee	1,653	77%
Permanent or probationary part-time employee	82	4%
Casual, occasional, temporary, or contract employee	392	18%
Prefer not to answer	34	2%
Total Responses	2,161	100%

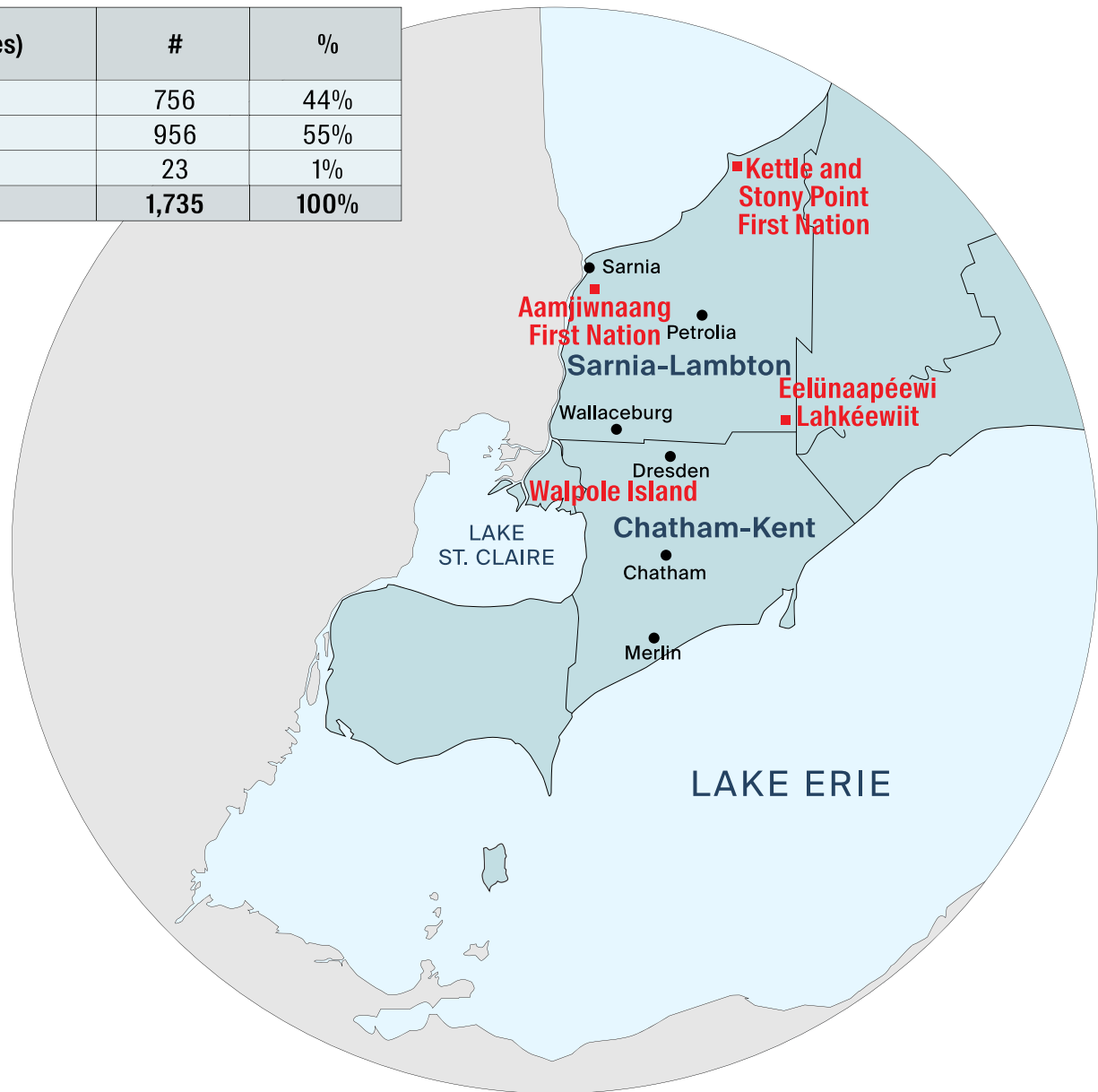
QUESTION 3: How many years of experience do you have as an employee with LKDSB, including both occasional/supply work and permanent experience?

LENGTH OF EMPLOYMENT (Permanent Employees)	#	%
Less than 1 year	25	1%
1 - 5 years	193	11%
6 - 10 years	313	18%
11 - 15 years	377	22%
16 - 20 years	352	20%
21 - 25 years	295	17%
26-30 years	96	6%
More than 30 years	51	3%
Prefer not to answer	25	1%
Total Responses	1,727	100%



QUESTION 4: Please identify the primary geographic region in which you work: (Select one)

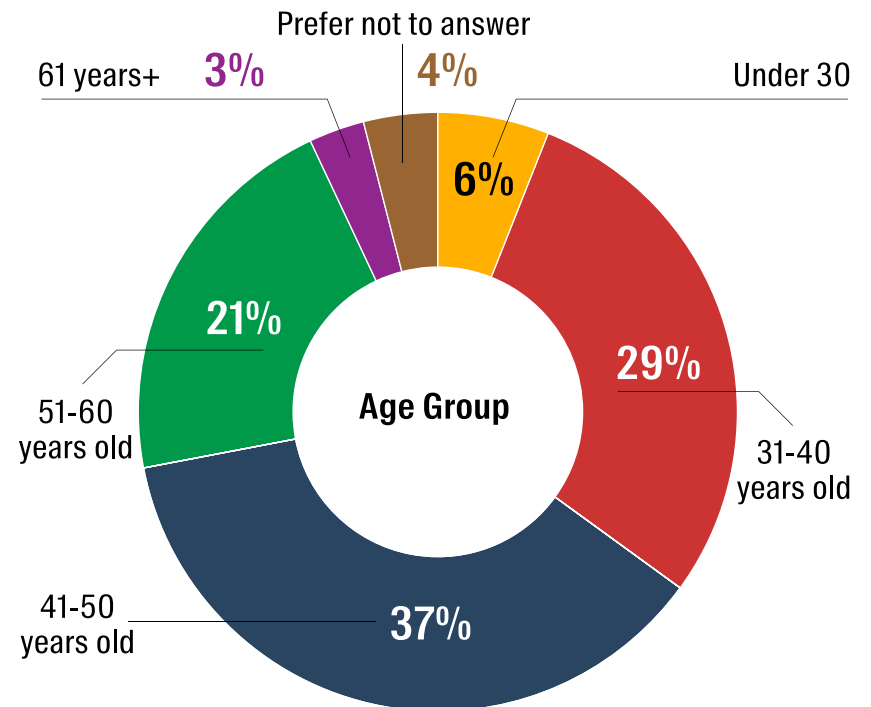
MUNICIPALITY (Permanent Employees)	#	%
Chatham-Kent	756	44%
Sarnia-Lambton	956	55%
Prefer not to answer	23	1%
Total Responses	1,735	100%



Workforce Demographics

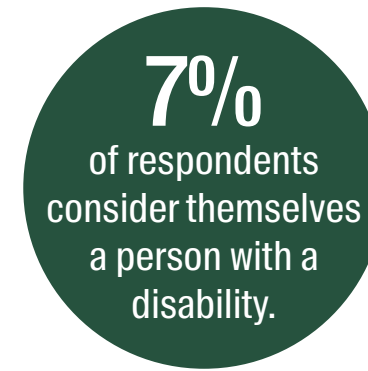
QUESTION 5: To which age group do you belong?

AGE GROUP (Permanent Employees)	#	%
30 years old or younger	101	6%
31-40 years old	498	29%
41-50 years old	644	37%
51-60 years old	357	21%
61 years old or older	54	3%
I prefer not to answer	66	4%
Total Responses	1,720	100%



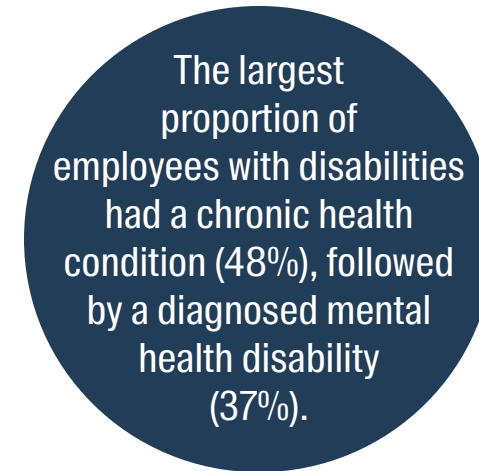
QUESTION 6a: Do you self-identify as living with a disability?

PERSON WITH A DISABILITY (Permanent Employees)	#	%
Yes	126	7%
No	1,492	87%
Prefer not to answer	93	5%
Total Responses	1,711	100%



**QUESTION 6b: What is the nature of your condition or disability?
(Select all that apply)**

TYPE OF DISABILITY (Permanent Employees)	#	%
Chronic health condition	61	48%
Developmental disability	4	3%
Diagnosed mental health disability	46	37%
Learning disability	25	20%
Physical disability or health condition	39	31%
I prefer not to answer	6	5%
Total with a Disability	126	100%

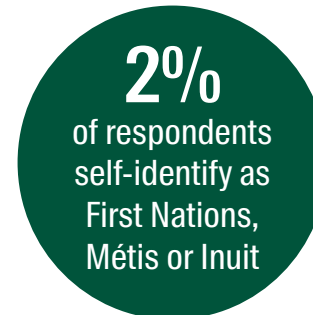


* Percentages do not total 100% because employees could select more than one type of disability.

QUESTION 7: Which race category best describes you? Please select all that apply.

RACIAL IDENTITY (Permanent Employees)	#	%
North American Indigenous	36	2%
Racialized	58	3%
Black/African	16	0.9%
East Asian	17	1.0%
Latino/Latina/Latinx	5	0.3%
Middle Eastern	8	0.5%
South Asian	14	0.8%
Southeast Asian	11	0.6%
Other Racialized	1	0.1%
White	1,511	88%
I prefer not to answer	108	6%
Total Responses	1,713	100%

* Percentages do not total 100% because employees could select more than one racial identity.



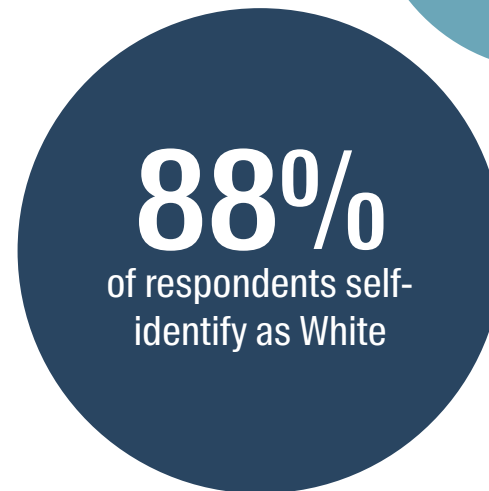
- Aamjiwnaang First Nation
- Eelūnaapéewi Lahkéewiit (Delaware Nation)
- Kettle and Stony Point First Nation
- Lower Mohawk
- Munsee Delaware Nation
- O’Danak
- Walpole Island First Nation – Bkejwawong



QUESTION 8: Do you identify as First Nations Métis, and/or Inuit?

FIRST NATIONS, MÉTIS, INUIT (Permanent Employees)	#	%
Yes	36	2%
First Nations	17	1%
Métis	17	1%
Inuit	0	--
No	1,622	94%
Prefer not to answer	65	4%
Total Responses	1,720	100%

* Percentages do not total 100% because employees could select more than one Indigenous identity.



QUESTION 9: Indicate any religion or spirituality with which you identify. (Select all that apply)

RELIGION / FAITH (Permanent Employees)	#	%
Christianity	859	50%
Non-Christian Religions	38	2%
Not Religious	546	32%
Agnostic	84	5%
Atheist	84	5%
Spiritual but not religious	90	5%
No religious affiliation	301	17%
Prefer not to answer	272	16%
Total Responses	1,715	100%

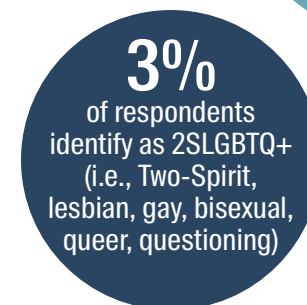
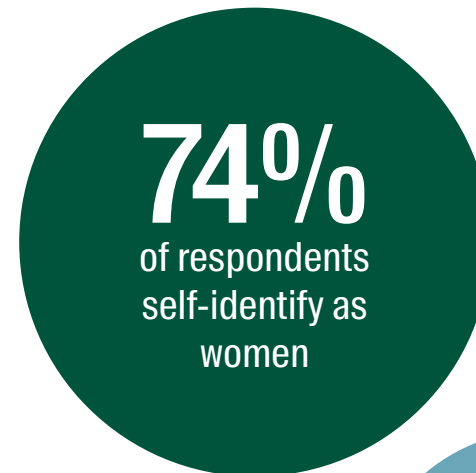
* Percentages do not total 100% because employees could select more than one religion or faith.



QUESTION 10: Which of the following describes your gender identity. (Select all that apply)

GENDER IDENTITY (Permanent Employees)	#	%
Female/Woman	1,261	74%
Male/Man	389	23%
Gender nonconforming, Gender fluid, Non-binary, Two-Spirit	7	0.4%
Prefer not to answer	47	3%
Total Responses	1,704	100%

* Percentages do not total 100% because employees could select more than one gender identity.



QUESTION 11: Which of the following describes your sexual orientation? (Select all that apply)

SEXUAL ORIENTATION (Permanent Employees)	#	%
Bisexual	27	2%
Gay	10	0.6%
Heterosexual/straight	1,474	87%
Lesbian	7	0.4%
Queer, Questioning, Two-Spirit, Other	9	0.5%
Prefer not to answer	178	10%
Total Responses	1,705	100%

* Percentages do not total 100% because employees could select more than one gender identity.

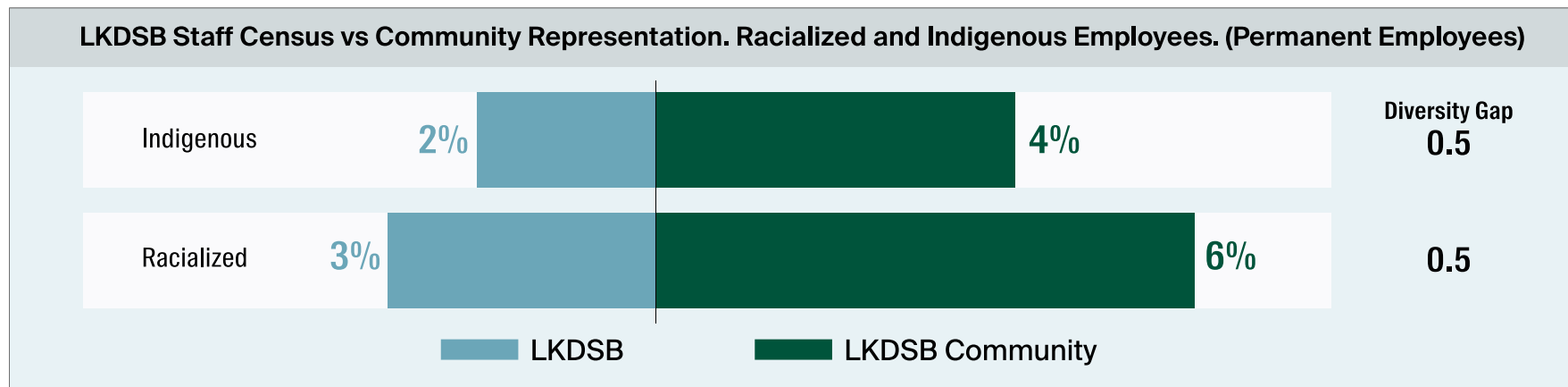
Analysis Diversity of LKDSB Staff and the School Community

The graph below compares the racial diversity of LKDSB staff, with the racial diversity of the LKDSB community (i.e., Sarnia-Lambton and Chatham-Kent) from the 2021 Census of Canada.

As the graph shows, there exists a large gap between the representation of Indigenous and racialized employees and the diversity in the LKDSB community. While 2% of permanent staff identified as Indigenous, 4% of the LKDSB school community identified as Indigenous. While 3% of LKDSB’s permanent employees indicated that they are racialized, 6% of the LKDSB school community identified as racialized.

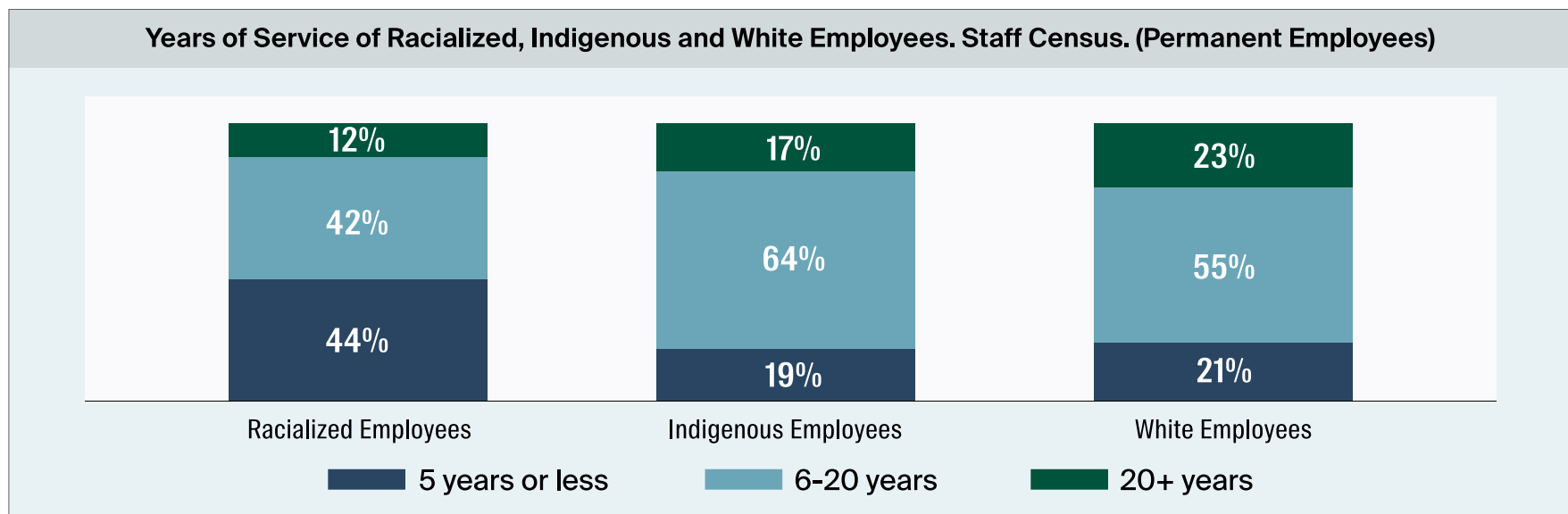
The graph also calculates the Diversity Gap. This is the comparison between the percentage of staff and the proportion of LKDSB population who identified as a demographic group. A value of 1.0 indicates that there is no gap and that the diversity among the workforce reflects the diversity among the general population. The smaller the number, the more significant the gap. Where the value is over 1.0, the group is overrepresented among staff compared with their representation in the general population.

The diversity gap for Indigenous and racialized people is 0.5. This indicates a significant gap amongst both population groups.



Years of Service for Racialized, Indigenous and White Employees

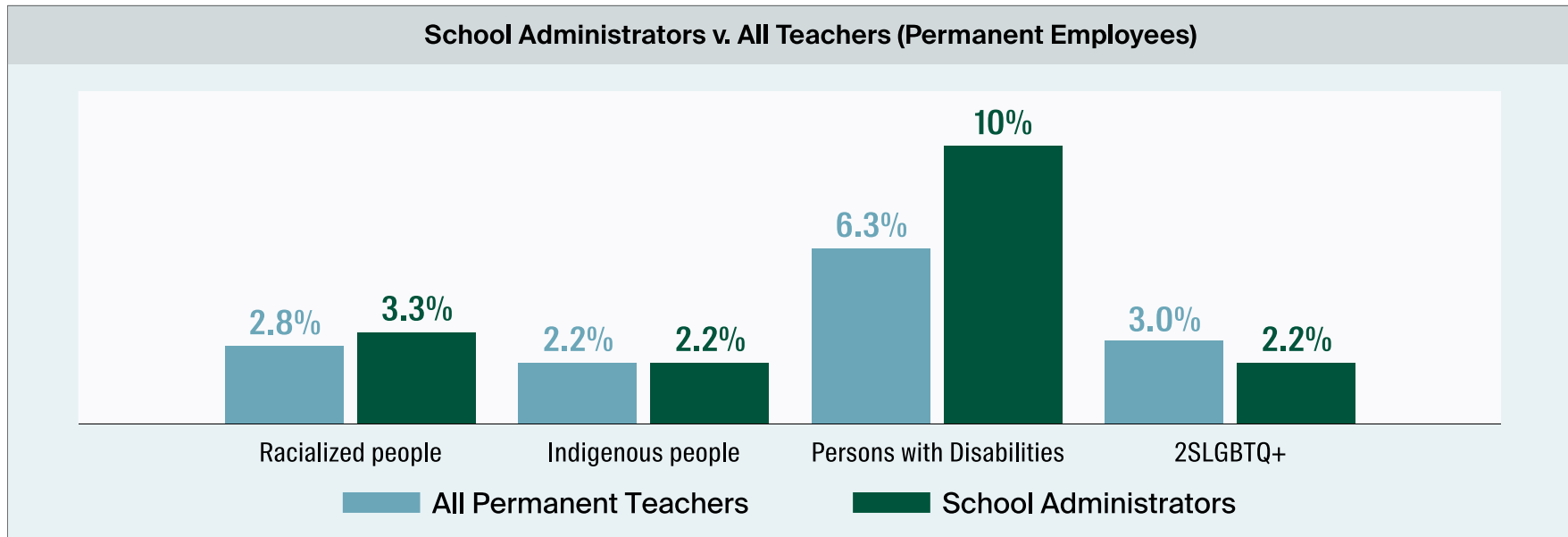
The changing demographics of a workforce and the effectiveness of an organization's workplace equity efforts are made evident by analyzing the racial diversity of the workforce by years of service.



As this graph shows, a larger proportion of racialized employees have been hired in the past 5 years. Of all the racialized employees who completed the census, 44% reported that they have been employed by the Board 5 years or less, by contrast only 19% of Indigenous employees and 21% of White employees reported the same. This suggests that LKDSB has been doing a better job of hiring racialized employees in the past 5 years.

For Indigenous employees, the largest proportion, 64%, reported that they have been employed by the Board for 6 to 20 years, compared with 42% of racialized employees and 55% of White employees. This suggests that efforts to hire Indigenous employees have not been as effective in the past 5 years.

Representation in Academic Positions



This graph compares the representation of the various groups among teachers and school administrators to identify potential barriers to advancement.

Compared to all teachers, racialized people, Indigenous peoples, and persons with disabilities are well represented among school administrators compared to their representation among teachers.

2SLGBTQ+ are slightly underrepresented among school administrators than among permanent teachers.

Women and Men by Employee Group

UNION GROUP	TOTAL COUNT (Permanent Employees)	Men %	Women %
CUPE Custodial / Maintenance / Trades / Truck Driver / Courier Staff	73	51%	48%
CUPE Educational Assistants / Early Childhood Educators / Elementary Supervision Support / Tutor Escort	239	5%	89%
CUPE Office / Clerical (includes Board Office staff) / Library / Information Technology	119	10%	86%
CUPE Social Worker / Attendance Officer / ABA / CDA / SLP / PEC	25	12%	88%
ETFO Permanent Teachers	696	17%	80%
Non-Union Staff (including Managers/Supervisors)	67	31%	66%
Ontario Principals Council / Senior Administration / Supervisory Officer	90	38%	60%
OSSTF Permanent Teachers	390	38%	57%
I don't know	3	33%	67%
I prefer not to answer	27	11%	48%
TOTAL	1,735	23%	74%

* The percentages of men and women do not equal the Total Count as employees who identified as gender diverse or preferred not to answer the question on gender identity are not included in this table.

This table compares the representation of women and men in various occupational groups at LKDSB. As the table shows, women comprise the majority of employees in each occupational group other than CUPE Custodial / Maintenance / Trades / Truck Driver / Courier Staff. Women represent 69% of all permanent teachers (57% of OSSTF Permanent teachers and 80% of ETFO Permanent teachers).

Key Findings and Recommendations

Based on the results from the LKDSB 2022 Staff Census, the key findings are highlighted below. This information will help to inform future system planning, so that the needs of the Lambton-Kent board's workforce and student population can be better served in the future.

Response rate

- The Staff Census achieved a 75% response rate for permanent employees. While good overall, the information shared by employees about why they chose not to participate suggests that more could be done to educate employees about equity, diversity, and inclusion and a rationale for engaging in this work including the connection between staff diversity and student success.
- The low response rate for temporary and occasional staff means that this data does not give us an accurate picture of the composition of these groups. Oftentimes, members of the equity-seeking groups are disproportionately represented in positions with less job security. The lack of data on the diversity among temporary and occasional staff does not allow us to explore whether this is the case with LKDSB.

Recommendation 1: It is recommended that LKDSB communicate with employees with the goal of increasing employee understanding of workplace equity, diversity, and inclusion, the issues facing the equity-seeking groups, and the need for the Board's workplace equity efforts.

Recommendation 2: Given the low response rate for occasional and long-term occasional teachers, it is recommended that LKDSB work with the respective unions to survey this employee group in order to assess the diversity within these employee groups.

Recommendation 3: It is recommended that LKDSB survey new employees at the point of hire to assess progress made to diversify the workforce.

Persons with disabilities

- 7% of respondents consider themselves a person with a condition or disability. The largest proportion of people with disabilities had a chronic health condition (48%), followed by mental health disability (37%).
- Given that 8% of survey respondents consider themselves to have a condition or disability, which may or may not be evident, LKDSB ought to continue to provide managers and administrators with access to training to ensure that they are appropriately accommodating these employees.
- This also suggests that the Board needs to continue to implement and build upon its mental health strategy to reduce stigma around mental health, increase supports to employees, and equip managers to support employees.

Recommendation 4: It is recommended that LKDSB ensure that policies and protocols are in place to appropriately accommodate employees based on disability, which may mean accommodating employees across bargaining units and reviewing existing collective agreement language to addresses this point.

Recommendation 5: It is recommended that LKDSB continue to provide school administrators and managers with access to professional learning and guidance to ensure that they are appropriately accommodating employees with disabilities.

Recommendation 6: Given that 3% of all survey respondents reported that they have a mental health disability, it is recommended that LKDSB continue to educate employees on mental health, with a focus on reducing stigma around mental health, increasing supports to employees, and equipping managers to support and accommodate employees.

Indigenous and racialized employees

- A large gap exists in the representation of LKDSB Indigenous and racialized staff, compared to the school community. Closing this gap should be a priority given its impact on student success. There are many reasons to close the Diversity Gap and a great deal of evidence that shows that all students benefit from having Indigenous and racialized teachers and staff.³ Further, exposure to Indigenous and racialized teachers, staff, and administrators prepares all students to work in a diverse province and a global environment.

³ See for example:

Cherng, H. S., & Halpin, P. F. (2016). The importance of minority teachers: Student perceptions of minority versus White teachers. *Educational Researcher*, 45(7), 407-420.

Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papageorge, N. W. (2017, March). The long-run impact of same-race teachers. IZA Institute of Labor Economics.

Stuart Wells, A., Fox, L., & Cordova-Cobo, D. (2016, February 9). How racially diverse schools and classrooms can benefit all students. The Century Foundation. <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>

Recommendation 7: It is recommended that LKDSB undertake efforts to close the gaps in representation for Indigenous and racialized employees by conducting outreach recruitment, removing barriers in the hiring process, and providing needed supports for hiring and advancement.

Employees from non-Christian religions

- While 50% of survey respondents indicated that they identify with Christianity, 2.2% identify with non-Christian religions, and 32% are not affiliated with any religion.
- Due to the small percentage of employees with non-Christian religions it is critical to ensure that employees are not experiencing harassment or discrimination based on their faith. And that school administrators are aware of their responsibility to provide time off for religious holidays and time for prayer if needed.

Recommendation 8: Given the diversity of religions in the workplace, ensure that school administrators and managers are aware of their legal duty to provide religious accommodation to employees and what that means (e.g., time off for religious observance, accommodation of dietary restrictions, shift scheduling, and scheduling of meetings).

2SLGBTQ+ employees

- 3% of respondents identify as 2SLGBTQ+.
- It is important that LKDSB ensure a safe space for its staff. Positive space campaigns throughout the entire system, not only student-centered campaigns and not only in the schools but throughout all LKDSB workplaces, would help raise awareness and visibility of 2SLGBTQ+ employees. This may include delivering training and making resources available to assist school administrators and managers with creating safe and welcoming environments for 2SLGBTQ+ employees. This would also include encouraging employees to add their pronouns to their email signatures and to their Microsoft Teams profiles.

Recommendation 9: It is recommended that LKDSB review the availability of gender-inclusive washrooms within its facilities and increase their number to ensure that employees at all work locations have access to them.

Recommendation 10: It is recommended that LKDSB undertake a positive space campaign that includes delivering training and making resources available to assist managers, supervisors, and employees with creating safe and welcoming environments for 2SLGBTQ+ employees.