

REGULAR BOARD MEETING AGENDA  
 PUBLIC SESSION

TUESDAY, APRIL 25, 2023  
 7:00 p.m.

Board Room  
 Sarnia Education Centre  
 200 Wellington Street, Sarnia, ON

**A**

	Page Reference
1. Call to Order	
2. Approval of Agenda	
3. In Memoriam	3
4. Traditional Territorial Acknowledgement	
5. Declaration of Conflict of Interest	
6. Approval of the Minutes of:	
a) April 11, 2023 Regular Board Meeting	4
7. Business Arising from the Minutes	
8. Motions Emanating from the Regular Board Private Session	
9. Motion that the Actions of the Regular Board Private Session be the Action of the Board	
10. Presentation:	
a) Staff Census – Superintendent Girardi	
11. Delegation:	
12. Questions from the Public	
13. Reports for Board Action:	
a) LKDSB Policy and Regulations on <i>Performance of Medical and Physical Procedures for Students</i>	8
<u>Recommendation:</u>	Director Howitt / Superintendent Barrese Report B-23-65
“That the Board approve the review of the Policy and revised Regulations on Performance of Medical and Physical Procedures for Students.”	
14. Reports for Board Information:	
a) Ontario Public School Boards’ Association Update (OPSBA)	Trustee Fletcher Oral Report
b) Ontario Principals’ Council (OPC) Conference Summit on Public Education in Canada 2023	Student Trustee Nemcek Oral Report
c) Staff Census	Superintendent Girardi Report B-23-66 12
15. Correspondence	
16. New Business	
17. Trustee Questions	
18. Notices of Motion	

19. Announcements

- a) The next Regular Board Meeting will be held on Tuesday, May 9, 2023 at the Chatham Regional Education Centre at 7:00 p.m.

20. Adjournment



**Lambton Kent**  
District School Board

## ***In Memoriam***

### **Natalie Robert**

Natalie Robert passed away on April 18, 2023.

Natalie was an Educational Assistant at H.W. Burgess Public School.

Staff, students and all who knew Natalie will miss her.

PRESENT:

Trustees: Chair Randy Campbell, Vice-Chair Janet Barnes, joining virtually, Greg Agar, Jane Bryce, Ruth Ann Dodman, Jack Fletcher, Malinda Little, Roberta Northmore, Angela Richards, Kelley Robertson, and David Shortt

Student Trustees: Alizah Ali, Tristan Nemcek, joining virtually, and Kobee Soney

Staff: Director of Education John Howitt, joining virtually, Associate Director Brian McKay, Superintendents of Education Angie Barrese, Gary Girardi, Ben Hazzard, Helen Lane, and Mary Mancini

Regrets: Public Relations Officer Heather Hughes

Recording Secretary: Jaime Shannon, Executive Assistant to the Director

Call to Order: Chair Campbell called the meeting to order at 7:00 p.m.

#2023-69 Moved by Jane Bryce, seconded by Greg Agar,

Approval of the Agenda

“That the Agenda for the Regular Board Meeting of April 11, 2023 be approved.”

CARRIED.

In Memoriam Chair Campbell read an In Memoriam for an LKDSB secondary student. A moment of silence was observed.

Chair Campbell read the Traditional Territorial Acknowledgement.

Declaration of Conflict of Interest None.

#2023-70 Moved by Kelley Robertson, seconded by Malinda Little,

Approval of the Minutes  
Mar/28/2023

“That the Board approve the Minutes of the Regular Board Meeting of March 28, 2023.”

CARRIED.

Business Arising Director Howitt provided an update from the March 28, 2023 Board Meeting regarding potential Trustee workshops. He relayed that Superintendent Lane will propose upcoming dates to the Indigenous Liaison Committee at the April 19, 2023 meeting. He noted it will be proposed that a workshop on Treaties could take place in Fall 2023 when the posters presenting the Treaties specific to the local region have been distributed for display in schools.

Motions Emanating from the Regular Board Private Session None.

#2023-71 Action of the Regular Board Private Session be the Action of the Board

Moved by Janet Barnes, seconded by David Shortt,

“That the Action of the Board in Private Session be the Action of the Board.”

CARRIED.

Delegations	None.
Questions from the Public	None.
#2023-72 Tender Award – Asphalt Replacement and Barrier Free Washroom – Lansdowne Public School Report B-23-59	<p>Associate Director McKay reported to Trustees on a tender for asphalt replacement, and installation of an exhaust fan for smudging and a barrier free washroom at Lansdowne Public School.</p> <p>Moved by Ruth Ann Dodman, seconded by Roberta Northmore,</p> <p>“That the Board award the tender to the successful bidder, Elgin Contracting and Restoration Ltd., for the Asphalt Replacement and Barrier Free Washroom at Lansdowne Public School.”</p> <p style="text-align: right;">CARRIED.</p>
Proposed Change to Inclusion of LKDSB Data Required by the Public Sector Salary Disclosure Act, 1996 in the Board Agenda Package Report B-23-60	<p>Moved by Jane Bryce, seconded by Angela Richards,</p> <p>“That the LKDSB ends the practice of including its annual Public Sector Salary Disclosure list in the Board Agenda package and supports public access to the information by maintaining a link on the LKDSB website to the Provincial Public Sector Salary Disclosure website.”</p> <p>Trustee Bryce remarked that she believes a link to Ontario’s Public Sector Salary Disclosure webpage placed on the LKDSB website, would satisfy the requirements of the Public Sector Salary Disclosure Act, 1996 and accommodate members of the public who wish to view the LKDSB reporting details.</p> <p style="text-align: right;">CARRIED.</p>
Audit Committee Report Report B-23-61	<p>Trustee Shortt reported to Trustees on the March 27, 2023 Audit Committee meeting. He relayed that Associate Director McKay provided committee members with an overview of the committee, including responsibilities and the timing of meetings, KPMG LLP, the internal auditors, provided a presentation to members regarding KMPG’s Regional Internal Audit function and provided an update on the current audit, Student Enrolment, and Associate Director McKay presented information regarding the Request for Proposal of the External Financial Audit Services, which was approved at the March 28, 2023 Board Meeting. He remarked that he attended Lunch N’ Learn sessions provided by the Regional Internal Audit Team (RIAT) and encouraged Trustees to attend in the future if they wish to join the Audit Committee.</p>
Ontario Public School Boards’ Association Update (OPSBA)	<p>Trustee Fletcher reported that the next OPSBA meeting will be held on Apr 28 and 29, 2023 in Toronto, Ontario.</p> <p>Chair Campbell congratulated the Trustees involved in the planning of the successful April 1, 2023 OPSBA West Region meeting, which was hosted by the LKDSB at Chatham Kent Secondary School. He noted that Trustees received a letter of gratitude from Arlene Morell, Chair of OPSBA Western Region, for hosting the meeting.</p>
Special Education Advisory Committee Report	<p>Trustee Little reported to Trustees on the March 23, 2023 Special Education Advisory Committee (SEAC) meeting. She relayed that the committee was provided with presentations on Coordinated Service Planning, where members</p>

Report B-23-62	learned of the many resources available to students, and Building Trauma-Sensitive Schools, where LKDSB Educational Assistants Carla Dunn and Stacey Davis spoke about their work in helping to build schools that support students experiencing trauma.
Financial Report 2022-23 School Year Expenditures, December 1, 2022 to February 28, 2023 Report B-23-63	<p>Associate Director McKay reported on the first two quarters 2022-2023 school year expenditures. He explained that this period represented about 50% of operating expenses that occur over 12 months, and approximately 60 to 65% of the salary and benefit portion of the instructional operating expenses that occur over a 10- to 12-month period.</p> <p>Associate Director McKay explained that Appendix A contains the summarized financial information for the first two quarters and the report compares actual expenditures from September 1, 2022 to February 28, 2023 against two benchmark calculations. He explained that the first benchmark calculation (Scenario 1) provides a projected percentage spend based on a 5-year historical average of actual board expenditures and the second benchmark calculation (Scenario 2), introduced in first quarter report, compares the actual expenditures to an assumption of equal spending patterns throughout the fiscal year. He highlighted selected expenditure categories within the Financial Report, and the comments are found summarized within the chart in the board report.</p>
Correspondence	None.
New Business	None.
Trustee Questions	<p>Following a Trustee question, Director Howitt confirmed that Black History and African Heritage is celebrated annually in the month of February and throughout the year. He relayed that Superintendent Lane's team provides resources to schools prior to Black History and African Heritage Month and there is a Google Classroom with resources shared throughout the school year. Superintendent Lane remarked that the Board has an amazing Equity, Diversity, and Inclusion team that works hard on initiatives throughout the year, and the focus of Black History and African Heritage Month for 2023 was "Black Innovation" with activities in schools across the district where students learned about Black innovators with American and Canadian heritage. She explained that there is collaboration with other boards, but there is a focus on programming for students to understand the local history and its connections to the Underground Railroad and other historical events. She added that they look to how curriculum can be infused for a better understanding of these events in partnership with the Secondary Program department. She remarked that she is always interested in what is done regionally but is proud of the work being done in Chatham-Kent and Sarnia-Lambton.</p> <p>A Trustee noted they heard Superintendent Hazzard on a local radio station providing information on Kindergarten registration and asked if these advertisements would be taking place on other radio stations as they were a creative way to provide the community with the information. Superintendent Hazzard responded that the radio advertisements are a good way to engage with the community and share information with families who have children eligible to register for Kindergarten, and confirmed they would be taking place on various radio stations across the district. Director Howitt added that information on</p>

Kindergarten registration is also shared through Google Ads and Facebook Ads, but the best advertising is through word of mouth from existing LKDSB families and staff members. He noted that student enrolment drives funding for the Board which helps enhance programming for students.

Notices of Motion

None.

Announcements

The Parent Involvement Committee (PIC) is hosting a monthly virtual event series for parents/guardians and community members featuring Ann Douglas, beginning on April 13, 2023. More information can be found on the [LKDSB website](#).

The LKDSB is hosting Employee Retirement Recognition and 25 Year Service Ceremonies on April 17 and 18, 2023.

The next Regular Board Meeting will be held on Tuesday, April 25, 2023 at the Sarnia Education Centre at 7:00 p.m.

Adjournment

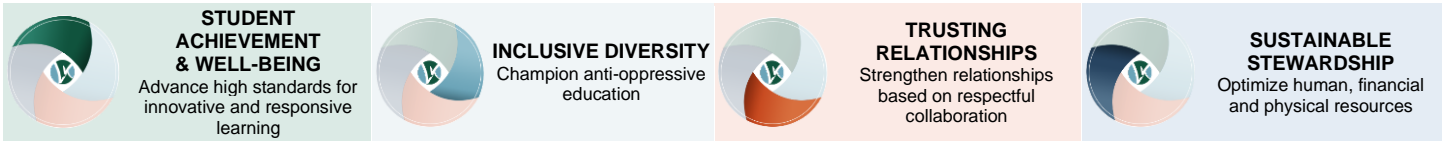
There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 7:33 p.m.

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Chair of the Board

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Director of Education and  
Secretary of the Board



**FROM:** John Howitt, Director of Education  
Angie Barrese, Superintendent of Education

**DATE:** April 25, 2023

**SUBJECT:** LKDSB Policy and Regulations on *Performance of Medical and Physical Procedures for Students*



The policy and regulations on *Performance of Medical and Physical Procedures for Students* have been reviewed as part of the LKDSB cyclical review.

The policy statement continues to reflect the philosophy of the LKDSB, and changes are not recommended.

The regulations have been updated to reflect current position titles and housekeeping changes.

**Recommendation:**

“That the Board approve the review of the Policy and revised Regulations on *Performance of Medical and Physical Procedures for Students*.”



## POLICY

**SUBJECT: PERFORMANCE OF MEDICAL AND PHYSICAL PROCEDURES  
FOR STUDENTS**

It is the policy of the Lambton Kent District School Board that the administration of medication to and/or the performance of physical procedures for students is primarily the responsibility of their parents or guardians in conjunction with trained medical personnel; however, the Lambton Kent District School Board recognizes that, on occasion, there will be the need for school staff to administer medication and/or perform physical procedures to students during the school day in order to minimize the disruption of learning for such students.

Implementation Date: December 8, 1998  
Reviewed: April 27, 2004, May 13, 2008  
Revised: February 14, 2012  
Reviewed: October 11, 2017, [April 25, 2023](#)

Reference: LKDSB Regulations and Administrative Procedures  
Ministry of Education Program/Policy Memorandum 81, "Provision of Health Support  
Services in School Settings"

## REGULATIONS

<b>SUBJECT:      PERFORMANCE OF MEDICAL AND PHYSICAL PROCEDURES FOR STUDENTS</b>
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The primary responsibility for provision of the required services and medical/health procedures belongs to parents/guardians and health professionals. The Board acknowledges, however, that in some instances these services and medical/health procedures must be carried out while the student is in school.

Accordingly, the Lambton Kent District School Board requires its principals and/or designated staff to administer oral medication and/or perform physical procedures where necessary for students with on-going medical conditions. These procedures will be performed in order to avoid the exclusion of a school aged child, who is otherwise entitled to attend one of the Board's schools, from access to education during school hours and where the administration of medication or physical procedures can be safely performed by a lay person. Such activities will be undertaken in accordance with LKDSB policy and Ministry of Education Program/Policy Memorandum 81, "Provision of Health Support Services in School Settings".

Following an initial review of a student's unique medical/health needs, but prior to registering the student, if the needs are deemed to be extensive the principal shall consult with the appropriate [Special Education Student Support Services/Well-Being](#) Coordinator or the Superintendent of [Special Education Student Support Services/Well-Being](#) to discuss placement options to best address the student's needs. Final determination of school location is the responsibility of the Superintendent of [Special Education Student Support Services/Well-Being](#).

- 1) It is the responsibility of parents/guardians to administer medication to their children. Treatment regimens should, where possible, be adjusted to avoid administration of medication during school hours. When this is not possible, parents/[guardians](#) may request the assistance of school personnel through their school principal.

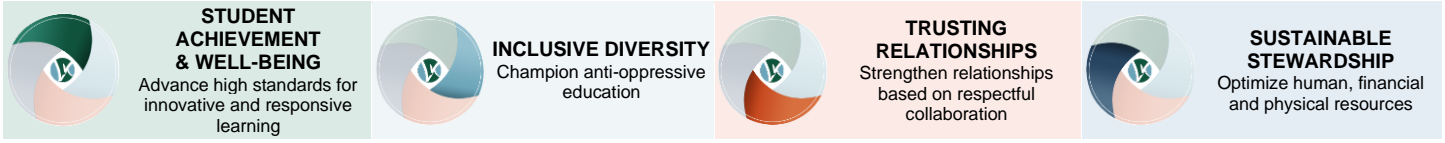
The procedures that deal with the administration of medication will only be implemented when all of the following criteria have been met:

- requested by the parent or guardian, and
  - prescribed by a physician, and
  - such medication, by necessity, must be taken during school hours and cannot be administered by a parent/guardian or other person authorized by a parent/guardian, and
  - medication may be reasonably and safely administered by a lay person, and
  - a parent/[guardian](#) has signed an authorization in the specified form.
- 2) Procedures related to medical/health needs of individual students will address physician or health professional prescribed care plans and relevant legislation and policies. The principal will work in co-operation with the appropriate agencies of the Ministry of Health when physical procedures must be offered during school hours.
  - 3) The administration, by injection, of life-saving medication may be required in rare circumstances. If school staff is asked to administer a life-saving injection, the Principal shall follow the relevant Administrative Procedures.

- 4) The principal shall ensure that all support services are provided in compliance with the following Administrative Procedures:
  - Administration of Medication (A-SE-302.1)
  - Provision of Health Support Services in Schools (A-SE-302.2)
  - Students with Anaphylaxis (A-SE-302.3)
  - Diabetes Management (A-SE-302.4)
  - Asthma Management (A-SE-302.5)
  - Seizure Disorders (A-SE-302.6)
- 5) The principal of each school will consult with school staff to identify appropriate personnel who will be responsible for the administration of medication and/or the performance of physical procedures to ensure that students requiring these interventions will do so in a controlled, supervised setting which allows for sensitivity and privacy, and which encourages the student to take as much responsibility as is appropriate.
- 6) The principal will arrange the necessary training for school personnel. Appropriate health care professionals and/or agencies may be contacted for consultation and training support after appropriate consents have been obtained

Implementation Date: June 27, 2000  
Revised: April 27, 2004  
Reviewed: May 13, 2008  
Revised: February 14, 2012, October 11, 2017, [April 25, 2023](#)

Reference: LKDSB Policy and Administrative Procedures  
Ministry of Education Program/Policy Memorandum 81, "Provision of Health Support Services in School Settings"



**FROM: Gary Girardi, Superintendent of Education**

**DATE: April 25, 2023**

**SUBJECT: Staff Census**



The Lambton Kent District School Board (LKDSB) is committed to fostering a diverse, equitable, and inclusive community. The LKDSB is taking steps to identify and celebrate the diversity within the system and the communities served, by fostering a greater understanding of who we are as an organization.

On November 18, 2022, the LKDSB conducted a Staff Census to gather demographic information about the unique and diverse composition of the Board’s workforce. The census surveyed all LKDSB staff, permanent and occasional.

The Staff Census final report is attached.

Based on the recommendations put forward in the Staff Census, the LKDSB will now be completing an Equity Audit with a consultant. The consultant will review the Board’s formal and informal employment policies and practices and work environment through an equity lens. This includes consulting with staff through an online survey, focus groups, and one-on-one interviews. These consultations will allow the LKDSB to hear directly from staff about concerns with respect to employment policies and practices, individual attitudes that may affect the implementation of policies, and corporate culture and work environment.

The results of the Equity Audit will be used by the consultants to make recommendations for creating a more diverse workforce, equitable human resource policies, and inclusive work environment for all employees. These recommendations will guide our work over the coming years.

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,<sup>1</sup> namely women, racialized people<sup>2</sup> (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.

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<sup>1</sup> 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.

<sup>2</sup> 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	--	--	--
<b>TOTAL</b>	<b>2,324</b>	<b>1,053</b>	<b>3,377</b>	<b>1,735</b>	<b>392</b>	<b>34</b>	<b>2,219</b>	<b>75%</b>	<b>37%</b>	<b>66%</b>

\*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%
<b>Total Responses</b>	<b>2,219</b>	<b>100%</b>

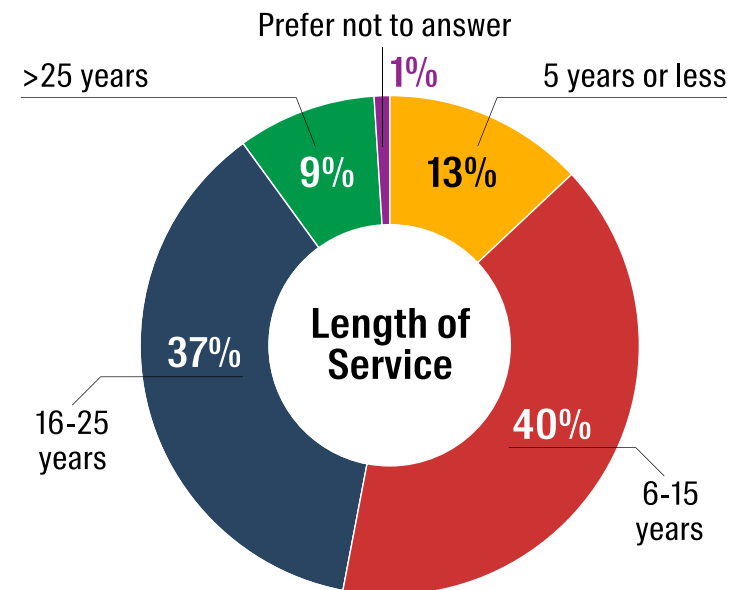
\*Numbers do not equal the total because employees could select more than one federation, union or association.

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

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

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

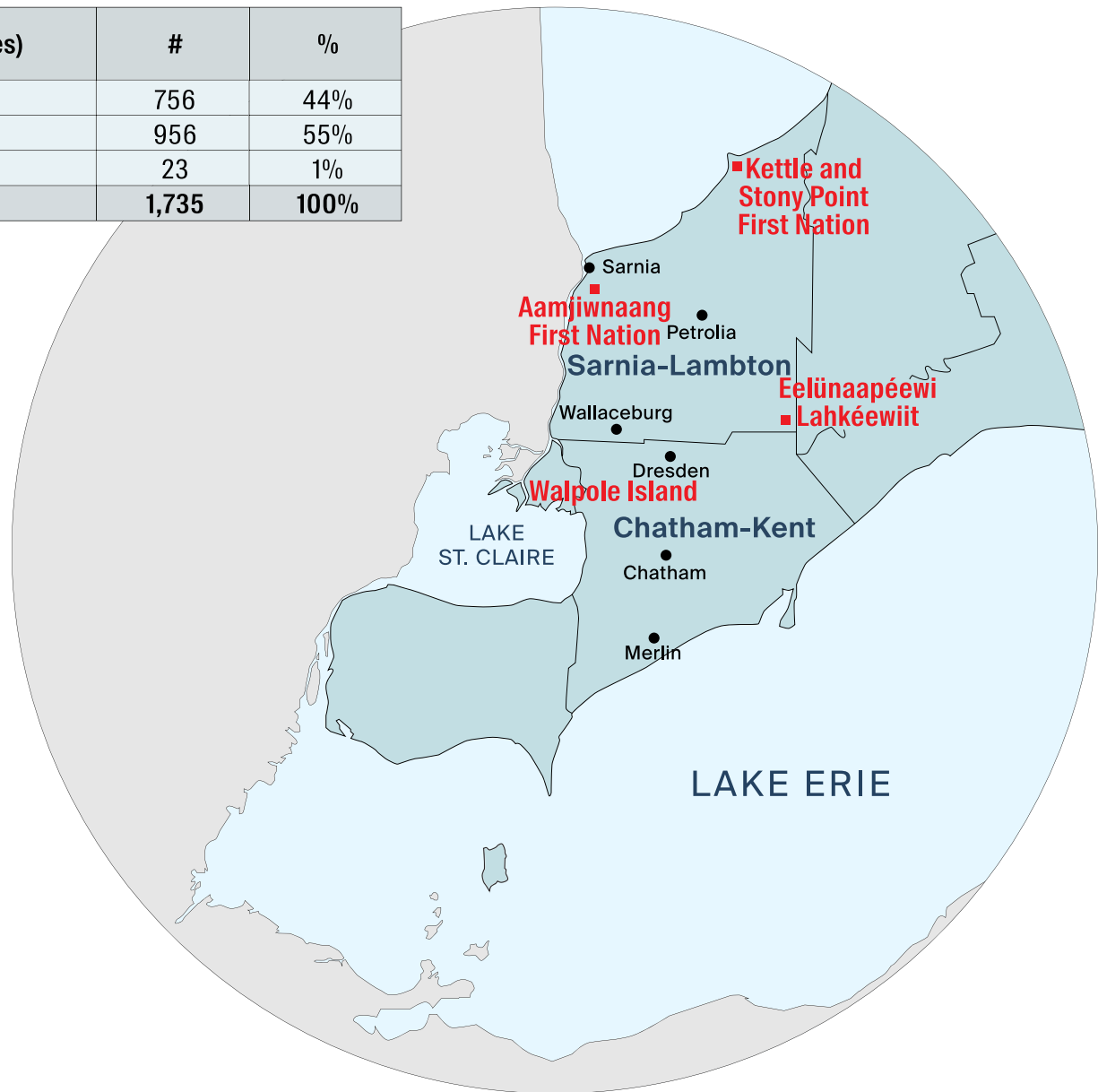
LENGTH OF EMPLOYMENT (Permanent Employees)	#	%
Less than 1 year	25	1%
1 - 5 years	193	11%
6 - 10 years	313	18%
11 - 15 years	377	22%
16 - 20 years	352	20%
21 - 25 years	295	17%
26-30 years	96	6%
More than 30 years	51	3%
Prefer not to answer	25	1%
<b>Total Responses</b>	<b>1,727</b>	<b>100%</b>





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

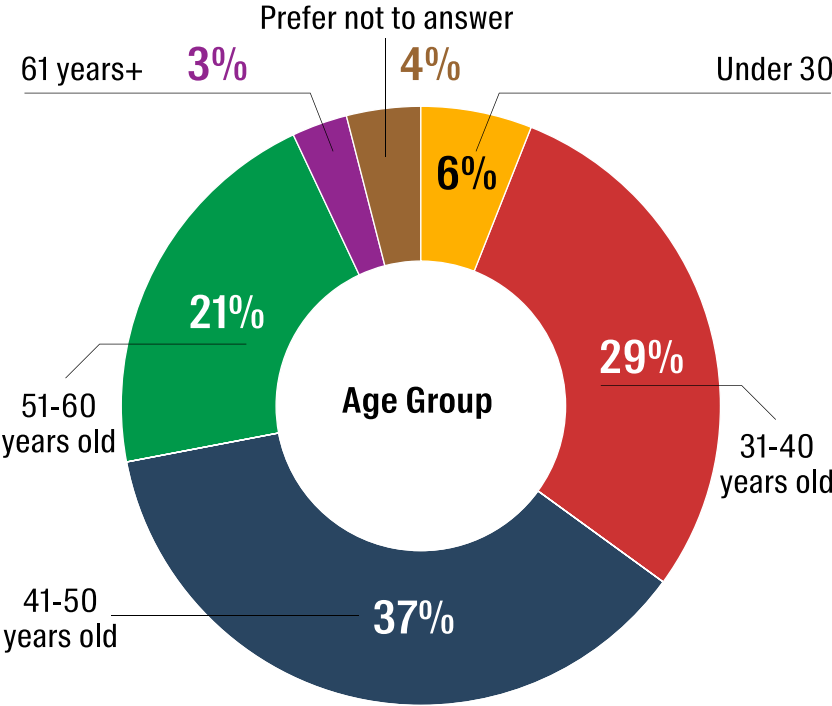
MUNICIPALITY (Permanent Employees)	#	%
Chatham-Kent	756	44%
Sarnia-Lambton	956	55%
Prefer not to answer	23	1%
<b>Total Responses</b>	<b>1,735</b>	<b>100%</b>



# Workforce Demographics

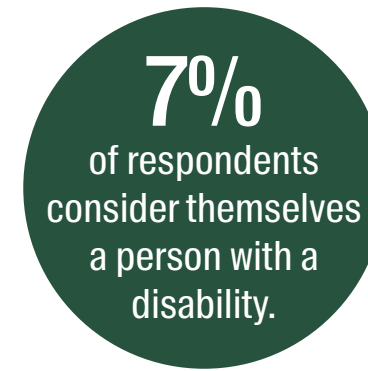
## QUESTION 5: To which age group do you belong?

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%
<b>Total Responses</b>	<b>1,720</b>	<b>100%</b>



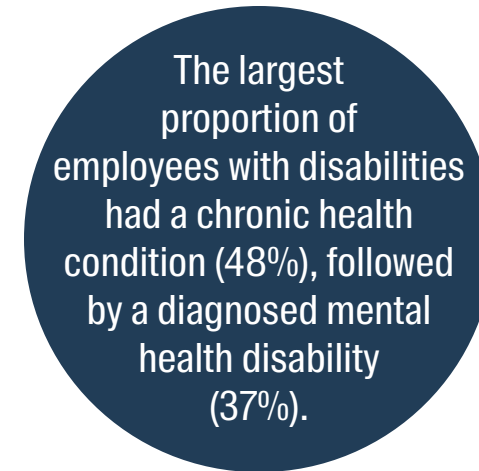
**QUESTION 6a: Do you self-identify as living with a disability?**

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



**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%
<b>Total with a Disability</b>	<b>126</b>	<b>100%</b>

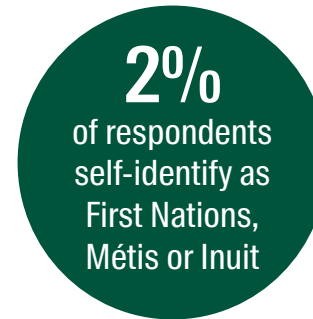


\* Percentages do not total 100% because employees could select more than one type of disability.

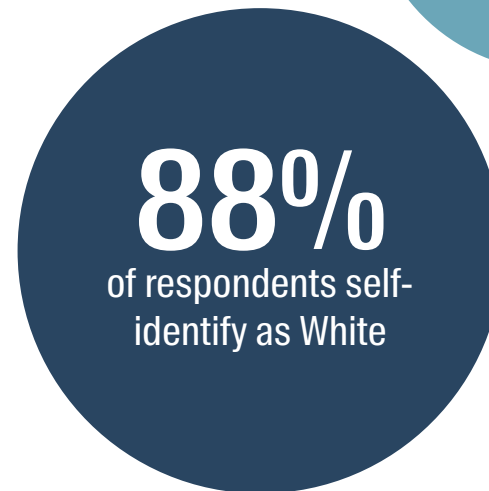
**QUESTION 7: Which race category best describes you? Please select all that apply.**

RACIAL IDENTITY (Permanent Employees)	#	%
<b>North American Indigenous</b>	36	2%
<b>Racialized</b>	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%
<b>White</b>	1,511	88%
I prefer not to answer	108	6%
<b>Total Responses</b>	<b>1,713</b>	<b>100%</b>

\* 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?**

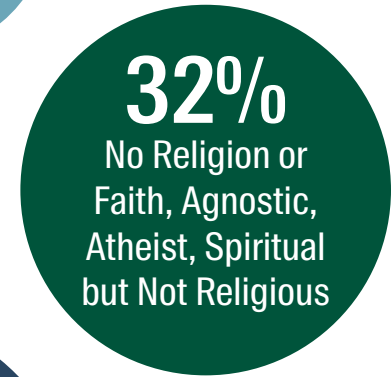
FIRST NATIONS, MÉTIS, INUIT (Permanent Employees)	#	%
<b>Yes</b>	36	2%
First Nations	17	1%
Métis	17	1%
Inuit	0	--
<b>No</b>	1,622	94%
Prefer not to answer	65	4%
<b>Total Responses</b>	<b>1,720</b>	<b>100%</b>

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

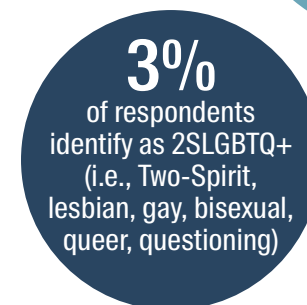
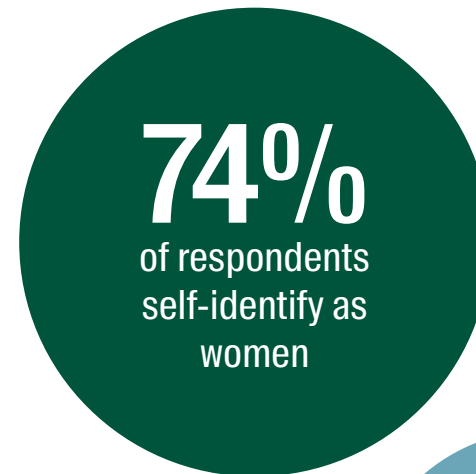
\* Percentages do not total 100% because employees could select more than one religion or faith.



**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%
<b>Total Responses</b>	<b>1,704</b>	<b>100%</b>

\* 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%
<b>Total Responses</b>	<b>1,705</b>	<b>100%</b>

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

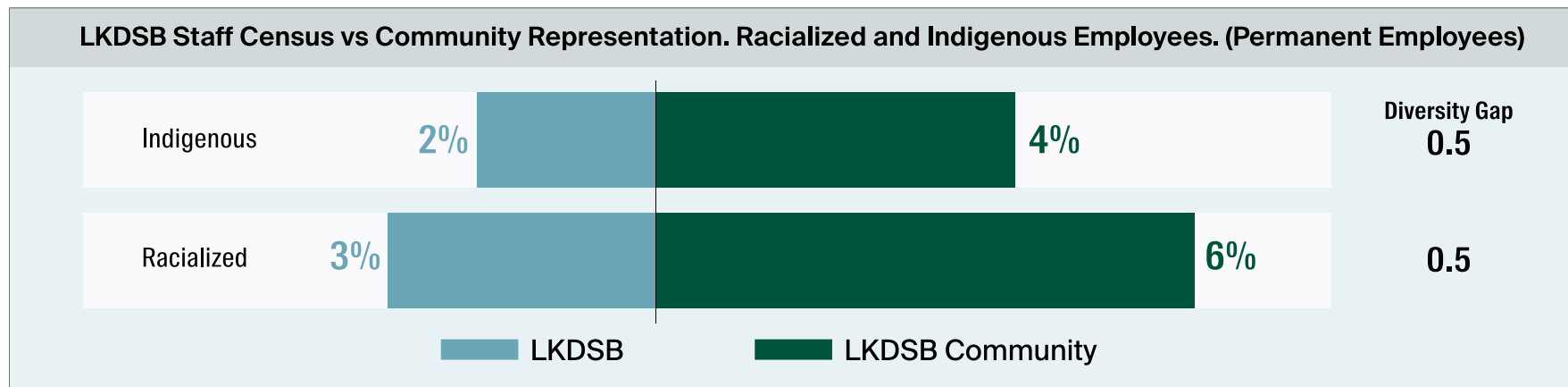
# Analysis Diversity of LKDSB Staff and the School Community

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.

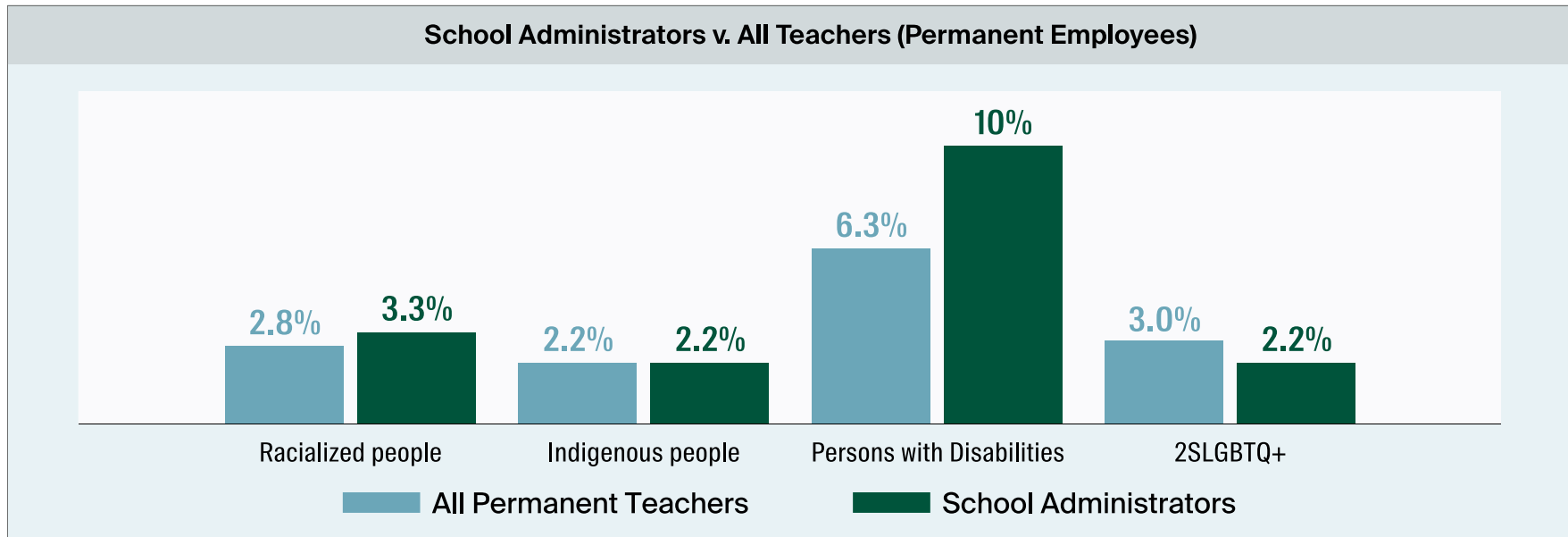


As this graph shows, a larger proportion of racialized employees have been hired in the past 5 years. Of all the racialized employees who completed the census, 44% reported that they have been employed by the Board 5 years or less, by contrast only 19% of Indigenous employees and 21% of White employees 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%
<b>TOTAL</b>	<b>1,735</b>	<b>23%</b>	<b>74%</b>

\* 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.<sup>3</sup> Further, exposure to Indigenous and racialized teachers, staff, and administrators prepares all students to work in a diverse province and a global environment.

<sup>3</sup> 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.