

## AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

**Wednesday, March 8, 2023 – 5:30PM**  
**Limestone Education Centre**  
**220 Portsmouth Avenue, Kingston, ON**

Link: <https://bit.ly/LDSBEOCMar8>

### Public Meeting – 5:30 PM

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

1. CALL TO ORDER
2. ADOPTION OF AGENDA
3. DECLARATION OF CONFLICT OF INTEREST
4. REPORTS FOR INFORMATION
  - 4.1 See Yourself in Limestone – Workforce Census & Belonging Survey Preliminary Results – Talya McKenna, Human Resources Manager (Pages 2-13)
  - 4.2 2023-2024 Budget Development Schedule – Superintendent Young (Pages 14-15)
5. REPORTS FOR ACTION - None at this time
6. UNFINISHED BUSINESS - None at this time.
7. NEW BUSINESS - None at this time.
8. CORRESPONDENCE - None at this time.
9. NEXT MEETING – May 3, 2023
10. ADJOURNMENT

# ADMINISTRATIVE REPORT: SEE YOURSELF IN LIMESTONE - WORKFORCE CENSUS AND BELONGING SURVEY PRELIMINARY RESULTS

## EDUCATION, POLICY, AND OPERATIONS COMMITTEE

March 8, 2023

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### Purpose

To provide Trustees with an update on the *See Yourself in Limestone Workforce Census and Belonging Survey* (WCBS) and to share preliminary results of demographic and identity data collected.

### Background

In April 2022, the Limestone District School Board (LDSB) invited all staff to participate in a voluntary, anonymous, and confidential census to gather baseline data to better understand the current composition of its workforce. The WCBS asked questions about identity that included first languages, gender, sexual orientation, religion/creed/faith, ethnicity, race, nationality, disability, socioeconomics, education, job status, role, as well as questions relating to opportunities, sense of belonging, safety and well-being.

Survey questions were developed in consultation with stakeholders, including senior staff, federations, unions, association partners, staff affinity networks and LDSB Research, LDSB Equity, and LDSB Indigenous Teams. Additionally, this work was supported by KEYS through the Workplace Inclusion Charter partnership, as well as by Dr. Lee Airton, Assistant Professor of Gender, and Sexuality Studies in Education at Queen's University.

The response rate for LDSB staff was 58%, which is a good outcome for a first survey of this nature.

### Current Status

Limestone is committed to advancing equity, diversity, and inclusion for all staff and students. We recognize the importance of trust in the system, and particularly in the areas of equity, diversity, and inclusion. The results of the WCBS are a valuable step in understanding our workforce and their lived experiences within Limestone. This data therefore provides a baseline against which future work and related initiatives can be monitored and reviewed.

The WCBS included questions about workforce demographics and identity, such as first languages, age, gender, sexual orientation, religion/creed/faith, ethnicity, race, nationality, disability, role in

Limestone, as well as questions relating to opportunities, sense of belonging, safety, and well-being. Much of the data collected cannot be connected to existing Human Resources records and therefore questions were asked with the goal of gaining a better understanding of how different factors impact workplace climate as well as highlighting patterns that may identify systemic barriers.

The following demographic and identity data is shared as a first step as we begin to review the information shared by employees. More work and consultation are needed to understand the relationships between this data.

## Survey Results

The following are the results based on the responses of staff who completed the survey. Please note that for the protection of staff privacy, data is suppressed (SP) when there are fewer than 15 individuals in a group. Exceptions to this rule are “Prefer not to answer” responses.

For a detailed rationale supporting why specific questions were asked, please see Appendix A.

## Response Rates

Role	Response Rate
Central office support staff (including Education Centre Office and Educational Services Office and ITS) and Yard Supervisors	31%
Custodial/maintenance/facilities staff	32%
Early Childhood Educator	41%
Educational Assistant	45%
Elementary teacher (including consultants and OTs)	64%
Professional student support staff (including SSCs, Social Workers, Clinical Staff, ACWs, Speech Pathologists, CDAs, Attendance Counsellors, ABA, Behaviour/Autism Intervention Assistants)	78%
School administrator	100%
School office support staff (including Library Technicians)	27%
Secondary teacher (including consultants, OTs, and instructors)	59%
Senior staff and managers	100%
<b>Overall response rate</b>	<b>58%</b>

## What is your role in Limestone?

Role	Count	Percent of all respondents	Valid Percent <sup>1</sup>
Central office support staff (including Education Centre Office and Educational Services Office and ITS)	64	3%	3%
Custodial/maintenance/facilities staff	72	4%	4%
Early Childhood Educator	77	4%	4%
Educational Assistant	248	13%	13%
Elementary teacher (including consultants and OTs)	725	39%	39%

Role	Count	Percent of all respondents	Valid Percent <sup>1</sup>
Lunch or yard supervisor/emergency casual staff	33	2%	2%
Prefer not to answer	30	2%	2%
Professional student support staff (including SSCs, Social Workers, Clinical Staff, ACWs, Speech Pathologists, CDAs, Attendance Counsellors, ABA, Behaviour/Autism Intervention Assistants)	43	2%	2%
School administrator	98	5%	5%
School office support staff (including Library Technicians)	67	4%	4%
Secondary teacher (including consultants, OTs, and instructors)	375	20%	20%
Senior staff and managers	15	1%	1%
No response	2	0%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1847</b>

### What is your current employment status with LDSB?

Employment Status	Count	Percent	Valid Percent
Permanent or probationary full-time employee	1391	75%	76%
Casual, daily occasional, long-term occasional, temporary or contract employee	354	19%	19%
Permanent or probationary part-time employee	55	3%	3%
Prefer not to answer	21	1%	1%
Other (please specify):	19	1%	1%
No response	9	0%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1840</b>

### How long have you been employed with LDSB?

Length of Employment	Count	Percent	Valid Percent
Less than 5 years	447	24%	25%
5-15 years	604	33%	33%
16 to 20 years	318	17%	18%
More than 20 years	419	23%	23%
Prefer not to answer	19	1%	1%
No response	42	2%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1807</b>

How many years have you been working in the education sector (in Canada and/or internationally)?

Time in Education	Count	Percent	Valid Percent
Less than 5 years	268	14%	15%
5-10 years	284	15%	16%
11-15 years	257	14%	15%
15-20 years	336	18%	19%
More than 20 years	585	32%	33%
Prefer not to answer	19	1%	1%
No response	100	5%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1749</b>

Where did you complete your education?

Education Location	Count	Percent	Valid Percent
In Canada	1540	83%	89%
Inside and outside Canada	158	9%	9%
Outside Canada	29	2%	2%
Prefer not to answer	13	1%	1%
No response	109	6%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1740</b>

How old are you?

Age	Count	Percent	Valid Percent
16-29 years	176	10%	10%
30-39 years	391	21%	22%
40-49 years	617	33%	34%
50 years and older	559	30%	31%
Prefer not to answer	65	4%	4%
No response	41	2%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1808</b>

Other than English, list the languages you speak/read/[or use] well enough to understand.

Language	Count	Percent	Language	Count	Percent	Language	Count	Percent
French	495	27%	Chinese	SP	SP	Gujarati	SP	SP
Spanish	60	3%	Bengali	SP	SP	Swedish	SP	SP
German	33	2%	Russian	SP	SP	Vietnamese	SP	SP
Italian	19	1%	Polish	SP	SP	Latin	SP	SP
ASL	SP <sup>2</sup>	SP	Swiss	SP	SP	Farsi	SP	SP
Portuguese	SP	SP	Nepali	SP	SP	Dari	SP	SP
Hindi	SP	SP	Turkish	SP	SP	Hebrew	SP	SP
Greek	SP	SP	Cantonese	SP	SP	Khmer	SP	SP
Dutch	SP	SP	Japanese	SP	SP	Ojibwe	SP	SP
Korean	SP	SP	Czech	SP	SP	Tamil	SP	SP
Arabic	SP	SP	Malayalam	SP	SP	Telugu	SP	SP
Hungarian	SP	SP	Mohawk	SP	SP	Yoruba	SP	SP
Urdu	SP	SP	Romanian	SP	SP	<b>Limestone staff speak or use 40 different languages.</b>		
Punjabi	SP	SP	Marathi	SP	SP			

### Is English your first language?

Is English your first language?	Count	Percent	Valid Percent
I learned English at the same time as another language(s)	59	3%	3%
No	73	4%	4%
Prefer not to answer	10	1%	1%
Yes	1660	90%	92%
No response	47	3%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1802</b>

### Were you born in Canada?

Born in Canada	Count	Percent	Valid Percent
No	118	6%	7%
Yes	1670	90%	93%
Prefer not to answer	12	1%	1%
No response	49	3%	
<b>Total</b>	<b>1849</b>	<b>1849</b>	<b>1800</b>

Do you identify as First Nations, Métis, and/or Inuit? Please select all that apply.

Indigenous Identities	Count	Percent	Valid Percent
Not Indigenous	1698	92%	95%
Indigenous	46	2%	3%
<i>First Nations</i>	22	1%	1%
<i>Métis</i>	18	1%	1%
<i>Inuit</i>	SP	SP	SP
<i>I identify as Indigenous in another way<sup>3</sup></i>	SP	SP	SP
Prefer not to answer	42	2%	2%
No response	63	3%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1786</b>

**Listed territories, nations and communities:** Akwesasne; Algonquin; Algonquins of Piwakanagan; Chippewas of Georgina Island; Fort William; Manitoba Métis Federation; Métis Nation of Ontario; Mohawks of the Bay of Quinte; Ontario Métis Federation; Pacific Islands; Quebec; Shabot Obaadjiwan; South America; Tyendinaga Mohawk Territory; and White River First Nation.<sup>4</sup>

Race/racial background: How do you identify? Select all that apply.

The following tables show the number and percent of individuals who selected a particular response. This was a “select all that apply” question, therefore percentages will not add to 100.

Race/Racial Background	Count	Percent	Valid Percent
White	1679	91%	91%
Prefer Not to Answer	78	4%	4%
Indigenous	37	2%	2%
Race Not Listed	28	2%	2%
South Asian	23	1%	1%
East Asian	18	1%	1%
All other racial identities	35	2%	2%
Black	SP	SP	SP
Latine <sup>5</sup>	SP	SP	SP
Middle Eastern	SP	SP	SP
Southeast Asian	SP	SP	SP
No response	1	0%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1848</b>

Selections	Single selection count	Multiple selections count	Count	Valid Percent
Selected only White	1643		1643	89%
Selected Black, East Asian, Indigenous, Latine, Middle Eastern, South Asian, Southeast Asian, White, and/or A race not listed here	78	49	127	7%
Selected prefer not to answer	78		78	4%
<b>Total responses</b>	<b>1799</b>	<b>49</b>	<b>1848</b>	<b>1848</b>

What is your religion, faith, creed and/or spiritual affiliation? Please select all that apply.

This is a “Select all that apply,” question; therefore, the sum of individual categories responses will exceed the total number of responses, and percentages will exceed 100%.

Religion or faith	Count	Percent	Valid Percent
Agnostic	201	11%	11%
Atheist	183	10%	10%
Ba'hai	SP	SP	SP
Buddhist	SP	SP	SP
Christian	681	37%	38%
Hindu	SP	SP	SP
Indigenous Spirituality	21	1%	1%
Jain	0	0%	0%
Jewish	16	1%	1%
Muslim	SP	SP	SP
Sikh	SP	SP	SP
Wiccan	SP	SP	SP
Spiritual, but not religious	272	15%	15%
No religious or spiritual affiliation	286	15%	16%
Religion not listed	29	2%	2%
Not sure	39	2%	2%
Prefer not to answer	168	9%	9%
No response	79	4%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1770</b>



### Do you consider yourself to be a person with a disability or disabilities?

Response	Count	Percent	Valid percent
No	1324	72%	76%
Yes	268	14%	15%
Not sure	78	4%	4%
Prefer not to answer	81	4%	5%
No response	98	5%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1751</b>

### Are you transgender?

Response	Count	Percent	Valid percent
No	1704	92%	97%
Not sure	SP	SP	SP
Yes	SP	SP	SP
No response	87	5%	
Prefer not to answer	48	3%	3%
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1762</b>

Note numbers may not add to 100% due to rounding

### Which of the following best describes your gender identity? Please select all that apply.

Gender Identity	Count	Percent	Valid Percent
Woman	1313	71%	75%
Man	348	19%	20%
Selected another gender identity <sup>6</sup>	23	1%	1%
Prefer not to answer	58	3%	3%
No response	107	6%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1742</b>

### Gender expression: how do you think other people at work would describe you?

Gender Expression	Count	Percent	Valid Percent
Gender conforming	1330	72%	75%
Unknown <sup>8</sup>	391	21%	22%
Gender nonconforming	58	3%	3%
No response	70	4%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1779</b>

Which of the following best describes your sexual orientation? Select all that apply.  
 To protect staff privacy, data is presented in aggregate categories, rather than as presented in the original question.

Sexual orientation	Count	Percent	Valid percent
Straight/heterosexual	1430	77%	82%
2SLGBTQ+	160	9%	9%
Unknown <sup>9</sup>	12	1%	1%
Prefer not to answer	140	8%	8%
No response	107	6%	
<b>Total responses</b>	<b>1849</b>	<b>1849</b>	<b>1742</b>

### Next Steps

The information gathered will inform and foster the development and implementation of strategies aimed at identifying and eliminating gaps and barriers, increasing employee sense of belonging, and creating a more inclusive workplace where everyone sees themselves in Limestone.

The responses collected from the WCBS will complement the data collected from the *See Yourself in Limestone Student Census* and allow LDSB to offer meaningful, contextually appropriate support to students, families, and staff, that meet local needs. Student and staff voice also matters and are critical on the path forward to increasing a sense of belonging and creating a more inclusive and equitable school board.

Schools need to be places where students, educators, and other staff members value diversity, respect each other, and see themselves reflected. We acknowledge that there are gaps in equity, inclusion, accessibility, and opportunity within Limestone. There are new initiatives underway at LDSB aimed at strengthening and promoting human rights, equity, and inclusion, such as the creation of the Community Equity Advisory Committee, staff affinity networks, and the creation of the new human rights complaints procedures.

### Recommendations

That this report be received for information purposes.

**Prepared by:** Talya McKenna, Human Resources Manager

**Reviewed by:** Krishna Burra, Director of Education  
 Susan McWilliams, Superintendent of Human Resources

**Attachments:** Appendix A

## APPENDIX A

### Detailed Rationale for Questions Asked

#### Demographic Questions

##### What is your current employment status with LDSB?

**Why did we ask this question?** Employment status and security can affect perception of workplace belonging, satisfaction and safety. Because this survey is anonymous and cannot be connected to existing HR records, we need to ask it here so we can better understand how employment status affects workplace climate. We also want to see if there are any patterns in the demography of various groups of employees to identify any systemic barriers to stable employment.

##### How long have you been employed with LDSB?

**Why did we ask this question:** Employment tenure may be a source of variation in responses: staff perceptions will vary based on how long they have been working for Limestone. Because this survey is anonymous and cannot be connected to existing HR records, we are asking it here so we can better understand how tenure affects workplace climate. We also want to see if there are any patterns in the demography of various groups of employees to identify any systemic barriers to stable employment.

##### How many years have you been working in education?

**Why did we ask this question?** This question will help us contextualize staff experience relative to their entire careers, rather than just their experience in Limestone. The in-school environment for experienced staff may be significantly different than newer staff, regardless of where they have spent most of their career.

##### What education have you completed?

**Why did we ask this question?** Access to post-secondary education is inequitable in Canada and across the world and is deeply tied to class and racial privilege. Conscious or unconscious bias towards different education levels may impact relationships and career opportunities. Answers to this question will help us examine the relationship between highest level of education, identity-based data, current position, and workplace experiences for Limestone staff.

##### Where did you complete your education?

**Why this question:** We hope to understand what proportion of Limestone's workforce has received international education for several reasons. Firstly, this data has not been aggregated elsewhere and it is helpful for Human Resources to understand the breadth of educational experience among Limestone staff. Secondly, conscious, or unconscious bias and attitudes towards the quality of education received outside of Canada may affect workplace relationships and opportunities. In many organizations, outdated policies that fail to recognize international experience and qualifications can make it difficult for those educated outside of the country to obtain a position reflective of their training. The Ontario Human Rights Code states that requiring Canadian experience to access employment is a violation of human rights on race-related grounds. We need to understand the extent to which this is occurring within Limestone so we can work with local employment partners like KEYS to create better access to employment in Limestone for internationally educated professionals.

## Identity Questions

**Why these questions:** Under the Ontario Human Rights Code (OHRC), all employees have the right to live free from discrimination based on age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status (including single status), gender identity, gender expression, sex, and sexual orientation. These areas are called Code grounds. The following questions ask about various code grounds to help understand how individual identities and work experiences intersect. The Research Team can pair responses to these questions with others related to the workplace climate to identify any systemic and interpersonal biases related to Code grounds. Staff identity-based data can also be compared to Student Census responses to understand how reflective the staff complement is of the student body.

### How old are you?

**Why this question:** Freedom from discrimination based on age is a protected human right in the *Code*. By pairing this response with other answers, we can investigate any potential systemic or interpersonal bias toward staff based on their age.

### Other than English, list the languages you speak or read [or use] well enough to understand?

**Why this question:** Like the question on international education, information about languages spoken by staff in Limestone has not been aggregated in any other location. Knowing that there are 74 languages spoken by Limestone students, it is important to understand the extent to which our staff complement is reflective of students' linguistic diversity and how to possibly apply those skills in the service of students and families.

### Is English your first language?

**Why this question:** Like internationally educated professionals, those who speak English as a second language are often shut out of equitable employment opportunities due to (real or perceived) language barriers. This question will help us understand the proportion of the workforce who speak English as a second language and can be paired with their employment status, education level and income to determine any systemic barriers to securing employment that is reflective of their skills and training.

### Were you born in Canada

**Why these questions:** Citizenship is a protected ground under the OHRC. Paired with other responses on employment status, education level, location of education, and English as a Second Language status, we can identify any systemic barriers to equitable employment opportunities. The results of this analysis can help inform our work as part of the Workplace Inclusion Charter with KEYS to find ways to recruit and retain more recently arrived professionals. Data from this question can also be compared with Student Census responses to determine how reflective the staff complement is of the student population regarding birthplace and citizenship.

### Do you identify as First Nations, Métis, and/or Inuit? Please select all that apply.

**Why this question:** Limestone prioritizes First Nation, Métis and Inuit self-identification processes, truth and reconciliation education, and Indigenous ways of, knowing, being and doing. This question is situated as part of a wider effort to embed reconciliatory practices in all policies and procedures in Limestone and to create spaces in which Indigenous staff can feel safe and supported. It is also

incumbent upon the board to identify patterns of racism, harassment, and discrimination experienced by staff; to eliminate them; and to repair the damage. Pairing Indigenous self-identity with other responses can help determine where systemic and interpersonal biases exist and inform policies to eliminate them. This question has been created in partnership with the Indigenous Education Team using language that also appears on the student self-identification form. Freedom from discrimination based on Indigenous identity is a protected *Code* ground related to race, ancestry, colour, citizenship, ethnic origin, place of origin and creed.

### Gender expression: how do you think other people at work would describe you?

*The following paragraph was shared in the survey itself.*

**Why this question:** An emerging body of research is showing that gender identity and sexual orientation (i.e., internal aspects of the self that are not necessarily known to others) may have little bearing on whether someone experiences gender-based harassment motivated by homophobia and transphobia. Rather, one's gender expression and degree of conformity with gender norms have been shown to be correlated with experiences of the same, regardless of gender identity or sexual orientation. It is all too easy to ignore how gender expression and its interpretation by others can place cisgender and heterosexual folks at risk (Airton, 2019). The responses to this question are not analyzed in isolation. Rather, they are associated with respondent's answers to the gender identity question to create the categories gender conforming and gender nonconforming.<sup>7</sup> This measurement has been validated by prior research (see Klemmer et al, 2019). These categories will be examined alongside staff experiences to build an understanding of how gender expression is treated in Limestone. A similar analysis is underway for Student Census data.

## **ADMINISTRATIVE REPORT: 2023-2024 BUDGET DEVELOPMENT SCHEDULE**

### **EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING**

March 8, 2023

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#### **Purpose**

To provide information to Trustees on the 2023-2024 budget development schedule.

#### **Background**

The Ministry has yet to announce the details of the 2023-2024 Grants for Student Needs (GSN); however, from past experience and current discussions with the Ministry, we understand that they are working towards an announcement that will be made on time.

Last year, the GSN was announced on February 17, 2022, with the specific details and grant calculation forms being made available to school boards on March 25, 2022. The Priority Partnership funding announcements were released on February 17, 2022.

It is expected, based upon prior year reporting timelines, that school boards will be required to submit their approved 2023-2024 Budget Estimates to the Ministry of Education by June 30, 2023.

#### **Current Status**

The multi-year enrolment projections prepared last year are now predicting a slight increase in enrolment for 2023-2024. It is our practice to have our current enrolment and demographic data reviewed each year. LDSB updates enrolment projections in February, so that school principals and Board staff can review the information in early March to begin the school staffing process for the upcoming school year.

The following budget development schedule has been established to ensure that the Board will be able to submit the 2023-2024 Estimates to the Ministry by the end of June 2023.

Committee of the Whole - Budget Meetings  
 All meetings to be hybrid with in-person held at  
 220 Portsmouth Ave, Kingston, Ontario

Wednesday, April 19, 2023 (7:00 pm) <i>Following SEAC</i>	Review of 2023-2024 Enrolment Projections, Budget Survey Review
Wednesday, May 24, 2023 (5:30 pm)	GSN Overview Preliminary Operating Revenue
Wednesday, June 7, 2023 (7:30 pm) <i>Following EPOC</i>	Preliminary Operating Expenditures/Preliminary Capital Revenue/Expenditures/Consolidated Budget  Draft Budget Review
Wednesday, June 14, 2023 (7:00 pm) <i>Following SEAC</i>	<i>Date held if meeting required</i>

As per previous years, the budget development schedule will be provided to all committees of the Board, so that budget issues can be identified and discussed (where applicable).

### Recommendations

That this report be received for information purposes.

**Prepared by:** Paula Carson, Manager of Financial Services

**Reviewed by:** Craig Young, Superintendent of Business Services  
 Krishna Burra, Director of Education