



STAFF CENSUS REPORT

Kawartha Pine Ridge
District School Board

April 2022



TABLE OF CONTENTS

PART A: INTRODUCTION	1
1. Background	1
2. The Staff Census	1
2.1 The survey	1
2.2 Administration of the survey	2
2.3 Analyzing the data	3
3. Response Rates	4
PART B: SUMMARY OF THE DATA	5
4. Employment Information	5
4.1 Work location	5
4.2 Employment status.....	6
4.3 Federation, union, or association	6
4.4 Years of service	7
5. Demographic Overview	8
5.1 Age	8
5.2 First Nations, Métis, or Inuit.....	8
5.3 Race.....	9
5.4 Religion / faith	9
5.5 Persons with disabilities.....	10
5.6 Gender	11
5.7 Sexual orientation.....	11
6. Analysis	13
6.1 Diversity among permanent teachers and school administrators.....	13
6.2 Diversity among permanent and casual employees	13
6.3 Diversity among newer and longer term employees	14
7. Recommendations	15

PART A: INTRODUCTION

1. Background

Kawartha Pine Ridge District School Board (KPRDSB, the Board) is committed to fostering a diverse, equitable, and inclusive community. KPRDSB wishes 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.

In 2021, KPRDSB conducted a Staff Census to gather demographic information about the unique and diverse composition of the Board's workforce. The results of the census will help the Board to better understand who its employees are and to identify gaps in representation. This information will support the development of programs, resources, and supports to build an even more inclusive, welcoming, and supportive environment for all employees. This information will also be foundational in continuing to develop actionable steps toward creating inclusive work environments and practices, and supporting Ministry Policy/Program Memorandum 165 and KPRDSB Policy HR 1.6 outlining Teacher Hiring Practices.

KPRDSB contracted with Turner Consulting Group to conduct the Staff Census with the goal of answering the following questions:

- What is the current demographic makeup of the KPRDSB workforce?
 - What is the representation of employees in various demographic groups, including sex, race, gender identity, disability, religion, and age?
 - How does the diversity of the KPRDSB workforce compare with the diversity of the community served based on the Census of Canada and other comparative data?
- Does the data indicate that the equity-seeking groups experience barriers in hiring or advancement within the organization?

2. The Staff Census

2.1 The survey

The Staff Census was created by the consultant with input from KPRDSB staff. The census questions were designed to focus on the groups that experience systemic and persistent disadvantages in the labour market as identified by the Royal Commission on Equality in

Employment,¹ namely women, racialized people² (visible minorities), Indigenous Peoples, and persons with disabilities. In addition, questions about religion and sexual orientation were also asked to explore an additional dimension of diversity among employees. The questions were designed to enable direct comparison of the composition of the KPRDSB workforce to the 2016 Census of Canada and other relevant data sources.

Additional data on age, length of service, level in the organization, and type of position was collected to help with the analysis of the demographic data in order to identify any barriers to the hiring and advancement of various groups within the organization.

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

The completion of the Staff Census was confidential, voluntary, and anonymous and participants could choose not to participate in the census in its entirety. If employees chose to participate in the census, they were able to opt out of answering any of the questions by selecting the response “I prefer not to answer.” Employees were also able to exit the survey at any time.

2.2 Administration of the survey

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 will be.

Key to a high survey response rate is the administration of the survey. The goal of the survey administration strategy is to ensure that all employees know about and are able to complete the survey. Critical to achieving this goal is a communication strategy that addresses the concerns of employees and encourages them to participate in this important organizational initiative.

The Staff Census was announced through email communications to all employees from the Director of Education. The email included a link to a newly created KPRDSB Staff Census website that provided further information on the census, answered frequently asked

¹ The report of the Royal Commission on Equality in Employment was released in 1984. *Equality in Employment: A Royal Commission Report* was a landmark report 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 designed to address inequality in employment on the basis of gender, visible minority status, disability, and Aboriginal (Indigenous) 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.

questions, and provided information on how privacy and confidentiality will be maintained. In addition, posters that announced the census, the date of the census, and the website that employees could visit for further information were distributed for display in all schools and worksites.

Survey day was identified as November 26, 2021, which was a professional development day for all school-based employees. On that day, the Director of Education sent an email to all employees with a link to the survey. All school administrators, managers, and supervisors were asked to give employees 10 minutes to complete the survey. The online survey remained open from November 26 to December 17, and reminder emails were sent during that period.

Employees had the option of completing the survey online or on paper. Managers and supervisors whose employees did not have access to a computer at work were provided with paper copies of the census to distribute. Those with access to the KPRDSB Staff Census website were also able to print a paper survey from the site.

Employees were asked to put their completed paper surveys in a sealed envelope and either drop them off or send them through internal mail to Turner Consulting Group in care of the KPRDSB Principal of Equity, Diversity and Inclusion. The surveys were retained in a sealed box and couriered to the consultant, who then opened the envelopes and entered the data into the census database.

The online survey was developed and managed by the consultants. KPRDSB employees have no access to individual responses or the Staff Census database.

2.3 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 that ensure the data collected through the census 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 categories, it was recoded into the correct category. In addition, responses such as "human" to the question about race were recoded to "I prefer not to answer."

All the paper surveys were entered into the online database and the data was analyzed.

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

each particular question. To ensure that employees cannot be identified and that their privacy is protected, where there was at least one but fewer than 10 respondents, the data is not displayed. The total number of people that responded to each question is included on each table or graph.

3. Response Rates

The response rate is the proportion of employees who choose to participate in the survey by answering at least one of the questions. The Canadian Human Rights Commission has identified that a survey response rate of 80% provides a more accurate reflection of the composition of the organization's workforce.

The response rate is calculated as follows:

$$\text{Response Rate} = \frac{\text{Number of employees who participated in the census}}{\text{Total number of KPRDSB employees}}$$

Of the Board's 4,786 permanent, temporary, occasional, and temporary employees (as of November 1, 2021), 3,734 employees participated in the census by answering at least one question. This represents a response rate of 78%, which provides data that will provide an accurate picture of the diversity of the KPRDSB workforce.

PART B: SUMMARY OF THE DATA

4. Employment Information

A number of questions were asked on the census to help the Board understand the diversity of the KPRDSB workforce based on area and type of work.

4.1 Work location

The Staff Census asked employees to identify their work region(s) within KPRDSB. They were able to select all that apply.

Table 1. Municipality. Staff Census 2021.		
	#	%
Municipality of Clarington	1185	32%
Northumberland County, Quinte West, Murray Ward	1093	29%
County of Peterborough	1636	44%
I prefer not to answer	62	2%
TOTAL	3,734	100%
* Percentages add up to more than 100% owing to multiple responses.		

The largest proportion of survey respondents (44%) indicated that they work in Peterborough, with 32% identifying Clarington and 29% identifying Northumberland County, Quinte West, and Murry Ward.

The Staff Census asked employees to identify their work location. They were able to select all that apply.

Table 2. Work Location. Staff Census 2021.		
	#	%
Elementary school	2618	70%
Secondary school	1089	29%
Education Centre	241	7%
Alternate learning facility (PACE, CIS, Section 23, etc.)	133	4%
Other non-school sites (Community Education Centres and other off-site facility locations, etc.)	85	2%
I prefer not to answer	36	1%
TOTAL	3,734	100%
* Percentages add up to more than 100% owing to multiple responses.		

As Table 2 shows, the vast majority of staff (99%) indicate that they work at least partially in elementary (70%) and secondary (29%) schools.

4.2 Employment status

The Staff Census asked employees to identify their employment status at KPRDSB. They were able to select all that apply.

Table 3. Employment Status. Staff Census 2021.		
	#	%
Permanent full-time	2822	76%
Permanent part-time	214	6%
Occasional / Casual	377	10%
LTO/LTA/Temporary full-time	324	9%
LTO/LTA/Temporary part-time	102	3%
I prefer not to answer	27	1%
TOTAL	3,734	100%
* Percentages add up to more than 100% owing to multiple responses.		

As Table 3 shows, 82% indicated that they are a permanent employee (76% full-time and 6% part-time). Twenty-two percent indicated that they are an occasional, casual, or temporary employee.

4.3 Federation, union, or association

The Staff Census asked employees to identify the federation, union, or association that reflects their primary job responsibility in KPRDSB.

The survey also asked employees to select the employee group (i.e., union, federation, or association) that reflects their primary job responsibility. If employees were in an acting position, they were asked to select the employee group or affiliation for their current acting position. Employees were also asked to select all groups that apply.

As Table 4 shows, the largest employee group is ETFO permanent teachers (35%) followed by OSSTF permanent teachers (15%) and CUPE EA, CYW, PCA, BSA (15%).

Table 4. Federation, Union or Association. Staff Census 2021.		
	#	%
CUPE EA, CYW, PCA, BSA	551	15%
CUPE ECE	188	5%
CUPE Office/Clerical Staff	210	6%
CUPE Technical Staff	13	0.3%
CUPE Custodial/Maintenance Staff	181	5%
CUPE Professional Services Staff	53	1%
ETFO Occasional Teachers	346	9%
ETFO Permanent Teachers	1302	35%
ALG Members	85	2%
Ontario Principals Council/Senior Administration	137	4%
OSSTF Occasional Teachers	187	5%
OSSTF Permanent Teachers	564	15%
Other	7	0.2%
I prefer not to answer	52	1%
TOTAL	3,734	100%
* Percentages add up to more than 100% owing to multiple responses.		

4.4 Years of service

The Staff Census asked employees to identify how many years of experience they have as an employee with KPRDSB.

Table 5. Years of Experience. Staff Census 2021.		
	#	%
Less than 1 year	259	7%
1 to 5 years	911	24%
6 to 10 years	583	16%
11 to 15 years	585	16%
16 to 20 years	593	16%
21 to 25 years	426	11%
26 to 30 years	202	5%
More than 30 years	131	4%
I prefer not to answer	44	1%
TOTAL	3,734	100%

5. Demographic Overview

This section analyzes the responses to the demographic questions and, where possible, compares the data to the external population in order to help KPRDSB understand where issues of representation exist. Recommendations are then made to address the identified issues.

5.1 Age

Employees were asked to specify the age group to which they belong.

Table 6. Age. Staff Census 2021.		
	#	%
30 years old or younger	567	15%
31-40 years old	965	26%
41-50 years old	1160	31%
51-60 years old	787	21%
61 years or older	150	4%
I prefer not to answer	101	3%
TOTAL	3,730	100%

Forty-one percent of survey respondents reported that they are under age 40, with 52% indicating that they are between the ages of 40 and 60. Four percent indicated that they are aged 61 or over.

5.2 First Nations, Métis, or Inuit

The survey asked employees to indicate whether they identify as First Nations, Métis or Inuit.

Table 7. Indigenous Identity. Staff Census 2021.		
	#	%
Yes	94	2.5%
First Nations	52	1.4%
Métis	36	1.0%
Inuit	2	< 0.001%
No	3499	94%
I prefer not to answer	132	3.5%
TOTAL	3,725	100%

As Table 7 shows, 94 employees (2.5%) of survey respondents identified as Indigenous: 52 (1.4%) as First Nations, 36 (1%) as Métis, and 2 as Inuit.

5.3 Race

Table 8 shows the response of survey respondents to the question about their racial identity.

Table 8. Racial Identity. Staff Census 2021.			
	KPRDSB Staff Census		KPR Community³
	#	%	%
Indigenous Peoples	94	2.5%	3.6%
Racialized People	164	4.4%	4.8%
Black/African	51	1.4%	1.3%
East Asian	32	0.9%	0.9%
South Asian	36	1.0%	1.1%
Southeast Asian	6	0.2%	
Middle Eastern	25	0.7%	0.3%
Latinx	17	0.5%	0.3%
Other	10	0.3%	0.3%
Mixed racial group	107	2.9%	0.2%
White	3274	88%	92%
I prefer not to answer	203	5%	—
TOTAL	3,725	100%	100%
* Percentages add up to more than 100% owing to multiple responses.			

Among KPRDSB staff, 2.5% identified as Indigenous and 4.4% as racialized. In the KPR community, 3.6% identify as Indigenous and 4.8% as racialized.

5.4 Religion / faith

KPRDSB employees were also asked to indicate which faith, religious, or belief group they identify with. Creed is interpreted to mean “religious creed” or “religion.” It is defined as a professed system and confession of faith, including both beliefs and observances or worship.

Of the 3,725 employees who responded to this question, 44% identify as Christian (vs. 65% in Ontario); 3% identify with a non-Christian religion (vs. 12% in Ontario). Thirty-four percent indicated that they were atheist, agnostic, or not affiliated with any faith, religious, or belief group (vs. 23% in Ontario).

³ The KPR Community includes the following communities from the Census Profile, 2016 Census: Municipality of Clarington, Northumberland County, Quinte West, and County of Peterborough.

Table 9. Religion. Staff Census 2021.			
	KPRDSB Staff Census		Ontario (2011 Household Survey)
	#	%	%
Christian	1643	44%	65%
Non-Christian religions	113	3%	12%
Hindu	11	0.3%	
Indigenous Spirituality	36	1.0%	
Jewish	10	0.3%	
Muslim	22	0.6%	
Other	34	0.9%	
Atheist / Agnostic / Do not identify with a faith or belief	1282	34%	23%
Prefer not to answer	631	17%	—
TOTAL	3,669	100%	—

Notable is that 17% of survey respondents indicated that they do not understand the question or prefer not to answer the question.

5.5 Persons with disabilities

The Staff Census asked employees to identify whether they have a disability, and if so, to specify the type of disability.

A person with a disability is someone who has a long-term or recurring physical, mental, sensory, psychiatric or learning challenge. Based on this definition, employees were asked whether they have a disability.

Table 10. Persons with Disabilities. Staff Census 2021.		
	#	%
No disability	3046	82%
Disability	450	12%
Learning disability	130	4%
Diagnosed mental health disability	218	6%
Physical disability or health condition	195	5%
Developmental disability	20	0.5%
Any other disability affecting your work and/or ability to perform activities of daily living	21	0.6%
I prefer not to answer	206	6%
TOTAL	3,702	100%
* Percentages add up to more than 100% owing to multiple responses.		

As Table 10 shows, 12% of survey respondents reported that they have a disability.

Individuals who identified that they have a disability were then asked to specify the type of disability. As employees may have more than one disability, survey respondents were able to check all that apply.

Their responses indicate that physical disabilities and mental health disabilities are the most common type of disabilities experienced by KPRDSB employees — close to 6% of the workforce reported having a diagnosed mental health disability, while 5% reported having a physical disability or health condition. In addition, almost 4% of all survey respondents reported having a learning disability.

5.6 Gender

The KPRDSB Staff Census allowed survey respondents to identify their gender identity. Gender identity is a person’s internal and individual experience of gender. This may or may not correspond to one’s biological sex assigned at birth.

While Statistics Canada collects data on gender, it does not allow Canadians to identify a gender other than “female” or “male.” As such, no Census data is available on Canadians who identify as gender diverse or transgender.

Table 11. Gender. Staff Census 2021.		
	#	%
Female/Woman	2813	76%
Male/Man	729	20%
Gender Fluid, Gender Nonconforming, Non-Binary, Trans*, Two-Spirit	32	1%
I prefer not to answer	120	3%
TOTAL	3,694	100%

As Table 6 shows, the vast majority of employees identify as women (76%), with 20% identifying as men. Only 1% identify as gender fluid, gender nonconforming, non-binary, questioning, or Two-Spirit.

5.7 Sexual orientation

Sexual orientation is a person’s experience of intimate, emotional, romantic and/or sexual interaction. The Staff Census asked employees to identify their sexual orientation. It provided the options of bisexual, gay, heterosexual/straight, lesbian, queer, questioning, and Two-Spirit. If a survey respondent did not identify with one of these sexual orientations, employees were able to write in their sexual orientation.

As Table 12 shows, 6% of respondents (210 people) indicated that they identify as bisexual, lesbian, gay, queer, questioning, or Two-Spirit; 85% identified as heterosexual; and 9% chose not to answer this question.

Table 12. Sexual Orientation. Staff Census 2021.		
	#	%
Heterosexual/Straight	3152	85%
2SLGBTQ+	210	6%
Bisexual	105	3%
Gay	25	0.7%
Lesbian	23	0.6%
Queer	36	1%
Questioning	14	0.4%
Two-Spirit	7	0.2%
Prefer not to answer	338	9%
TOTAL	3,700	100%

The Census of Canada does not ask questions about sexual orientation. As such, we must rely on other population surveys for an estimate of the 2SLGBTQ+ population. One estimate comes from the 2014 Canadian Community Health Survey (CCHS), which was the first Statistics Canada survey to include a question on sexual orientation.⁴ The CCHS found that 3% of Canadians aged 18 to 59 self-identified as gay, lesbian, or bisexual (1.7% self-identified as gay or lesbian and 1.3% as bisexual).⁵ This survey also employed a conservative approach to measuring sexual orientation, asking only whether a person was gay, lesbian, or bisexual. Therefore, it likely underestimates the representation of those who do not identify as heterosexual.

Another estimate of the size of the 2SLGBTQ+ population comes from a 2012 Forum Research poll, which found that 5% of Canadians aged 18 and over identify as lesbian, gay, bisexual, or transgender.⁶ Again, given the limited categories, this poll likely also underestimates the representation of those who do not identify as heterosexual.

Using these estimates, survey respondents who indicated that they identify as 2SLGBTQ+ appear to be well represented in the KPRDSB workforce.

The question on sexual orientation had one of the highest non-response rates (9%).

⁴ This survey resulted in limited provincial estimates and does not provide estimates for cities.

⁵ Statistics Canada. (2015). *Canadian Community Health Survey, 2014*.
https://www.statcan.gc.ca/eng/dai/smr08/2015/smr08_203_2015

⁶ Carlson, K. B. (2012, July 6). The true north LGBT: New poll reveals landscape of gay Canada. *National Post*.
<http://news.nationalpost.com/news/canada/the-true-north-lgbt-new-poll-reveals-landscape-of-gay-canada>

6. Analysis

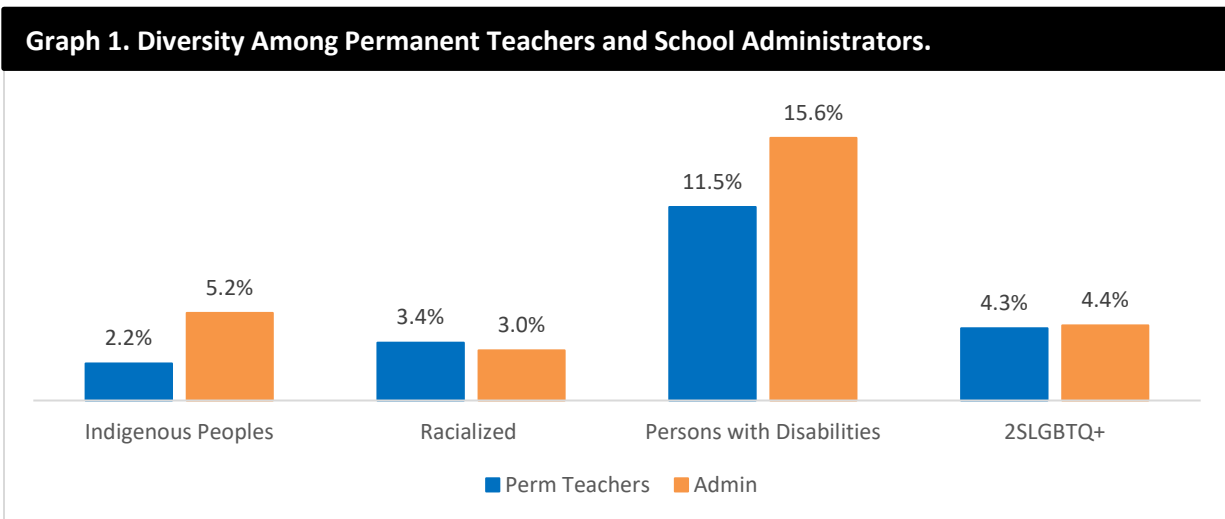
While this demographic overview provides a useful picture of the diversity of the KPRDSB workforce, critical to the organization's equity efforts is an analysis of this data to determine whether particular groups face barriers to hiring or advancement.

In this section, we will examine the representation of various identity groups within the following areas:

- Teachers and school administrators
- Permanent and occasional teachers
- Newer employees.

6.1 Diversity among permanent teachers and school administrators

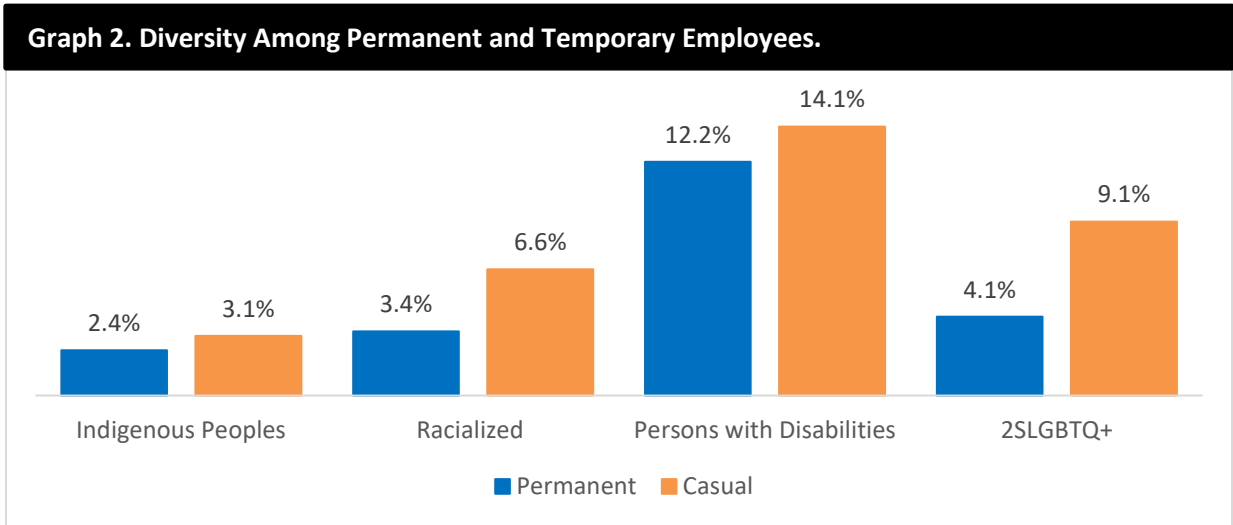
Graph 1 compares the representation of various groups among permanent teachers and school administrators to identify any potential barriers to advancement.



As the graph shows, all groups are well represented among school administrators compared with their representation among permanent teachers.

6.2 Diversity among permanent and casual employees

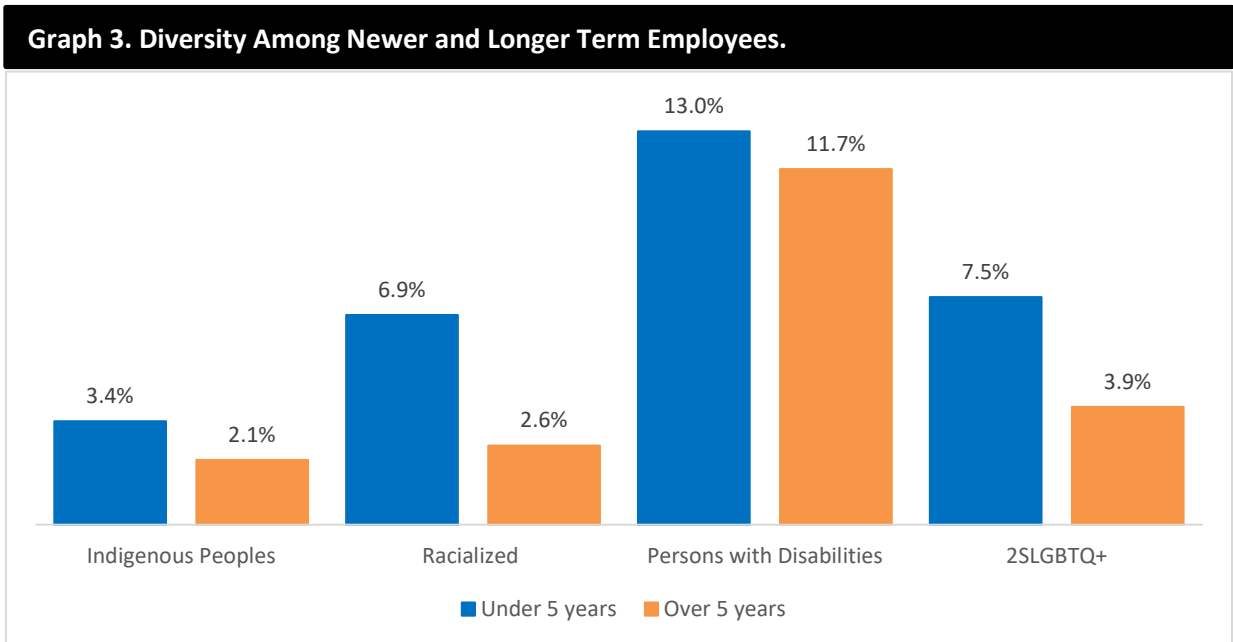
Graph 2 compares the representation of various groups among permanent employees compared with casual and temporary employees.



As the graph shows, the representation of each group is higher among casual and temporary employees than among the Board’s permanent employees. This suggests that there may be barriers to securing permanent employment for these groups.

6.3 Diversity among newer and longer term employees

Graph 3 compares the representation of the various groups among those with less than 5 years working at the Board and those with over 5 years.



As the graph shows, each group represents a higher proportion of employees with under 5 years of service compared to staff with over 5 years of service. This suggests that the Board is now hiring more employees from diverse backgrounds than it has in the past.

7. Recommendations

Given the findings from the analysis of the Staff Census data, the following recommendations are made:

Recommendation 1: Given that 6% of survey respondents reported that they have a mental health disability, it is recommended that KPRDSB continue to implement and build upon its mental health strategy to reduce stigma around mental health, increase supports to employees, and equip managers and school administrators to support employees.

Recommendation 2: Given that 12% of survey respondents indicated that they have a physical or mental health disability, which may or may not be evident, it is recommended that KPRDSB continue to provide managers and administrators with access to training to ensure that they are appropriately accommodating employees with disabilities.

Recommendation 3: It is recommended that KPRDSB prioritize the hiring of Indigenous teachers, both as permanent and occasional teachers, to close the gap in representation.

Recommendation 4: It is recommended that through the ESR, KPRDSB explore any barriers faced by employees from the equity-seeking groups in securing permanent positions.

Recommendation 5: The diversity of religions in the workplace raises the need to ensure that managers and school administrators are aware of their legal duty to provide religious accommodation to employees from non-Christian religions. As such, it is recommended that the Board establish policies to provide accommodations to employees from all religions/faiths, and that managers and administrators receive appropriate training.