

MAY 15, 2023

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, May 15, 2023, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Julia Malott - Student Equity Concerns

Staff Follow Up

Policy and Governance

01 Board Policy 1014 - Privacy Protections and Access to Information

Policy Working Group

11 Board Policy 2007 - Board Advertising Expense

Policy Working Group

Reports

15 Staff Well-Being Strategy

G. Shantz / J. Brown / N. Carse

Board Reports

Trustee Vacancies

Chairperson

20 Motion: Key Performance Indicators for Student Achievement

Trustee M. Ramsay

Question Period (*10 minutes*)

Future Agenda Items (*Notices of Motion to be referred to Agenda Development Committee*)

Adjournment

Questions relating to this agenda should be directed to
Stephanie Reidel, Manager of Corporate Services
519-570-0003, ext. 4336, or Stephanie_Reidel@wrdsb.ca



Report to Committee of the Whole

May 15, 2023

Subject: Board Policy 1014 - Privacy Protections and Access to Information

Recommendation

That the Waterloo Region District School Board approve Board Policy 1014 - Privacy Protections and Access to Information as presented at the May 15, 2023, Committee of the Whole meeting.

Status

The policy working group is recommending approval of Board Policy 1014 - Privacy Protections and Access to Information. A copy of the draft recommendations and the current policy are included with this report.

Due to legislative restrictions, recommended changes are minimal. This policy is the responsibility of Sandra Vieira, FOI, Privacy and Records Information Management Officer.

The Policy Working Group has ensured that the following steps have occurred:

- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates and consistent language

Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group.

The Policy Working Group Terms of Reference include the following mandate:

2.2 Powers and responsibilities

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

Financial implications

There are no known financial implications resulting from the policy revisions presented in this report.

Communications

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for the Policy Working Group in consultation with Leadership Council



PRIVACY PROTECTION AND ACCESS TO INFORMATION

Legal References:	Municipal Freedom of Information and Protection of Privacy Act Personal Health Information Protection Act Personal Information Protection and Electronic Documents Act
Related References:	<i>Administrative Procedure 1100 – Privacy Protection and Access to Information</i> <i>Administrative Procedure 1102 – FOI Request Protocol</i> <i>Administrative Procedure 1104 – Privacy Breach Protocol</i> Board Policy Administrative Procedure 1015 – Records Information Management <i>Administrative Procedure 1110 – Records and Information Management</i> Information/Privacy Commissioner of Ontario – A Guide to Privacy and Access to Information in Ontario Schools Information/Privacy Commissioner of Ontario – Planning for Success: Privacy Impact Assessment Guide
Effective Date:	December 9, 2019
Revisions:	
Reviewed:	May 15, 2023

1. Preamble

The Waterloo Region District School Board shall comply with the provisions of the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* and the *Personal Health Information Protection Act (PHIPA)*, which are provincial laws that govern the collection, use, access to, and disclosure of personal information. MFIPPA also provides individuals with a right of access to government records subject to specific and limited exemptions.

2. Definitions

A **Record** is all information held by **the** a board, regardless of how it is recorded. This includes: correspondence, minutes, reports, photographs, videotapes, computer tapes/discs, email, files, drawings, and any other information that is in the control of a board. In addition:

- these records are not the personal property of individual staff members and may be requested by others under MFIPPA through a Freedom of Information request;
- the board/school is not required to provide information that has not been recorded, such as information discussed but not written by staff;
- the board/school is not required to produce records that have been properly disposed of under the authority of its Records Retention Schedule.

General Information refers to recorded information in the custody or control of the board that is not of a personal nature and may be disclosed under the MFIPPA unless an exemption to access applies. Examples of general information that can be routinely released include, but are not limited to, policies, Ministry guidelines, collective agreements, public minutes, school events and programs.

Personal Information, under MFIPPA, is defined as recorded information about an identifiable individual including:

- information relating to their race, national or ethnic origin, color, religion, age, sex, sexual orientation or marital or family status of the individual;

- information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved;
- any identifying number, symbol or other particular assigned to the individual, the address, telephone number, fingerprints or blood type of the individual;
- the personal opinions or views of the individual except if they relate to another individual;
- correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence;
- the views or opinions of another individual about the individual; and
- the individual's name if it appears with other personal information relating to the individual, or where the disclosure of the name would reveal other personal information about the individual (e.g. a student photo and a student name would be considered personal information).

Personal Health Information, under PHIPA, is defined as identifying information about an individual in oral or recorded form if the information:

- relates to the physical or mental health of the individual, including information that consists of the health history of the individual's family;
- relates to the providing of health care to the individual, including the identification of a person as a provider of health care to the individual;
- is a plan of service for the individual within the meaning of the Long-Term Care Act;
- relates to payments or eligibility for health care, or eligibility for coverage for health care, in respect of the individual;
- relates to the donation by the individual of any body part or bodily substance of the individual or is derived from the testing or examination of any such body part or bodily substance;
- is the individual's health number; or
- identifies an individual's substitute decision-maker.

3. Privacy Standard

The ten commitments that make up the Privacy Standard have been adapted for Ontario School Boards from the Canadian Standards Association (CSA) Fair Information Privacy Principles. They are intended to foster a culture of privacy with respect to how the board collects, uses, discloses, secures, retains and disposes of personal information and confidential records. It also ensures the right of individuals to have access to personal information about themselves and, as appropriate, to have it corrected. The commitments are as follows:

3.1 Accountability and Responsibility

- Under MFIPPA, the board is responsible for personal information and confidential records under its control and may designate an individual within the board who is accountable for compliance with privacy legislation.
- Under the Personal Health Information Protection Act, health information custodians are responsible for personal health information and may designate an individual within the board as an agent to assist with compliance with privacy legislation.

3.2 Specified Purposes

The purposes for which personal information is collected are specified, and individuals are notified of the purposes at or before the time personal information is collected:

3.3 Consent

An individual's informed consent is required for the collection, use, and disclosure of personal information, except where otherwise permitted by law.

3.4 Limiting Collection

The collection of personal information is fair, lawful, and limited to that which is necessary for the specified purposes.

3.5 Limiting Use, Retention, and Disclosure

The use, retention, and disclosure of personal information are limited to the specified purposes identified to the individual.

3.6 Accuracy

The board shall ensure that personal information is accurate, complete, and up-to-date in order to fulfill the specified purposes for its collection, use, disclosure and retention.

3.7 Security Safeguards

To the extent it is able, the board shall ensure that personal information is secured and protected from unauthorized access, disclosure, use, or modification or inadvertent loss or destruction.

3.8 Openness and Transparency

Policies and practices relating to the management of personal information are made readily available to the public.

3.9 Access and Correction

- An individual has the right to access their personal information and will be given access to that information in accordance with the provisions of the Education Act and MFIPPA.
- An individual has the right to challenge the accuracy and completeness of the information held by the board and request that it be amended, as appropriate, or to have a letter/statement of disagreement retained on file.
- Any individual to whom the disclosure has been granted in the year preceding a correction has the right to be notified of the correction/statement.
- An individual is to be advised of any third party service provider requests for his/her personal information, in accordance with privacy legislation.

3.10 Compliance

An individual may address or challenge compliance with the above principles to the Director of Education or the board's Freedom of Information, Privacy and Records Information Management Officer.

4. Responsibility

- 4.1 In accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, the Waterloo Region District School Board designates the Director of Education as head for the purposes of the Act.
- 4.2 The Director of Education will delegate the duties of the Act to the Freedom of Information, Privacy and Records Information Management Officer, including:
 - a. receive all formal requests for information under the Act (refer to [Administrative Procedure 1102 - FOI Request Protocol](#));
 - b. retrieve and review Board records in response to formal requests;
 - c. prepare correspondence related to notification and access, including tracking of requests, and an estimate of costs to access information;
 - d. prepare Board records for access, including severing of personal information where required;
 - e. oversee the administration of fees and financial reporting for requests made under the Act, in cooperation with the Finance Department.
 - f. prepare the Board's annual MFIPPA and PHIPA Statistical Reports to the Information and Privacy Commissioner; and
 - g. assist with staff training related to implementation of the legislation.

- 4.3 It is the responsibility of all staff, trustees, **volunteers, and** third party agencies/contractors of the board ~~and volunteers~~ to comply with this policy.
- 4.4 It is the responsibility of all staff, trustees, and third party agencies/contractors of the board to follow [Administrative Procedure 1104 - Privacy Breach Protocol](#) in the event of a privacy breach. A privacy breach occurs when personal information is collected, retained, used or disclosed in ways that are not in accordance with the provisions of MFIPPA or PHIPA. Among the most common breaches of personal privacy is the unauthorized disclosure of personal information. This includes personal information that is lost or misplaced, stolen or inadvertently disclosed through human error (**e.g.**, an email or letter addressed to person A is actually mailed to person B). In the event of a privacy breach, the board's [Privacy Breach Protocol](#) is to be followed.
- 4.5 It is the responsibility of the Freedom of Information, Privacy and Records Information Management Officer to implement training for staff on this policy, related procedures and guidelines.
- 4.6 This policy will be reviewed annually and revised as required.

5. Privacy Complaints

Any privacy complaints ~~expressed by staff, students, parents and members of the public~~ regarding misuse of ~~their~~ personal information must be referred immediately to the Freedom of Information, Privacy and Records Information Management Officer. This includes concerns related to improper collection (e.g. no notification provided), use or disclosure by WRDSB staff.



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- any identifying number, symbol or other particular assigned to the individual, the address, telephone number, fingerprints or blood type of the individual;
- the personal opinions or views of the individual except if they relate to another individual;
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Report to Committee of the Whole

May 15, 2023

Subject: Board Policy 2007 - Board Advertising Expense

Recommendation

That the Waterloo Region District School Board approve Board Policy 2007 - Board Advertising Expense as presented at the May 15, 2023, Committee of the Whole meeting.

Status

The policy working group is recommending approval of Board Policy 2007 - Board Advertising Expense. A copy of the draft recommendations and the current policy are included with this report.

Recommended changes are minimal. This policy is the responsibility of Euis Dougan-McKenzie, Executive Officer, Corporate Services.

The Policy Working Group has ensured that the following steps have occurred:

- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates and consistent language

Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group.

The Policy Working Group Terms of Reference include the following mandate:

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Financial implications

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Communications

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for the Policy Working Group in consultation with Leadership Council



BOARD ADVERTISING EXPENSE

Legal References: *Ministry Memo 2006:B15 – School Board Expenditure Guidelines.*

Related References: *Board Policy 2001 – Communications*
Visual Identity Guidelines
Accessibility for Ontarians with Disabilities Act (AODA)

Effective Date: *March 2007*

Revisions: *January 14, 2019, March 6, 2017, **May 15, 2023***

Reviewed:

1. Preamble

The policy that follows provides guidelines to ensure effective management of advertising expenditures to support Waterloo Region District School Board (**WRDSB**)'s **strategic plan**, operations, initiatives, ~~strategic plan~~ and its responsibility to communicate with the public in a timely, effective and cost-efficient manner.

2. Advertising

2.1 Advertising is planned and executed for the purposes of:

- informing, engaging and educating the public;
- creating awareness of education programs, services, issues, events and community activities of specific interest or benefit to students and families;
- meeting provincial advertising requirements for staff positions ~~which require a Letter of Permission from the Minister of Education~~; and
- promoting **new and** vacant staff positions for the purpose of effective recruitment.

2.2 Types of advertising can include:

- print (newspapers, event programs/materials, magazines)
- television (commercials, public service announcements)
- online (social media targeting, digital advertising, electronic distribution)
- signage (free standing or wall mounted)
- radio (advertisements or public service announcements on AM/FM or satellite radio)

2.3 Advertising planning will include:

- defined objectives;
- identification of specific target-groups who need information;
- determination of the most effective and cost-effective method and accessible medium to be used to accomplish the stated advertising objectives;
- whenever possible, evaluation to produce measurable outcomes as a result of advertising activities (return on investment).

2.4 Advertising should provide objective, factual and general information in an unbiased, fair and equitable manner.

3. Approval Process

3.1 The Chief Communication Officer must approve all advertising ensuring:

- that the most appropriate form of advertising is used to meet stated objectives;
- that it meets current **WRDSB** ~~Waterloo Region District School Board~~ brand guidelines; and,
- that it is coordinated to provide maximum impact and cost-effective placement.



BOARD ADVERTISING EXPENSE

Legal References: *Ministry Memo 2006:B15 – School Board Expenditure Guidelines.*

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Report to Committee of the Whole

May 15, 2023

Subject: Staff Well-Being Strategy

Recommendation

This report is for the information of the Board.

Status

On January 23, 2023, the following motion was brought forth by the WRDSB board of Trustees as follows:

That the Waterloo Region District School Board request a report that explores the structures that currently exist to support staff well-being; and

That the report explores further support that may be needed to create and action a staff wellness and well-being strategy; and

That the report consider how staff can be supported when impacted by circumstances outside the workplace, including harassment on social media and personal situations;

That the Waterloo Region District School Board request a report that explores the structures that currently exist to support staff well-being;

Current structures and services in place to support staff well-being include our Employee and Family Assistance Program and providing staff with access to resources, training and health promotion. There are no full-time staff dedicated to these efforts. The Manager of the Employee Wellness Team endeavours to support this work, acknowledging its importance, but the overwhelming majority of her time is dedicated to the ongoing demands of disability management as the department endeavours to support our approximately 11,000 employees. Employee Wellness is not currently resourced to support a more robust staff well-being strategy as they are focused on critical business continuity functions.

We continue to value past efforts to gather staff feedback through the Plasticity Insights and the Guarding Minds @ Work survey but acknowledge the profound and lasting impact the COVID 19 Pandemic has had on the education sector. Although we will not know the full impact of the pandemic for years to come, it has had a major impact on mental health for students and staff. We find ourselves in a post-COVID era where we need to re-establish the current baseline of staff mental health and wellbeing. As such, we have begun to gather feedback from a diverse group of system leaders using the Guarding Minds @ Work - National Standard for Psychological Health & Safety in the

workplace as a framework. Through this process, we have been able to identify key workplace factors that both align to and support the Board Improvement and Equity Plan (BIEP). As a next step, we will administer the Guarding Minds at Work Survey in June to all staff.

That the report explores further support that may be needed to create and action a staff wellness and well-being strategy; and

It is important to note that as a school board we are extremely limited in our ability to deliver programming or training sessions to staff during the workday as the majority of staff are required to be supporting our students. Based on a review of historical data, a limited number of staff are willing to attend voluntary training outside of working hours - understandable given personal commitments and family needs which, in turn, is supporting their personal well-being. We are also very mindful of the impact of pulling administrators out of their schools for training during the school day and have monitored this more closely in the past few years. There are competing priorities and our leaders require significant assistance with improving workplace culture and understanding what it means to foster a psychologically safe workplace. It is therefore imperative that we work to improve and foster healthy, safe and psychologically supportive environments in our schools and departments. Staff well-being will be evident in the day-to-day activities and interactions that our staff have with leaders, students, community and each other.

The workplace factors within the Guarding Minds @ Work/ National Standard for Psychological Health & Safety (The Standard) help employers identify areas that may impact an employee's psychological safety. The Standard has been in existence for 10 years and there are now tools, resources and data available for employers to use to further their efforts to support staff wellbeing. Preliminary results from our feedback session reveal that staff wellbeing efforts go beyond providing employees with support and resources. The following categories have been identified as ways in which we can move forward with actionable recommendations:

- **Direct consulting** support for system and school leaders to develop a site-based/department plan that fosters and promotes healthy and safe workplaces
- Development of a **Well-Being Strategy**
- Networking and **mentoring programs** for staff
- **Professional leadership development & training** with a focus on supporting leaders who, alongside their teams, are able to build positive and psychologically safe workplace cultures
- Continued focus on **human rights and equity training**
- Creation of an **onboarding strategy** for new employees
- **Creating safe spaces** with identity factors at the forefront
- **Formalize a debriefing process** for staff that have been involved in crisis situations
- **Workflow review process** to reduce workload for staff and leadership group

That the report consider how staff can be supported when impacted by circumstances outside the workplace, including harassment on social media and personal situations; and

The post-COVID era has brought about a more polarized society, particularly as it relates to social justice issues. As staff endeavour to create safe, caring, and inclusive spaces in their schools, classrooms and workplaces, their efforts are often met with a range of responses that can be characterized as supportive, questioning, critical, abusive or violent. This interaction unfolds in a predominant way over social media and has created more complex staff well-being challenges particularly as it relates to psychological safety. Staff have reported feeling unsafe, harassed and targeted. As an employer, we have an obligation to support staff on a variety of issues and challenges, some of which are experienced outside of the workplace. In addition to ensuring staff feel safe at work and in some cases putting in place a safety plan, support would also come in the form of training, workshops, and access to experts or professionals in their respective fields.

Building staff capacity to safely engage in social media and respond to social media harassment requires a thoughtful and informed strategy. We will gain further insight on this topic through the Guarding Minds @ Work all-staff survey in June.

Background

Staff well-being is the responsibility of every member of an organization - individually and collectively. Our decisions and behaviors affect each of us on a personal level and extends to those in the workplace around us. Creating a safe, healthy and positive workplace culture is an organizational responsibility that begins with leaders who model and create the conditions for a healthy workplace. However, employees also play an important role in their own personal well-being given the many contributing well-being factors that are outside of an organization's control.

WRDSB's former strategic plan identified Staff Well-Being as a strategic priority. As part of the implementation of this plan, a strategy was developed. The strategy focused on data gathering, building leadership and staff capacity to promote healthy workplace cultures, health and well-being promotion, staff resilience, and support for EFAP and critical incidents. Despite the increased emphasis on a more proactive approach to staff well-being, no additional dedicated staff were introduced to support this work.

The Employee Wellness team sits within the Human Resources and Equity Services (HRES) department and was, and continues to be, responsible for the disability management functions of the board. The primary role of this team of "return to work specialists" is to focus on reducing the board's exposure to costs related to absenteeism stemming from non-occupational illness or job-related injuries governed under the Workplace Safety Insurance Board (W.S.I.B.). They function to return staff to work following an absence, assist with accommodation requirements, and support workplace ergonomics. They provide an essential service as they assist staff in returning to work from sick leave and play a critical role in supporting the well-being of these staff - often before, during and after their leave.

The Employee Wellness team also coordinates and promotes our Employee & Family Assistance Program (EFAP). In place since 2008, this free and confidential 24/7 resource makes available counseling and support resources to all employees and their eligible family members.

As a way to establish baseline staff well-being measures, we conducted our first all staff survey, Guarding Minds @ Work that supports the National Standard for Psychological Health & Safety in fall of 2017-18. Guarding Minds @ Work provides 13 Workplace factors that are said to impact the mental health of employees in the workplace. Data from this survey was used to inform the staff well-being strategy.

The 2017-18 budget supported funding dedicated to staff wellbeing and special projects. A decision was made to work with Plasticity Labs, an external consultant that specializes in workplace culture, employee wellbeing and performance. We worked with Plasticity Labs to gather further data from our staff via their Insights Survey - designed to measure a number of workplace drivers that support wellbeing. Based on the data, targeted capacity building of school leaders and staff teams was implemented. Plasticity Labs also provided all staff with an online tool that was designed to build the individual capacity of staff to support and improve their health, happiness and well-being through fun and engaging micro-training activities. These activities were also designed to strengthen team culture.

This work continued until the 2019-20 school year where we experienced both the negative effects of labour negotiations and sanctions, the COVID 19 Pandemic, and the world's most significant racial justice social movement. The following school year, 2020-21, the Staff Wellbeing Special Projects Budget was discontinued.

Financial implications

The Board's focus should be on providing increased direct support for our system leaders as well indirect support and training aids/reference guide/resources to reinforce employee wellness initiatives. This also includes dedicated consultant services with a staff view of the challenges faced within the system. A strategy to provide one on one or group support to implement evidence-based strategies to improve and support a psychologically safe workplace is a priority. Central to this strategy is a dedicated health promotion specialist to assess employee needs in order to develop alternative ways to reach all staff and further support our leaders through consistent, accessible, culturally relevant well-being resources that they can then share with their teams.

We will require a robust, culturally relevant, enterprise software solution that is able to support the over 11,000 employees in over 134 regionally dispersed locations to provide effective onboarding and ongoing support for staff and leaders to house, run and track a comprehensive program that will support our efforts. This system will assist many areas within the organization including our Indigenous, Equity and Human Rights Branch with

the current mandatory and future training that will be developed and delivered to all staff.

Future Implications

Wellness Initiative:	Estimated Cost \$ (Total Compensation)
Manager (*1) Wellness Consultants (*4) Health Promotion Specialist	\$775k Total (Approx)
Wellness Aids & MGMT Resources (*1)	\$120k per annum

Communications

This report has been prepared for the information of the board. The content of this report will be considered through the budget process.

Prepared by: Nancy Carse, Employee Wellness Manager
Justin Brown, Senior Manager, Human Resource Services,
in consultation with Leadership Council



Report to Committee of the Whole

May 15, 2023

Subject: Motion: Key Performance Indicators For Student Achievement

Recommendation

That the Senior Team of the Waterloo Region District School Board be directed to fast track the development of a detailed report on the Board's improvement plan that clearly identify specific, measurable, achievable and time limited (SMART) key performance indicators for student achievement in reading, writing and mathematics; and

That the report be tabled with the Board no later than the end of the 2022-2023 school year (June 30th).

Status

This Notice of Motion was served at the March 6, 2023, Board meeting by Trustee M. Ramsay with support from Trustee C. Watson.

Background

The following recitals were included by Trustee M. Ramsay as background:

WHEREAS: The Board's "Mission" is about "Creating learning environments where all students excel as they become skilled, caring, and compassionate citizens.

WHEREAS: The Board's Strategic Plan states "The learner profile is made up of the skills and attributes students need to be successful in learning and in life as we move toward the 22nd century..."

WHEREAS: The Education Quality and Accountability Office (EQAO) is mandated to "support and guide student improvement by providing credible information about the quality of the province's publicly funded elementary and secondary education system.

WHEREAS: Some WRDSB students and individual schools performed at or above the provincial average in reading, writing and mathematics, while a number of WRDSB students and individual schools also performed below the provincial average in reading, writing and mathematics.

WHEREAS: The WRDSB's Senior Team has placed emphasis on the Boards improvement plan as a vehicle to improve student learning and achievement.

Financial implication

The financial implications are not known.

Communications

Upon ratification, the Agenda Development Committee would schedule the report for discussion.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Trustee M. Ramsay in consultation with Leadership Council