WRDSB

WORKFORCE CENSUS

REPRESENTING OURSELVES, REPRESENTING OUR STUDENTS!

FINAL REPORT
FALL 2019

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EXECUTIVE SUMMARY

Acting on our equity and inclusion commitments

The WRDSB Workforce Census (the Census) was developed to support key strategies under the WRDSB's Operational Goal for Wellbeing in the Board's 2016-2019 Strategic Plan. The Census aligns with our commitments to equity and inclusion as described in board policies and procedures, including our Equity and Inclusion Policy and our First Nations, Metis and Inuit Self-Identification Policy. In recent years, legislation and guidelines from the Province of Ontario have been established that encourage school boards to collect identity-based information for the purposes of better understanding equity and identifying any evidence of discrimination within their systems. The WRDSB Workforce Census was heavily informed by Ontario's Education Equity Action Plan, the Ontario Human Rights Code, and Ontario's Anti-Racism Act.

Planning and consulting

Prior to launching the Census, the WRDSB engaged in a planning and consultation process to inform the census questions, the privacy procedures, and the implementation strategy. Stakeholders included in the planning and consultation process included employee group representatives, WRDSB system leaders, research staff from other Ontario school boards, and Ontario's Education Equity Secretariat. The community-based Equity and Inclusion Advisory Group and Waterloo Region Aboriginal Academic Advisory Committee were also consulted in the planning of the Census.

WRDSB staff also conducted a review of our data privacy and security protocols to ensure that we are always to protecting the personal information of all our employees. Our protocols were aligned to our legal responsibilities under the Municipal Freedom of Information and Protection of Privacy Act. Our Census protocols and procedures were communicated to all employees via email and on our staff intranet.

Engaging our employees

Based on guidance from employee group representatives and system leaders, the WRDSB used a variety of strategies to encourage participation in the survey. We received endorsements from employee groups and they supported communication about the Census to their members. The Census survey link was distributed via email to all employees and was also accessible through the staff intranet and a QR code. The Census was hosted on our online survey platform Qualtrics and was accessible in multiple languages via computer, tablet, or mobile device. WRDSB research staff made presentations to employee groups at meetings and professional development sessions. All employees were encouraged to use work time to complete the survey.

In total, 3844 employees participated in the Census. The 40% response rate was the highest participation rate the board has seen on a system-wide employee survey in recent years.

WRDSB Workforce Census employee profile

Employees from all WRDSB employee groups participated in the Census. Approximately three-quarters of the participants (2766 in total) were full-time employees. Though their participation rates were slightly lower than full-time employees, nearly 1,000 part-time, occasional, casual, and temporary employees participated in the Census.

A total of 59 employees in the Workforce Census identified as First Nations, Metis, and/or Inuit (1.6% of Census participants). The vast majority of the employees in our Workforce Census identified their ethnic or cultural identity as North American and/or European. Approximately 7% of

all employees indicated at least one ethnic or cultural identity from outside of North America or Europe.

The racial identities of WRDSB employees were reflective of their ethnic and cultural origins. WRDSB employees were more likely to identify as white when compared to the population in Waterloo Region as reported in the 2016 Canadian Census. Across all racialized identities, WRDSB employees identified as a racialized less than half as frequently as the citizens in Waterloo Region as a whole.

Racial identity profile of WRDSB Employees and the Region of Waterloo

Racial identity	WRDSB employees	Waterloo Region
Black	1.2%	2.9%
East Asian	1.3%	3.7%
Indigenous	0.7%	1.6%
Latino/Latina/Latinx	1.1%	1.8%
Middle Eastern	0.8%	2.2%
South Asian	2.7%	5.2%
Southeast Asian	0.6%	1.6%
White	92.1%	80.7%

Nearly all employees who participated in the Workforce Census (98.6%) were Canadian citizens. Approximately 12% indicated that they were born outside of Canada, while less than 1% first arrived in Canada after 2010. Almost 90% of employees in the census identified English as their first language. The most frequent first languages other than English were French (4.3%), German (2.5%), Spanish (1.0%), and Portuguese (1.0%). The most common non-European languages were Chinese and Punjabi both reported by 0.7% of employees.

The majority of WRDSB employees identified as Christian (including Catholics). Approximately, two-fifths identified as non-religious (including 'agnostic', 'atheist', 'spiritual, but not religious', and 'no religious affiliation'). Nearly one in twenty employees were affiliated with a religious minority such as Buddhism, Hinduism, Indigenous Spirituality, Judaism, Islam, or Sikhism.

Religions, spiritualties, and creeds of WRDSB Employees

Religious/ spiritual minority: 5.4%

Christian (including Catholic) 60.2%

Non- religious 40.9%
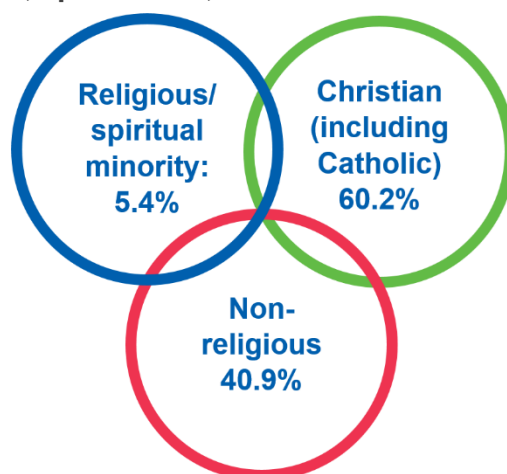
More than three-quarters of WRDSB employees identified as female. The gender profile in the Workforce Census is comparable to the gender profile as documented in our employee records. Nearly 5% of employees identified as members of the LGBTQ2S+ community (including both minority gender identities and sexual orientations).
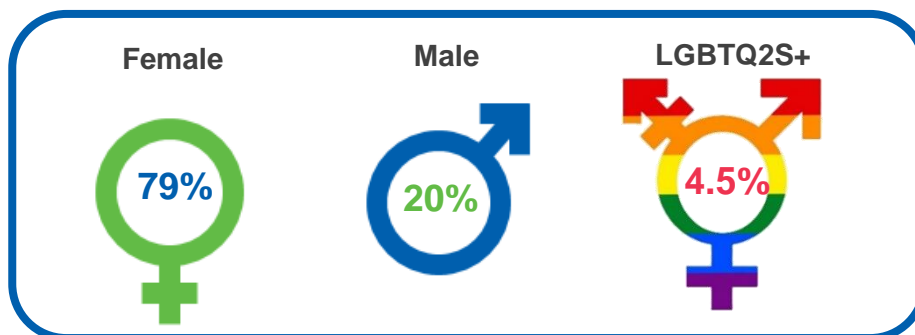
Female 79% **Male** 20% **LGBTQ2S+** 4.5%

In total, 516 employees (14.4%) identified at least one disability or health condition. Approximately half of all employees who identified a disability or health condition indicated that they had a mental health disability or condition. Physical disabilities were reported by almost 3% of employees, while disabilities and conditions including learning disabilities, Deaf or Hard of Hearing, chronic health conditions, addictions, and speech impairment were each reported by less than 2% of the employees in the census.

Perceptions and differences

The Census asked employees about their perceptions and experiences as an employee of the WRDSB. These questions helped us to gain a better understanding of how perceptions and experiences differ for employees with different identities. The survey found that minority identified employees (such as racialized employees, employees affiliated with a religious minority, LGBTQ2S+ employees, and minorities with a disability or health condition) more frequently indicated that they have felt marginalized in the workplace than did majority identified employees. Examples of these differences are presented in this executive summary, but are explored more extensively in the full report.

The percentages of how frequently different minority identified employees reported feeling marginalized 'Sometimes', 'Often', or 'All the time' in the workplace were as follows:
- 34% of racialized employees
- 24% of religious minority employees
- 24% of LGBTQ2S+ employees
- 36% of employees with a disability or health condition

For the board as a whole, 80% of employees agreed that they felt a sense of belonging in the workplace, and 67% agreed that they felt well supported. On the other hand, nearly one-quarter of employees indicated that they have experienced barriers that would prevent them from advancing their career with the WRDSB, and 13% indicated that they felt socially isolated in the workplace.

For employees who agreed that they feel the need for more personal support services, there were differences based on the gender identity and sexual orientation of employees:
- 34% of female identified employees
- 25% of male identified employees
- 42% of LGBTQ2S+ employees
- 31% of heterosexual employees

The extent to which employees agreed that they experienced social isolation in the workplace also differed based on a variety of different identities. Employees with a disability or health condition were almost twice as likely as employees in the board as a whole to agree that they felt isolated in the workplace:
- 13% of all employees
- 16% of racialized employees
- 14% of LGBTQ2S+ employees
- 26% of employees with a disability or condition

Going forward

The WRDSB is committed to taking action based on what we have learned from the WRDSB Workforce Census. During the 2018-2019 school year the WRDSB implemented a range of initiatives that address equity and inclusion for employees through the system. Key initiatives implemented in 2018-2019 include:
- Professional learning sessions on Culturally Responsive and Relevant Pedagogy and anti-racism/anti-oppression principles for teachers and system leaders.
- Networking opportunities for Indigenous and non-Indigenous employees to participate in Indigenous learning sessions.
- The establishment and verification of gender neutral washrooms in most WRDSB schools.
- Promoting awareness of WRDSB employee Wellness Services, such as Homewood: Employee and Family Assistance Program, the LifeSpeak mental health and wellness platform, the alive@work - natural health and wellness information, the Guarding Minds at Work wellness survey, and the Workplace Accommodation Program.
- The Indigenous and Racialized Teacher (IRT) for Leadership program and the Indigenous and Racialized Administrators Mentorship and Support Program (IRAMS).
- The hiring of a Workforce Equity Officer committed to supporting the establishment of equitable hiring and promotion practices, and the creation of inclusive work environments.

Following what we've learned from the Census the WRDSB is revisiting and updating the commitments laid out in the 2014 Moving Forward: Building an Inclusive Workforce Action Plan. We have also identified new initiatives aligned to the new strategies in our 2019-2020 Strategic Plan. Our 2019-2020 staff wellbeing strategies to support workplace equity and inclusion include:
- Increase staff capacity and confidence to support the needs of all students and staff.
- Develop system leaders' capacity to build and sustain healthy, high performing positive and inclusive workplace cultures.
- Provide all staff with awareness and educational opportunities that support the areas of physical health and safety, mental health and positive workplace culture.
- Enhance hiring and promotion of school staff and system leaders to ensure fair and equitable recruitment, hiring and promotion.
- Update Administrative Procedure focused on hiring practices that are fair, equitable, and inclusive and aligned with our current strategies related to equity.
- Ensure Accessibility for Ontarians with Disabilities (AODA) compliance for physical spaces in buildings and services.
- Support physical resources in classrooms to ensure a productive learning environment for staff and students.

For more information on the actions implemented and future initiatives, please see the 'Actions and Next Steps' section of the full report.

BACKGROUND AND PROCESS

The background and process section of the report summarizes the purpose and objectives of the workforce census, the policies, standards, and legislation that were followed in its preparation, the privacy and data security protocols that were followed, and the data collection and analysis processes used.

PURPOSE AND OBJECTIVES

The WRDSB Workforce Census (the census) was a voluntary survey of all WRDSB employees completed in the spring of 2019. The census gathered information about the cultural and social identities of employees, as well as employee's work experience, and perceptions of the workplace.

The overarching objective of the census is to support the board's actions in relation to it commitments as described in its Equity and Inclusion Policy: "The Waterloo Region District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations in accordance with the Ontario Human Rights Code, the Education Act, and the Canadian Charter of Rights and Freedoms. The Board and its staff are committed to the elimination of all types of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy." The Ontario Human Right's Commission has stated that "data collection can play a useful and often essential role in creating strong human rights and human resources strategies for organizations in the public, private and non-profit sectors."[1] By collecting and reporting identity-based data of our employees, we are also actualizing a key area of focus in the Equity and Inclusion Policy around accountability and transparency. A full copy of the WRDSB Equity and Inclusion Policy can be viewed online here: https://www.wrdsb.ca/wp-content/uploads/1008-Equity-and-Inclusion.pdf.

The census was designed and implemented in alignment with strategies identified in the 2016-2019 WRDSB Strategic Plan's Operational Goal for Student and Staff Wellbeing. The Operational Goal for Wellbeing in the WRDSB states, "All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being." The realization of the census emerged directly from our Staff Well-Being strategy to "Develop a consistent approach to the collection and application of voluntarily provided staff identity data." To see how the census aligns with other elements of the Strategic Plan, please see the *Strategic Plan Alignment* graphic in the Appendices (p. 40). The census approach was also informed by the WRDSB's First Nations, Métis, and Inuit Voluntary Self-Identification Policy. This policy was designed for students and families to self-identify, however, the principles and objectives of this policy were also considered when developing self-identification practices for First Nations, Métis, and Inuit employees. A full copy of the WRDSB First Nation, Métis and Inuit Self-Identification Policy can be viewed online here: https://www.wrdsb.ca/wp-content/uploads/1013-FNMI-Voluntary-Self-Identification.pdf.

POLICIES, STANDARDS, AND LEGISLATION

In the Province of Ontario there are a number of regulations and initiatives that authorize and promote the collection of identity-based data, specifically for the objective of identifying systemic discrimination and supporting human rights-based initiatives throughout the province.

In 2017, the Ontario Ministry of Education released Ontario's Education Equity Action Plan. Identity-based data collection is among the key initiatives outlined in the plan. Under its 'Organizational Culture Change' objective, the action plan commits to prioritizing, "collecting and analyzing identity-based data on the Ministry of Education's workforce to ensure, equitable and healthy work environments that represent Ontario's diversity."[2] The action plan also highlights the importance of a diverse workforce, when describing its key

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[1] OHRC Count Me In! Guidelines (p. 3):
http://www.ohrc.on.ca/sites/default/files/attachments/Count_me_in%21_Collecting_human_rights_based_data.pdf

[2] Ontario's Education Equity Action Plan (2017), p. 20:
http://www.edu.gov.on.ca/eng/about/education_equity_plan_en.pdf

initiatives around Leadership, Governance and Human Resource Practices: "The diversity of the students in Ontario schools should be reflected in the diversity of their education workers, teachers, and school and system leaders. Strengthening diversity in leadership and in the classroom helps not only to promote a sense of belonging among students, but also helps to bolster innovation and creativity in the school environment."[3]

The Ontario Human Rights Commission (OHRC) and the Anti-Racism Directorate (ARD) actively advocate for identity-based data collection in their mandates to promote and advance human rights in Ontario and to eliminate systemic racism in government policies, decisions and programs. The WRDSB Workforce Census was guided significantly by resources developed by these agencies.

In 2009, the OHRC released its 'Count me in!' resource to provide guidance to organizations for collecting human rights-based data. In it, the OHRC describes how identity-based data collection is both permitted by and can help to ensure adherence to Ontario's Human Rights Code[4] (as well as other federal legislation such as the Canadian Human Rights Act, the Employment Equity Act, and the Charter of Rights and Freedoms). You can review a full copy of OHRC's 'Count me in! Collecting human rights-based data' guidelines at the following hyperlink: http://www.ohrc.on.ca/sites/default/files/attachments/Count_me_in%21_Collecting_human_rights_based_data.pdf.

In 2017, the Province of Ontario enacted the Anti-Racism Act[5] which states, "Everyone deserves to be treated with fairness, respect and dignity, and the Government of Ontario is committed to eliminating systemic racism and advancing racial equity." Under the Act, the Province established the Anti-Racism Directorate and the Data Standards for the Identification and Monitoring of Systemic Racism (the Standards) in 2018. The Standards were designed to, "establish consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity." The stated purpose of the Standards is "to set out requirements for the collection, use, disclosure, de-identification, management, publication and reporting of information, including personal information." The requirements set out in the Standard also provide specific guidance on the sequence and wording of questions asking about Indigenous identity, ethnic origin, racial identity, and religion. A full copy of the Data Standards for the Identification and Monitoring of Systemic Racism is available online here: https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism

In 2018, the Province of Ontario released Regulation 267/18[6], made under the Anti-Racism Act. The regulation currently authorizes school boards to apply the Standards for identity-based data collection for their student population. As of 2023, the regulation will require school boards to apply the Standard to the collection of identity-based data of their students. While the Standards are applicable to data collection for

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[3] Ontario's Education Equity Action Plan (2017), p. 17:
http://www.edu.gov.on.ca/eng/about/education_equity_plan_en.pdf
[4] Ontario Human Rights Code, R.S.O. 1990, c. H.19: https://www.ontario.ca/laws/statute/90h19
[5] Ontario's Anti-Racism Act, 2017, S.O. 2017, c. 15: https://www.ontario.ca/laws/statute/17a15
[6] Ontario Regulation 267/18: https://www.ontario.ca/laws/regulation/r18267

public sector (school board) employees, Regulation 267/18 was introduced for the purposes of student identity-based collection and is not applicable to school board employees.

The provincial policies, standards, and legislation described above were key foundational documents that informed the WRDSB Workforce Census process.

PRIVACY AND DATA SECURITY

To ensure that the census was aligned with appropriate legislation, and to encourage trust and confidence in the process, privacy and data security were prioritized during the planning and development phase of the census initiative. The WRDSB Research and Evidence-Based Department (the Research Department) worked with the WRDSB Privacy Officer to review the protocols and to prioritize the protection of confidentiality of data and to establish and maintain data security. The privacy and data security legislation under which the WRDSB is regulated is the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).[7] MFIPPA's purpose is "(a) to provide a right of access to information under the control of institutions in accordance with the principles that, (i) information should be available to the public, (ii) necessary exemptions from the right of access should be limited and specific, and (iii) decisions on the disclosure of information should be reviewed independently of the institution controlling the information; and (b) to protect the privacy of individuals with respect to personal information about themselves held by institutions and to provide individuals with a right of access to that information."

The WRDSB Workforce Census did not ask staff to provide personal identifying information such as names, contact information, schools, employee numbers, dates of birth, or IP addresses. Careful consideration was given to questions that ask for information that is representative of a small number of employees to ensure that all employee identities were protected. WRDSB reviewed the Information Privacy Commissioner of Ontario Guidelines for Privacy Impact Assessments[8] for guidance and best practice with respect to ensuring privacy and data security. Because our data collection did not include personally identifying information the board developed internal privacy and data security procedures and conducted a Service Provider Privacy and Security Assessment rather than a full privacy impact assessment. Our Service Provider Privacy and Security Assessment consisted of a comprehensive review of the data security protocols of the board's web-based survey platform Qualtrics and its compliance with the European Union's General Data Protection Regulation (GDRP).[9] The assessment determined that Qualtrics actively aligns their data security protocols to comply with the GDRP and a number of other international data security standards including: NIST SP 800-53 (US), FedRAMP (US), ISO 27001-2013 (international), and Privacy Shield (international). To review the full Service Provider Privacy and Security Assessment please see the Appendices (p. 44).

Protocols and procedures established as a result of the privacy and data security assessment included:
- collecting data in a manner that does not individually identify any staff members (i.e. not including any questions that ask personal identifying information such as names, contact information, schools, employee numbers, dates of birth, or IP addresses),
- restricting access to individual survey responses (raw data) to members of WRDSB's Research and Evidence-based Practice Department,
- not linking census results to existing databases which include personal identifying information,
- applying a data suppression protocol wherein results that include less than 15 individual responses are not made available to anyone outside of the Research Department,
- seeking informed, expressed, voluntary consent and providing links to background information and contact information for board researchers to allow employees to ask questions, and

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[7] Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56: https://www.ontario.ca/laws/statute/90m56
[8] Information Privacy Commissioner of Ontario - Planning for Success: Privacy Impact Assessment Guide: https://www.ipc.on.ca/wp-content/uploads/2015/05/planning-for-success-pia-guide.pdf
[9] GDRP regulations: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016R0679

- establishing a data retention protocol wherein raw data will be kept on an encrypted third party server for up to two years and on password protected WRDSB servers for up to ten years.

For more information, please see the Data Privacy Summary (p. 42) in the Appendices.

DATA COLLECTION AND ANALYSIS

Prior to data collection, WRDSB Research staff engaged in a system-wide consultation to contribute to and inform the census questionnaire and approach. Stakeholders engaged in the consultation included: Employee Groups, Human Resources Services, the Privacy Department, Learning Services – Equity Division, the Communications Department, System Leaders (superintendents, managers, and system administrators), community advisory committees, and the Ontario education research community.

Elements of the consultation strategy included:
- face-to-face presentations with stakeholder groups
- input on data security, data collection, and staff outreach approaches
- review and input upon census questions
- awareness of and endorsement for the census
- development of communications materials (i.e. FAQ documents, strategic plan alignment, posters, informational video)

Prior to the launch of the Workforce Census, a staff intranet page was set up that included informational materials, endorsement from employee groups, and a link to the census questionnaire. Revisions to the questionnaire and communication strategies were finalized based upon stakeholder consultations. The census was officially launched via a board-wide email message on April 8, 2019 (this email reached the inbox of approximately 9,100 active WRDSB email addresses). The online census questionnaire remained open for approximately one month and weekly reminder emails were sent to the board-wide email list. While the census was open Research Department staff continued to engage employee groups directly to encourage awareness and participation. This included in-person presentations at professional development sessions, as well as ongoing communication with administrators, managers, and bargaining unit representatives to encourage them to promote the census and to identify work time for employees to complete the census. In addition to the link distributed by email, employees could also access the census via a link on the staff intranet, or by using a QR code and a "bit.ly" web-link that were shared directly with employees during face-to-face presentations and meetings.

Throughout the data collection process, responses were monitored to ensure that the overall responses to questions were coherent and consistent. A small number of entries were flagged for inconsistencies or irregularities and were carefully reviewed once the survey was closed. All survey responses were downloaded from the online survey platform, into an Excel spreadsheet where all entries were reviewed for consistency, coherence, and consistency. The original data file included 4,109 individual survey entries. A small number of entries were removed for irregularities which were determined to be unusable, while the majority of survey entries that were removed were found to have been left mostly incomplete. The final survey file included 3,844 survey entries by individual employees. Following consultation with several system leaders, appropriate re-sorting and re-formatting of the data set was conducted to prepare a clean spreadsheet for the purposes of data analysis. The results described below were generated using a combination of Microsoft Excel and SPSS Statistics Software.[10]
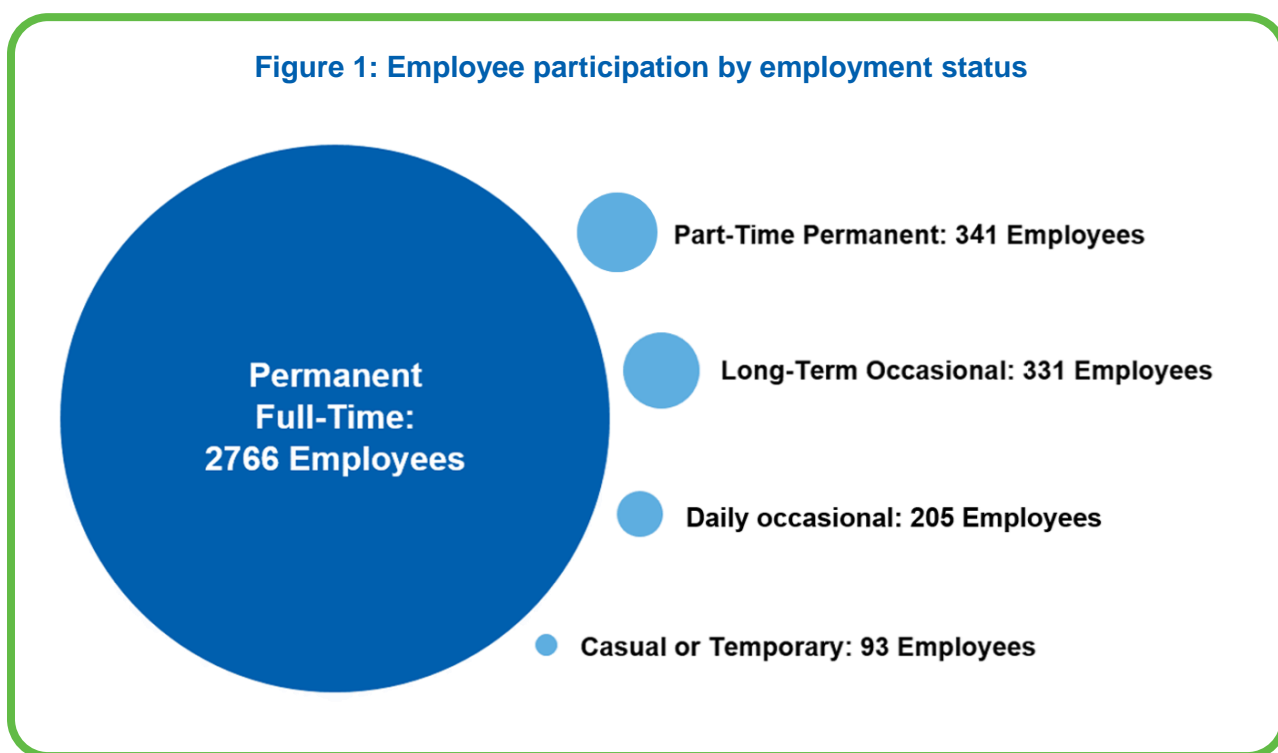
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[10] The questionnaire design included many multiple choice options where employees could select more than one option. In the presentation for the results for these types of questions, the sum of the percentages for all responses will exceed 100%.

RESULTS

The results section presents the overall findings from the WRDSB Workforce Census. It begins by describing the overall employee profile of census participants including employee roles/experience and the socio-demographic characteristics. Further results describe board wide experiences and perceptions shared by WRDSB employees and concludes with a look at differences in responses based on various employee identities and characteristics.

WRDSB EMPLOYEE PROFILE

In total, 40% of all WRDSB employees participated in the census (3,844 out of a possible 9,736 employees). This count includes all occasional, casual, temporary, itinerant, and leave of absence employees.[11] Figure 1, below, shows the participation of employees based on their employment status with the WRDSB.

Figure 1: Employee participation by employment status

Permanent Full-Time: 2766 Employees

Part-Time Permanent: 341 Employees

Long-Term Occasional: 331 Employees

Daily occasional: 205 Employees

Casual or Temporary: 93 Employees

When compared to employment statuses of all WRDSB employees from employee records, the job statuses of employees who participated in the census were relatively proportional to the overall complement of employees within our system. The employment statuses which had the lowest participation rates were "Part-time" and "Casual or Temporary" employees.[12] In total, WRDSB employee records include more than 1,700 part-time and hourly workforce (timesheet) employees (not including occasional teachers). This accounts for

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[11] Throughout this report, results represent only the 3,844 employees that participated in the census. While it is likely that similar identities and experiences are shared among employees who did and did not participate in the census, the results do not and cannot be interpreted to represent the employees who did not complete the WRDSB Workforce Census questionnaire.

[12] Many part-time, casual, or temporary employees may not have been actively working or accessing their WRDSB email during the census period.

about 17-18% of all WRDSB employees. In the census 434 employees (approximately 11% of all participants) identified their employment status as 'part-time permanent' or 'casual or temporary'. [13]

Overall, the participation of employees by employee group was relatively proportional to the overall membership in the groups across the WRDSB. The total participation of members in each employee group are presented in Figure 2. The employee roles with the highest participation rates were management, school administrators, education support staff, and professional student service personnel (all more than 50% relative to all board employees in these roles). Permanent teachers, educational assistants, and early childhood educators all had response rates between 40% and 50%, while occasional teachers, custodians, maintenance workers, supervision monitors, and cafeteria workers all had response rates below 40%.

Figure 2: Number of Participating Employees by Employee Group

Employee Group	Number
ETFO (Permanent)	1204
OSSTF (Permanent)	532
EAA	400
ESS - OSSTF	374
ETFO (Occasional)	316
DECE - ETFO	265
OSSTF (Occasional)	190
Ontario Principals Council	171
CAMA - OSSTF	153
Management/ESS (non-unon)	65
PSSP - OSSTF	52
SMACA - OSSTF	49
Senior Administration	18
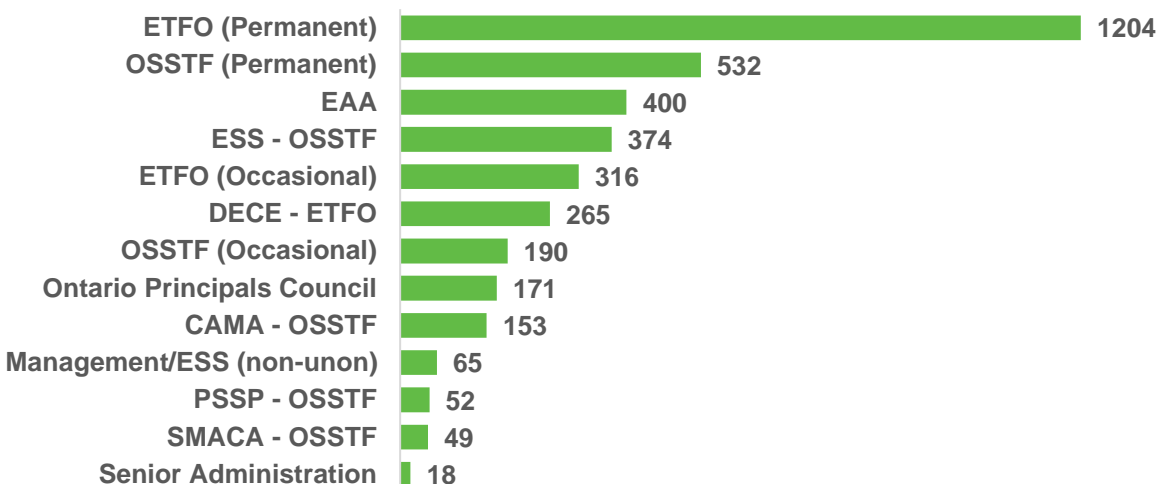
First Nations, Métis and Inuit self-identification

The first question asked on the census was about Indigenous self-identification. Employees were asked if they identified as First Nations, Métis, and/or Inuit. In total, 59 employees (1.6%) self-identified as Indigenous. The Indigenous communities, Nations, or groups with which Indigenous employees identified (in order from most frequent to least frequent) were: First Nations (not specified), Métis (not specified), Mi'kmaq, Anishnaabe, Haudenosaunee, Inuit, Cree, and Innu.[14] Though 1.6% of employees self-identified as Indigenous, just 0.7% of employees considered 'Indigenous' to be their racial identity, as presented in Figure 3 (p. 8).

Percentage of WRDSB employees who identified as Indigenous

1.6%

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[13] Due to employee self-identification an exact comparison of how the employee reported their status compared to what is in their employee record cannot be confirmed, therefore comparisons represent general estimates.

[14] In consultation with the WRDSB Equity and Inclusion Officer – Aboriginal Focus, in an effort to protect individual identities, employees who specified a smaller Indigenous community were rolled up and counted with more regional Indigenous groups (i.e. individuals who identified as being of an Ojibwe ancestry were counted among the Anishnaabe employees).

Ethnic and cultural origins

Employees were asked to identify their ethnic or cultural origins. Ethnic groups were defined in the survey as those that have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic, and/or religious characteristics. A total of 110 different ethnic/cultural origins were identified by WRDSB employees out of 3689 responses. The 20 most frequently reported ethnic/cultural origins are listed in Table 1 below.

Table 1: The 20 most frequently reported ethnic/cultural origins

Ethnic/cultural origin	% of employees
Canadian	55.2%
English	41.2%
German	17.6%
Scottish	15.0%
Irish	13.8%
French	6.0%
Dutch	5.1%
Mennonite	5.1%
Italian	3.0%
Polish	2.7%
American	2.5%
Welsh	2.1%
Ukrainian	2.0%
East Indian	1.6%
Portuguese	1.6%
Greek	1.3%
Romanian	1.3%
Swiss	1.3%
Hungarian	1.2%
Chinese	1.0%

Employees could identify multiple ethnic or cultural origins on the census.[15] Approximately 50% of all employees indicated at least two different ethnic or cultural origins. Although Canadian identified employees included those of a non-European ethnic or cultural origin, the most frequent exclusively non-European or American (US) ethnic/cultural origins identified by employees were East Indian and Chinese. In total, 260 employees (7.1% of all responses) in the census identified at least one ethnic or cultural origin that was not Canadian, European, or American (US).
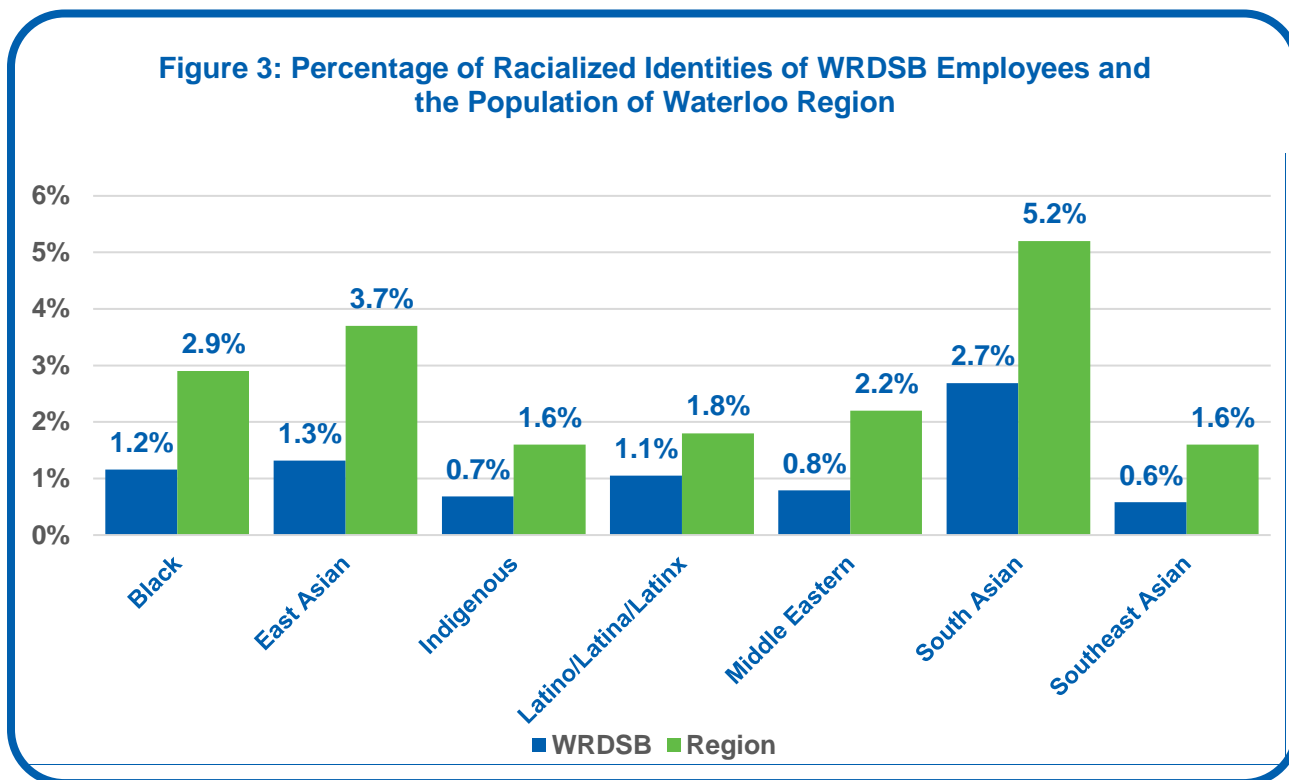
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[15] This means that the sum of percentages of different ethnic and cultural origins will exceed 100%.

Racial identities

The census employees asked which racial group (or groups) best described them. The question provided eight closed-ended options of commonly used racial identification categories, as well as an open-ended box if the options provided did not describe the employee. The question as presented in the census can be viewed in the WRDSB Workforce Census Questionnaire in the appendices (p. 28).

Figure 3 below presents the percentage of racial identities of 3,703 WRDSB employees from the Workforce census compared to the racial identities of the population of Waterloo Region as reported in the 2016 Canadian Census. Employees who identified as being of white, European descent (not included in Figure 3) made up 92.1% of employees in the WRDSB Workforce Census compared to 80.7% for Waterloo Region as a whole.

Figure 3: Percentage of Racialized Identities of WRDSB Employees and the Population of Waterloo Region

Identity	WRDSB	Region
Black	1.2%	2.9%
East Asian	1.3%	3.7%
Indigenous	0.7%	1.6%
Latino/Latina/Latinx	1.1%	1.8%
Middle Eastern	0.8%	2.2%
South Asian	2.7%	5.2%
Southeast Asian	0.6%	1.6%

The percentage of racialized WRDSB employees who participated in the census is lower for each racialized identity compared to the racial identity profile in the 2016 Canadian Census data for Waterloo Region. Racialized identities of WRDSB employees that were closest to the regional profile were Latino/Latina/Latinx and South Asian, while the racial identities that are furthest from the regional profile were East Asian and Middle Eastern.

Citizenship status

When reporting their country of birth, 446 out of 3826 employees (11.7%) reported that they were not born in Canada. Just over half of employees born outside Canada arrived in Canada before 1990, while less than 10% of employees born outside Canada first arrived between 2010 and 2019. In total, 98.6% of employees indicated that they were Canadian citizens. In Waterloo Region as a whole, 93.5% of the population were identified as Canadian citizens in the 2016 Canadian Census.

Figure 4: Percentage of employees with Canadian citizenship

98.6%

First languages

In total, employees reported a total of 76 different first languages. English was reported as a first language by 3,299 employees (89%). The 10 next most frequently reported first languages are presented in Table 2 below:

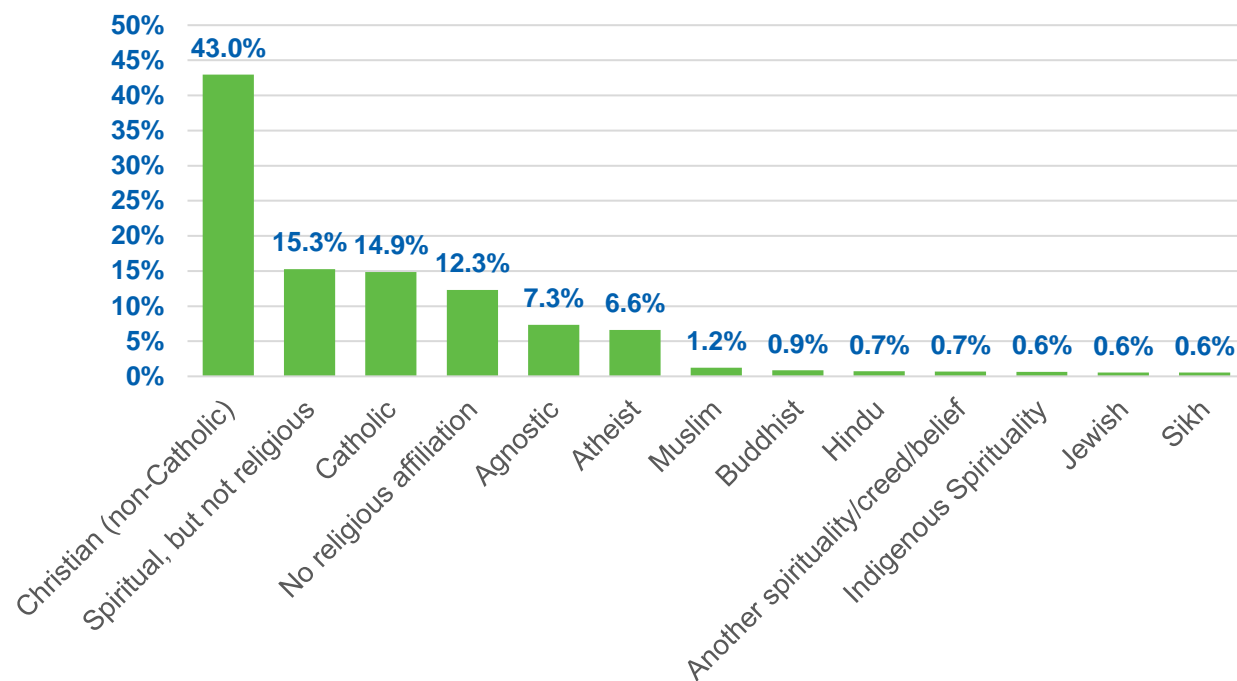**Table 2: Most frequent first languages spoken by WRDSB employees (not including English)**

First language	% of employees
French	4.3%
German	2.5%
Spanish	1.0%
Portuguese	1.0%
Greek	0.9%
Romanian	0.9%
Italian	0.8%
Chinese	0.7%
Punjabi	0.7%
Serbian	0.7%

The percentages of employees who spoke English (89%) and French (4.3%) as a first language were notably higher than the percentages in the 2016 Canadian Census for population of Waterloo Region (73.8% for English and 1.1% for French). The percentages of employees who spoke Chinese (0.7%) and Middle Eastern/West Asian/Semitic Languages such as Arabic, Hebrew, Persian, and Pashto (0.6%) were notably lower than the percentages in the 2016 Canadian census for population of Waterloo Region (2.4% for Chinese and 2.6% for Middle Eastern/West Asian/Semitic Languages). Teachers, administrators, and educational assistants were the employee groups who most often reported English as their first language (over 90%). Custodial and maintenance workers were the employee group who reported English as their first language the least frequently (72%).

## Religious/spiritual affiliations, creeds, and beliefs

More than half of WRDSB identified as Christian (including Catholics), while approximately 40% of employees identified at least one non-religious identity (i.e. atheist, agnostic, spiritual, but not religious, and/or no religious affiliation). Employees affiliated with minority religious/spiritual identities combined for a total 5.6% of the Workforce Census participants. For this question employees could select more than one option. For example, 33.0% employees who selected "Spiritual, but not religious" also selected at least one other religious or spiritual identity. Additionally (not included in Figure 5 below), 5.7% of employees selected 'Prefer not to answer' about their religious/spiritual affiliations, the most for any question on the census.[16]

Figure 5: Religious/spiritual affiliations, creeds, and beliefs of WRDSB employees

Affiliation	Percentage
Christian (non-Catholic)	43.0%
Spiritual, but not religious	15.3%
Catholic	14.9%
No religious affiliation	12.3%
Agnostic	7.3%
Atheist	6.6%
Muslim	1.2%
Buddhist	0.9%
Hindu	0.7%
Another spirituality/creed/belief	0.7%
Indigenous Spirituality	0.6%
Jewish	0.6%
Sikh	0.6%

Gender identity and sexual orientation

The majority of WRDSB employees identified as female. Nearly 80% employees identified as female, compared to the 20% of employees who identified as male.

FEMALE 79%   MALE 20%

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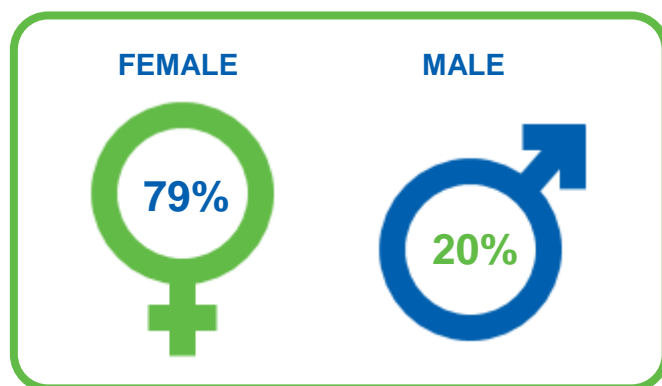
[16] Note: in Figure 5, employees who identified an Indigenous spirituality did not necessarily identify as Indigenous.

The gender profile of employees who participated in the census is similar to the gender profile of all board employees. WRDSB HR records indicate that 78% of employees identify as female, while 22% identify as male. The roles with the highest percentage of female employees were early childhood educators and educational assistants (together over 95% of DECEs and EAs identified as female). The roles with the highest percentage of male employees were custodial and maintenance positions (56.7% male) and secondary school teachers (35.9% male). Less than 1% of employees identified as a non-cisgendered identity. These included employees who identified as gender fluid, gender non-conforming, transgender, and two-spirit.[17]
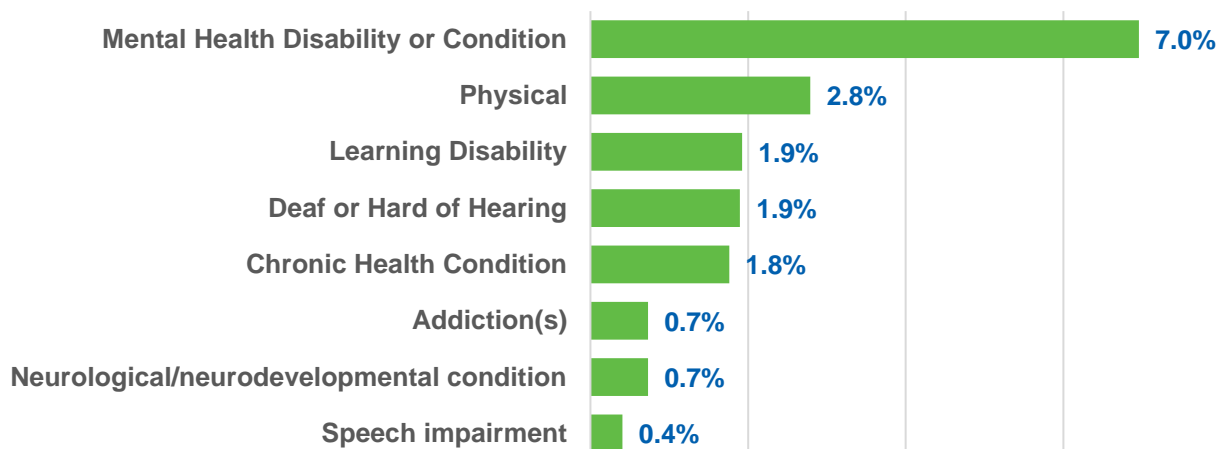
4.5% of WRDSB employees identified as having a minority sexual orientation.

Of all employees who identified their sexual orientation, approximately 96% identified as straight/heterosexual. Out of 3,557 total employees who reported their sexual orientation, 160 employees (4.5%) reported at least one minority sexual orientation. Identified sexual orientations included: asexual, bisexual, gay, lesbian, pansexual, queer, questioning, and two-spirit.[18] Except for the question on religious/spiritual affiliation, sexual orientation was the question to which most employees responded with "Prefer not to answer". 'Prefer not to answer' responses accounted for 4.6% of all responses to the sexual orientation question.

Disabilities and health conditions
In total, 516 employees (14.4%) identified at least one disability or health condition. Approximately half of all employees who identified a disability or health condition indicated that they had a mental health disability or condition. Physical disabilities were reported by almost 3% of employees, while other disabilities and conditions each accounted for less than 2% of the employees in the census.

Figure 6: Percentage of employees who identified a disability or health condition

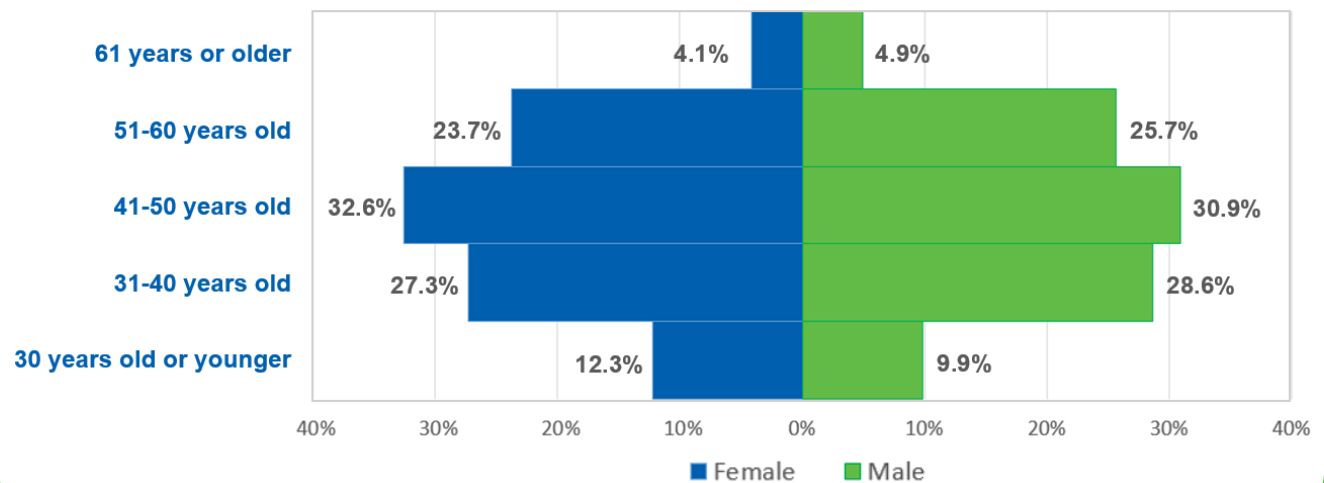| Category	Percentage
Mental Health Disability or Condition	7.0%
Physical	2.8%
Learning Disability	1.9%
Deaf or Hard of Hearing	1.9%
Chronic Health Condition	1.8%
Addiction(s)	0.7%
Neurological/neurodevelopmental condition	0.7%
Speech impairment	0.4%

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[17] Employees who identified as two-spirit did not necessarily identify as Indigenous.
[18] Employees who reported a two-spirit sexual orientation were no necessarily Indigenous.
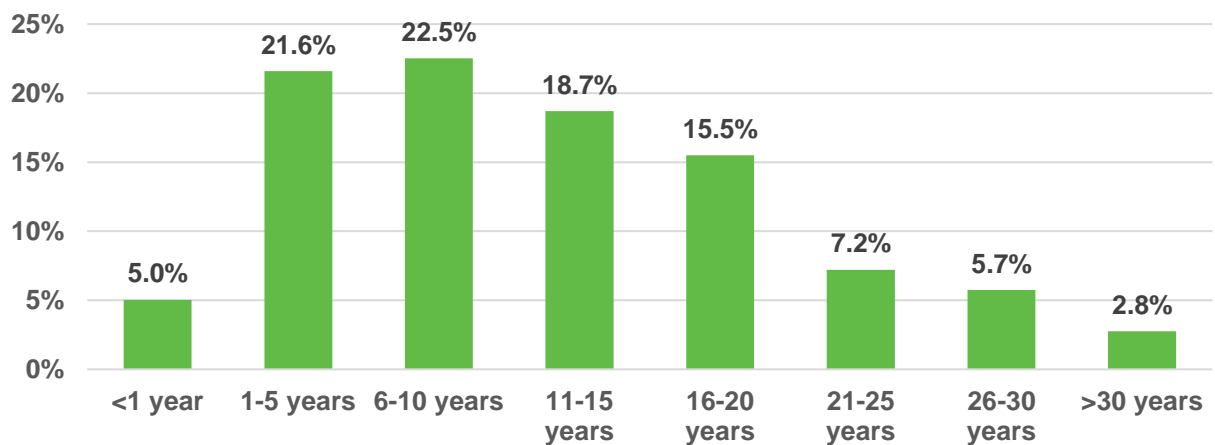
Ages and years of experience

The average age of employees was between 40 and 45 years old. The age profile for female and male employees was fairly similar (as shown in Figure 7). Slightly more male employees indicated that they were 61 years of age or older, while slightly more females indicated that they were 30 years of age or younger. In total, 163 employees (4.4%) reported that they were aged 61 or older.

Figure 7: WRDSB Employee Age by Gender

Age group	Female	Male
61 years or older	4.1%	4.9%
51-60 years old	23.7%	25.7%
41-50 years old	32.6%	30.9%
31-40 years old	27.3%	28.6%
30 years old or younger	12.3%	9.9%

Approximately two-thirds of employees in the census had been with WRDSB for 15 years or less, with the most common amount of work experience being between 6 and 10 years (22.5%). Approximately 1 in 20 employees had been with the board for less than a year. Employees with more than 25 years of experience represented 8.5% of the census participants.

Figure 8: Years of Employee Experience with WRDSB

Experience	Percentage
<1 year	5.0%
1-5 years	21.6%
6-10 years	22.5%
11-15 years	18.7%
16-20 years	15.5%
21-25 years	7.2%
26-30 years	5.7%
>30 years	2.8%

Education levels

Most WRDSB employees have a university degree at the bachelor level or above (Table 3). This is mostly attributable to the fact that the largest employee groups are elementary and secondary teachers who require a Bachelor's degree to receive their teaching certification. The next most common level of education a college degree or certificate, as many educational assistants, designated early childhood educators, custodial and maintenance staff, and education support staff reported achieving this level of education.

Table 3: WRDSB employees' highest level of education

Education level	% of employees
No certificate, diploma, or degree	0.4%
High school diploma or equivalent	4.7%
Apprenticeship or trades certificate or diploma	1.6%
College; CEGEP or other non-university certificate or diploma	16.0%
University certificate or diploma below bachelor level	1.8%
University certificate; diploma or degree at bachelor level or above[19]	6.9%
Bachelor's degree	50.7%
Master's degree	15.8%
Doctorate degree	0.8%

Employee work locations and commutes

Figure 9 (below) shows a map of the Waterloo Region showing the percentage of the employees who completed the census by work location. The majority of employees work in the City of Kitchener, followed by Cambridge, Waterloo, and the Townships respectively. The workplace location of census participants is reflective of the populations of the region as a whole and the schools and roles within the WRDSB.[20] The participation of employees in the census for each municipality are within 2-4% points of the student population and the general population in Waterloo Region as reported by the Ministry of Education and the Region of Waterloo respectively.[21] This generally suggests that employees from particular communities in the Region have not been widely overrepresented or underrepresented in the census results. In addition to the percentages presented on the map below, approximately 4% of employees indicated that they have an itinerant role for which they are assigned to different work locations.

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[19] Responses in this category may refer to employees specific university certificates, but may also include employees with Bachelor's, Master's, and/or Doctorate degrees.

[20] WRDSB employee records show that more than 50% of employees have a work location in Kitchener, compared to 42% in the census. This is partially explained by the fact that many itinerant and occasional employees who work throughout the region are assigned to the Education Centre in Kitchener as their work location.

[21] Student demographic data: https://www.ontario.ca/data/school-information-and-student-demographics
Population – Region of Waterloo: https://www.regionofwaterloo.ca/en/regional-government/resources/Census/2018_Population_and_Household_Estimates_for_Waterloo_Region_.pdf

Figure 9: Work location of WRDSB Employees

11.2%

19.3%

42.4%

23.5%

- 🟨 Cambridge
- 🟥 Kitchener
- 🟩 Waterloo
- 🟦 The Townships
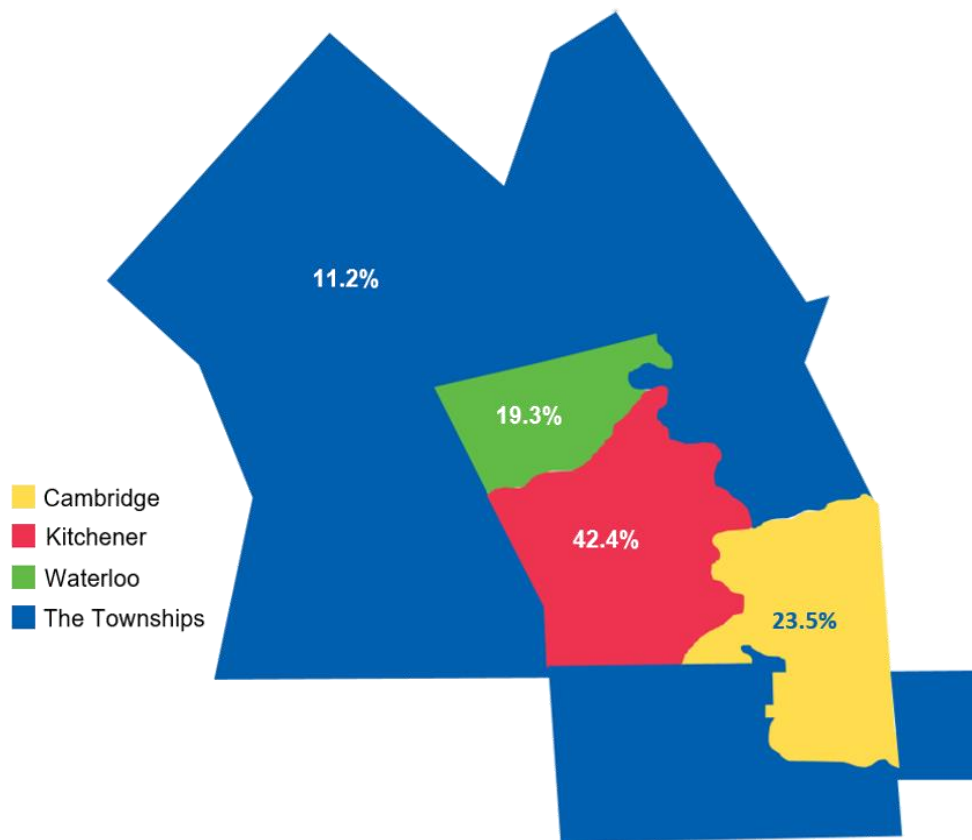
The census asked how many minutes it takes for employees to get from their home to their primary work location on a normal work day. The responses of all employees are summarized in Figure 10 below in which is car represents 100 employees.

Figure 10: Daily commute of WRDSB employees

0-9 minutes: 20.7%	🚗🚗🚗🚗🚗🚗🚗🚗
10-19 minutes: 39.1%	🚗🚗🚗🚗🚗🚗🚗🚗🚗🚗🚗🚗🚗🚗🚗
20-29 minutes: 22.7%	🚗🚗🚗🚗🚗🚗🚗🚗🚗
30-39 minutes: 8.6%	🚗🚗🚗🚗
40-49 minutes: 3.4%	🚗🚗
50-59 minutes: 1.8%	🚗
60 minutes or more: 1.1%	🚗

Over 80% of employees indicated that it takes less than 30 minutes to commute to work each day, while just over 5% indicated that it takes 40 minutes or more to travel from home to work each day. Additionally, approximately 2% of employees indicated that their commute varies from day-to-day (not included in Figure 10).

PERCEPTIONS AND EXPERIENCES

Following each identity question, employees were asked how often they have felt marginalized[22] in the workplace because of their identity. These questions were asked of all employees, with the exception of Indigenous identity (54 total responses) and Citizenship status (432 total responses) which were only asked of Indigenous employees and employees born outside Canada respectively.

Figure 11: Feeling of marginalization by identity (all employees)

Identity	Never	Rarely, Sometimes, Often, or All the time
Indigenous status	62.5%	37.5%
Gender identity	67.1%	32.9%
Age	68.7%	31.3%
Religious/spiritual affiliation	72.9%	27.1%
Citizenship status	81.5%	18.5%
Ethnic/culture origin	81.8%	18.2%
Racial identity	84.6%	15.4%
Disability/health condition	86.3%	13.7%
Sexual orientation	90.2%	9.8%
First language	92.3%	7.7%

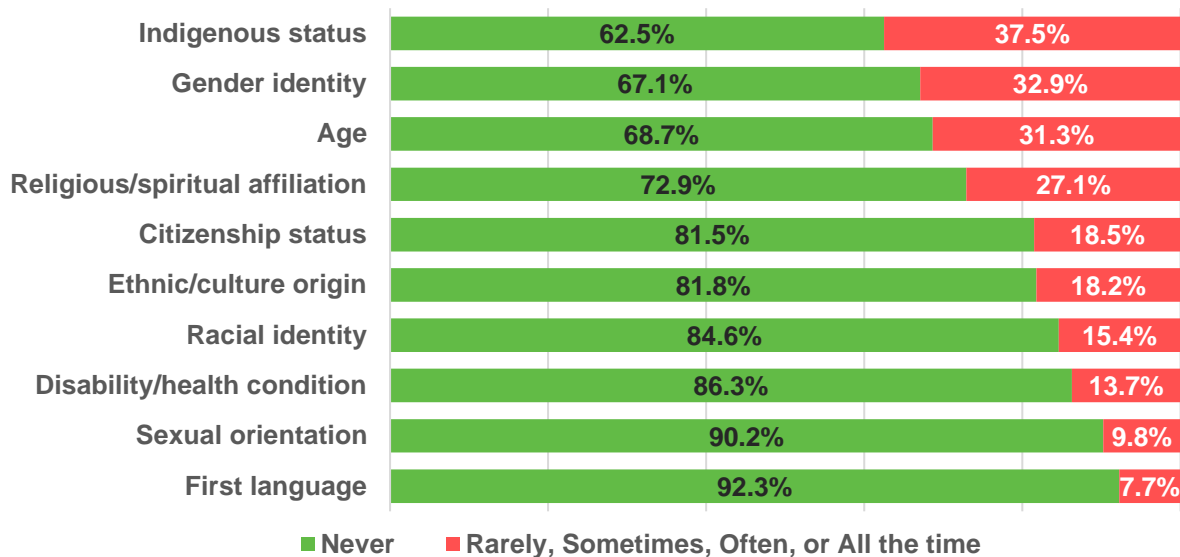■ Never   ■ Rarely, Sometimes, Often, or All the time

Figure 11 above shows the results for all employees. These percentages mainly show where majority identities have expressed marginalization (such as for gender, age, and religion). These results do not highlight the extent to which marginalization is felt differently by minority identities within each identity category (with the exception of Indigenous employees and employees born outside Canada). Differences amongst minority identities are explored below in the "Differences and Gaps" section (p. 17).

At the end of the census questionnaire, employees were asked their level of agreement on seven statements related to their experiences and perceptions as a WRDSB employee. Figure 12 (p.16) shows the percentage of employees[23] who selected "Agree" or "Strongly Agree" in response to the statements.

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[22] Marginalization was defined in the WRDSB Workforce Census as the "sense of being relegated to an unimportant or powerless position in the workplace."

[23] The total number of total employees who responded to these statements ranged from 3604 to 3704. The counts and percentages do not include employees to selected "Prefer not to answer" or who left the question blank.

Figure 12: Percentage of employees who 'Agree' or 'Strongly agree' with statements

Statement	Percentage
"I feel socially isolated in the workplace."	13%
"I have experienced barriers that would prevent me from advancing my career with WRDSB."	24%
"I feel the need for more personal support services."	32%
"I feel that I can fulfill more of a leadership/supervisory role in the WRDSB."	45%
"I feel the need for more professional development opportunities."	58%
"I feel well supported in the workplace.'	67%
"I have a sense of belonging in the workplace."	80%

The majority of employees agreed that they have a sense of belonging in the workplace and that they feel well supported in the workplace. It is noteworthy, however, that approximately 1 in 3 employees did not agree that they feel well supported in the workplace (this includes 18% that "Neither agree nor disagree", 11.0% that "Disagree", and 4.1% that "Strongly disagree"). Almost 1 in 4 employees agreed that they have experienced barriers to advancing their career with the WRDSB, while about 1 in 8 agreed that they feel socially isolated in the work place.

> **60% of employees who experienced barriers to advancing their career in the WRDSB feel they can fulfill more of a leadership/supervisory role.**

For employees who indicated that they experienced barriers to advancing their career, approximately 60% felt that they can fulfill more of a leadership role in the WRDSB. This was higher than the 45% of employees in the board as a whole who felt the same. The majority of employees agreed that they feel the need for more professional development, while nearly 1 in 3 employees indicated they feel a need for more for more personal support services.

DIFFERENCES AND GAPS

This section explores differences and gaps among employees with diverse experiences and identities. The results below provide a closer look by cross-referencing various employee characteristics, experiences and perspectives. The first set of graphics below explores differences based on racial identity.

Figure 13 shows the percentage of employees with different racial identities based on their employment status. It compares permanent full time employees to employees with occasional, part time, temporary or casual positions. Approximately 75% of employees who identified as white indicated that they were a permanent full-time employee. Racialized (non-white) employees less frequently indicated that they held full-time permanent positions ranging from 49% for Black employees to 62% for East Asian employees.

Figure 13: Employment status of racial identities
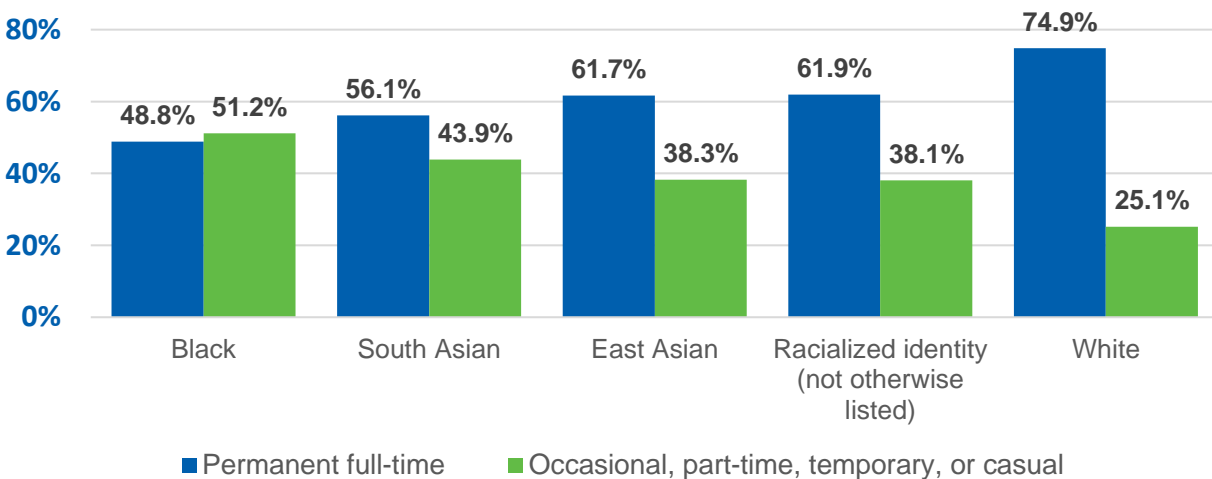
The fact that racialized employees were less frequently indicated that they held permanent positions was also reflected by the fact that racialized employees more frequently indicated that they were newer employees with the board. As presented in Figure 14 (p. 18), nearly 45% of racialized employees have been with the WRDSB for 5 years or less, compared to approximately 25% of non-racialized employees. Overall, 13.5% of employees who have been with the WRDSB for 5 years or less identified as racialized. This is more than double the 6.3% of employees with 6 years of experience or more who identified as racialized. This indicates that the longer employees have been with the WRDSB, the more likely they are to identify as white.[24]
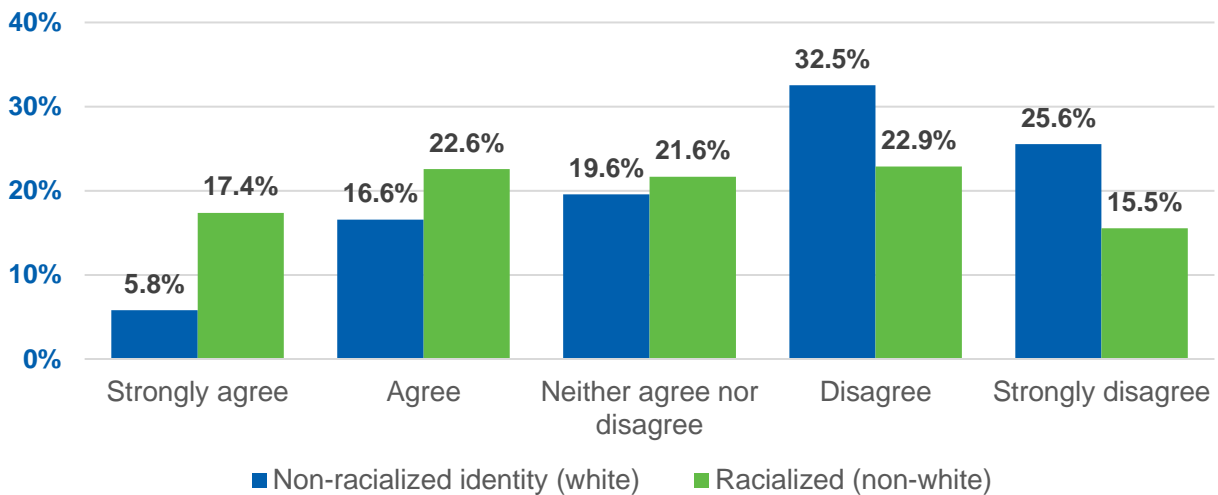
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[24] The results of the census do not explain why this difference exists. It may be attributable to an in increase in hiring of racialized employees and/or it could indicate higher attrition rates for racialized employees.

**Figure 14: Racialized identities and years of experience**

Years of experience	Non-racialized (white)	Racialized (non-white)
Less than 1 year	4.8%	9.3%
1-5 years	20.9%	35.1%
6-10 years	22.3%	25.2%
11-15 years	18.9%	15.6%
16 years or more	32.4%	13.9%
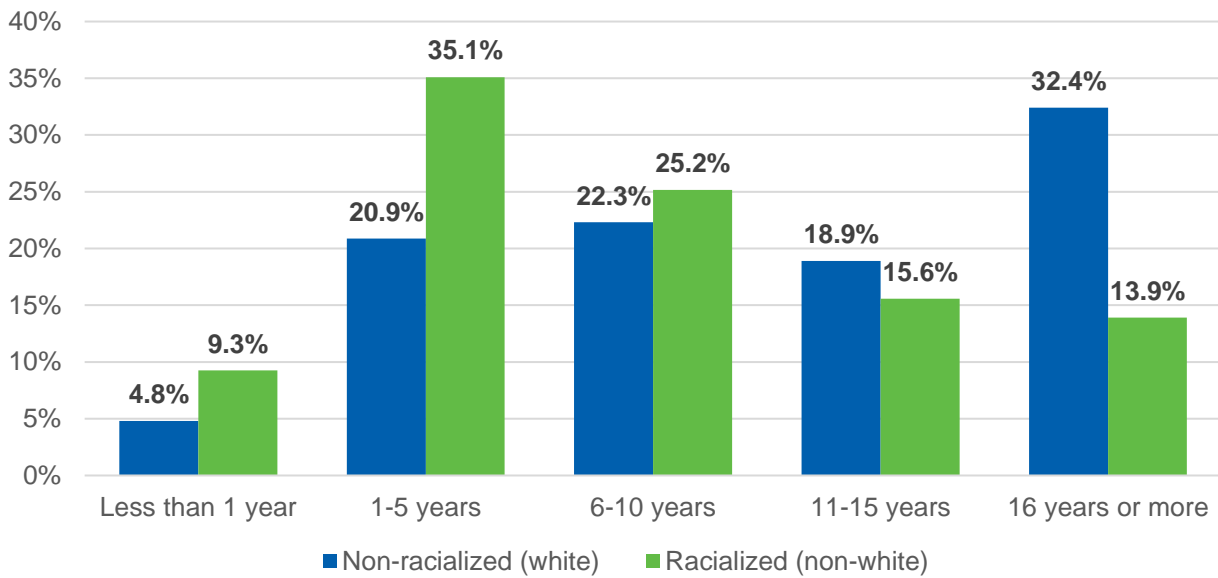
The differences in employment status are also reflected in the differences reported by employees who indicated that they experienced barriers to advancing their careers at the WRDSB (Figure 15). Approximately 40% of racialized employees either agreed or strongly agreed that they experienced barriers to advancing their career, compared to less than 25% of employees who identified as white.

Figure 15: Employees experienced barriers to advancing their career at the WRDSB

|	Non-racialized identity (white)	Racialized (non-white)
Strongly agree	5.8%	17.4%
Agree	16.6%	22.6%
Neither agree nor disagree	19.6%	21.6%
Disagree	32.5%	22.9%
Strongly disagree	25.6%	15.5%

When asked how often they experienced marginalization based on their racial identity, more than one third of racialized employees indicated that they felt marginalized 'Sometimes', 'Often', or 'All the time'. This compares to less than 3% of employees who identified as white (non-racialized). Racialized employees who were most likely to report feeling marginalization 'Sometimes', 'Often', or 'All the time' were those who identified as Black or as Latino/Latina/Latinx.

Figure 16: Feeling of marginalization based on racial identity
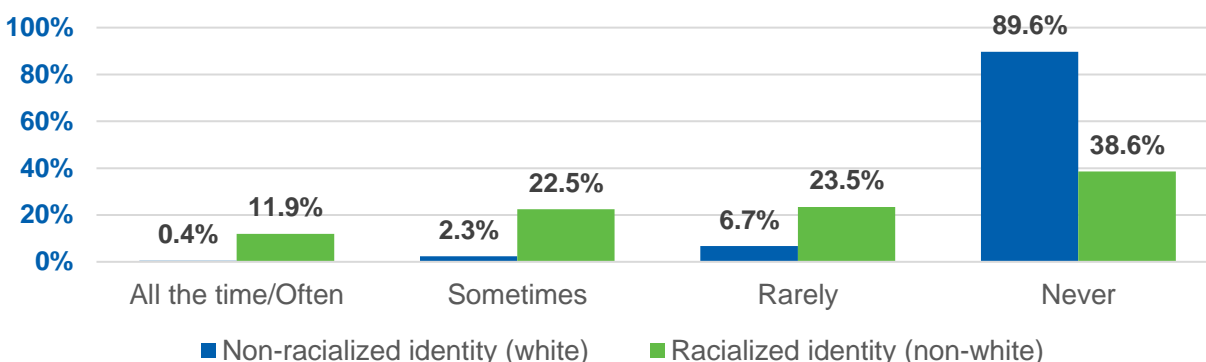
Feelings of marginalization reported by employees based on their religious/spiritual affiliations, creeds, or beliefs are presented in Figure 17. The highest number of employees who indicated that they have felt 'Sometimes', 'Often', or 'All the time' marginalized because of their religious or spiritual affiliation were those who indicated that they were Christian (non-Catholic). While these 260 employees represented 16% of Christian (non-Catholic) employees, nearly one-quarter of employees affiliated with religious minority groups[25] (47 employees) indicated that they felt 'Sometimes', 'Often', or 'All the time' marginalized in the workplace. Employees that were least likely to report marginalization based on their religion, creed or belief were those that identified as 'agnostic', 'atheist', 'spiritual, but not religious', or as having 'no religious affiliation' (these employees are included in Figure 17 as 'non-religious').

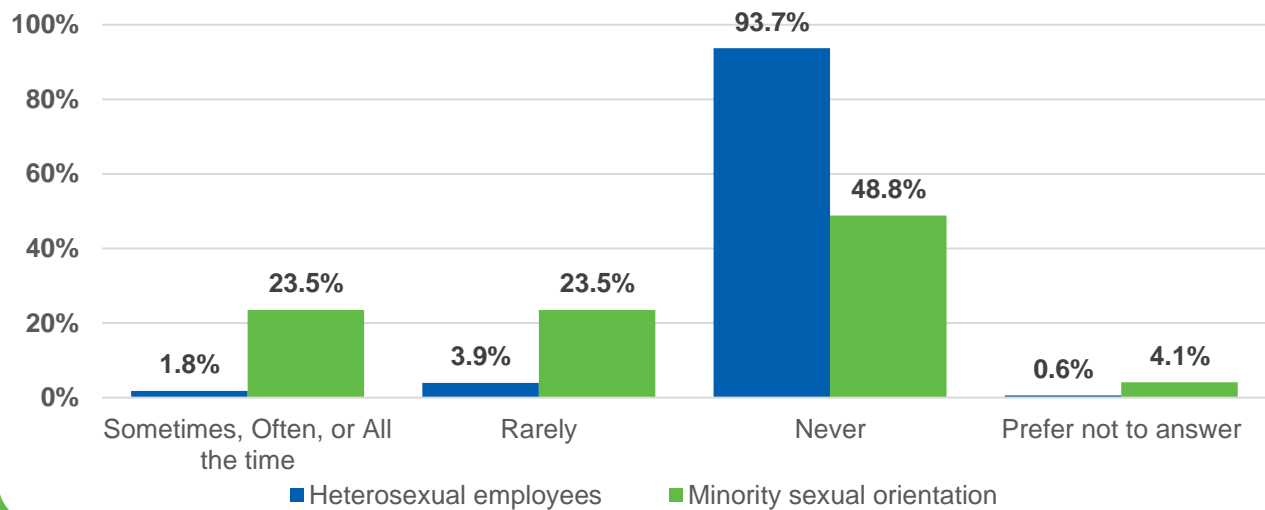**Figure 17: Feeling of marginalization based on religion, creed, or belief**

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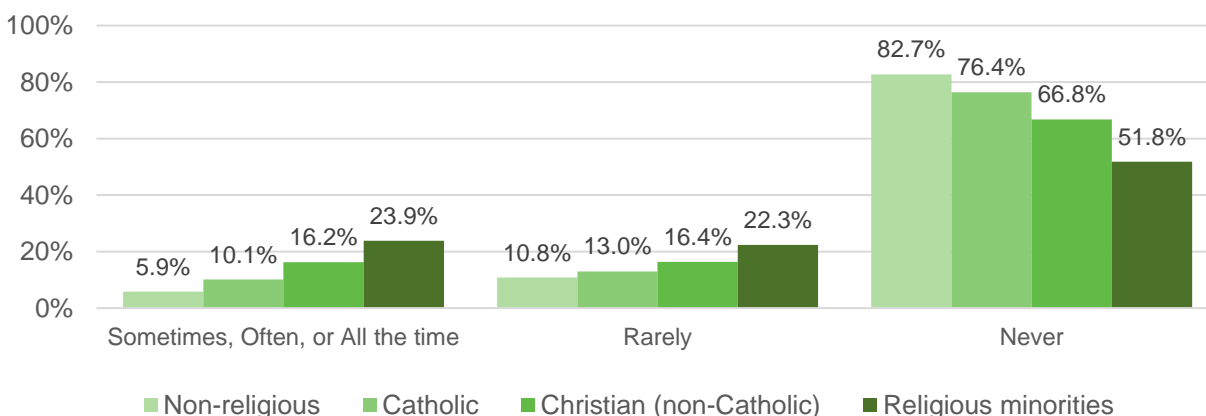
[25] Religious minorities identified in the census included Buddhist, Hindu, Indigenous Spirituality, Jewish, Muslim, and Sikh employees.

Most WRDSB employees indicated that they were straight/heterosexual, as less than 5% (160 employees) indicated that they identify as someone with a minority sexual orientation. When asked if they had experienced marginalization in the workplace because of their sexual orientation, less than 5% of heterosexual employees indicated that they have experienced marginalization. Nearly one in four employees who identified their sexual orientation as part of the LGBTQ2S+[26] community indicated that they feel 'Sometimes', 'Often', or 'All the time' marginalized in the workplace. Male employees who identified as LGBTQ2S+ expressed marginalization more frequently than female LGBTQ2S+ employees. 19 out of 48 (40%) male LGBTQ2S+ employees indicated that they felt marginalized 'Sometimes', 'Often', or 'All the time', compared to 17 out of 107 (16%) female LGBTQ2S+ employees.
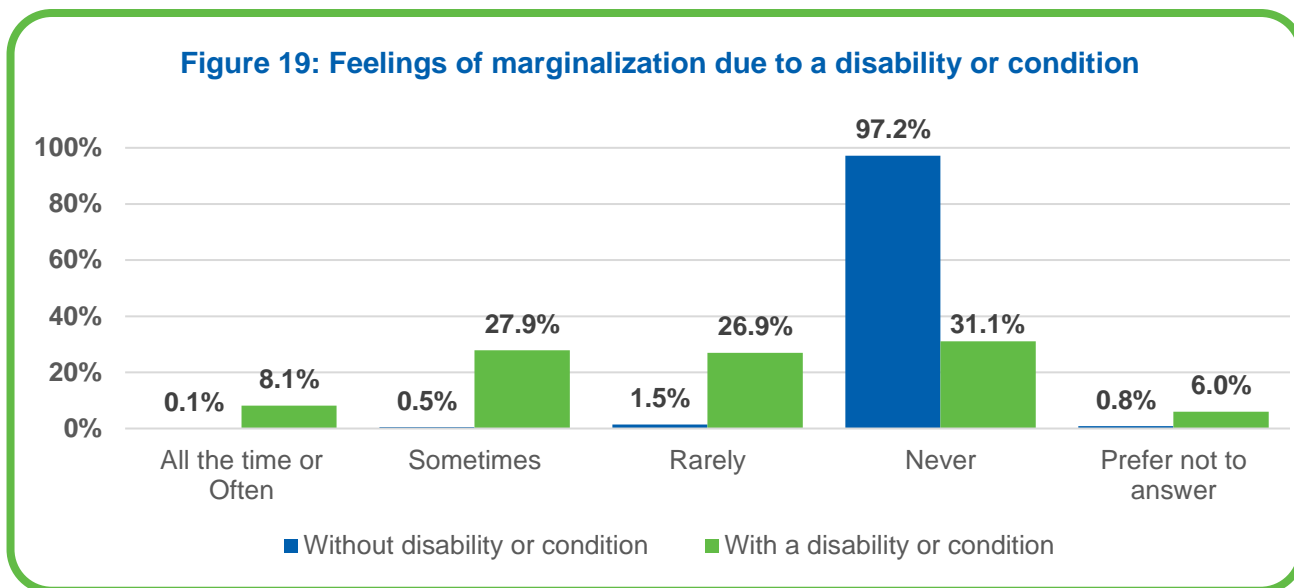
40% of male LGBTQ2S+ employees feel marginalized 'Sometimes', 'Often', or 'All the time'.

Figure 18: Feelings of marginalization based on sexual orientation

- Sometimes, Often, or All the time: Heterosexual employees 1.8%, Minority sexual orientation 23.5%
- Rarely: Heterosexual employees 3.9%, Minority sexual orientation 23.5%
- Never: Heterosexual employees 93.7%, Minority sexual orientation 48.8%
- Prefer not to answer: Heterosexual employees 0.6%, Minority sexual orientation 4.1%

[26] In this paragraph and the accompanying callout graphic, the data presented for LGBTQ2S+ employees represent only those who identified a minority sexual orientation and is not inclusive those who identified with a minority gender identity.

As shown in Figure 19 below, more than one-third of employees who indicated that they had a disability or health condition felt marginalized in the workplace 'Sometimes', 'Often', or 'All the time'. These feelings of marginalization were also reported by a small percentage of employees who indicated that they did not have a disability or health condition. However, the vast majority of employees without disabilities or health conditions never experienced this marginalization.

Figure 19: Feelings of marginalization due to a disability or condition

Response	Without disability or condition	With a disability or condition
All the time or Often	0.1%	8.1%
Sometimes	0.5%	27.9%
Rarely	1.5%	26.9%
Never	97.2%	31.1%
Prefer not to answer	0.8%	6.0%

Employees were asked the extent to which they agreed with the statement "I feel the need for more personal support services." Figure 20 shows the responses to this statement based on gender identity and sexual orientation. Male identified employees were almost 10% less likely to agree that they feel the need for more support services than female identified employees. Employees who identified as members of the LGBTQ2S+ community[27] agreed more often than males, females and heterosexual employees as more than 2 out of 5 LGBTQ2S+ employees indicated that they feel the need for more personal support services.

Figure 20: Employees who feel the need for more personal support services

34%	25%	42%	31%
Female	**Male**	**LGBTQ2S+**	**Heterosexual**

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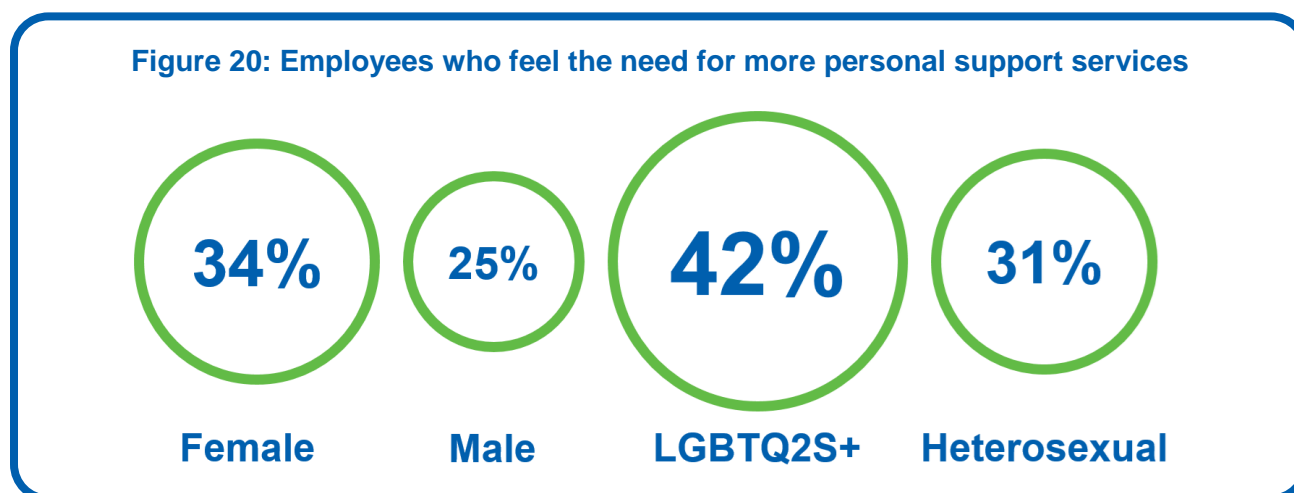
[27] In Figures 18 and 19 and the associated paragraphs, the data presented for LGBTQ2S+ employees is inclusive of employees who identified with a minority sexual orientation and/or a minority gender identity.

Employees were also asked the extent to which they agree with the statement "I feel socially isolated in the workplace". Just over 1 out of every 8 employees who participated in the census agreed or strongly agreed that they feel socially isolated in the workplace (Figure 21). Racialized and LGBTQ2S+ employees indicated that they agreed/strongly agree that they felt isolated slightly more frequently than employees in the board as a whole. Employees who identified as having a disability or health condition agreed/strongly agreed that they feel socially isolated approximately twice as often as employees in the board as a whole. Just over a quarter of the 560 employees who identified at least one disability or health condition felt socially isolated in the workplace.

Figure 21: Employees who feel socially isolated in the workplace

| 13% | 16% | 14% | 26% |
| All employees | Racialized employees | LGBTQ2S+ employees | Employees with a disability or health condition |
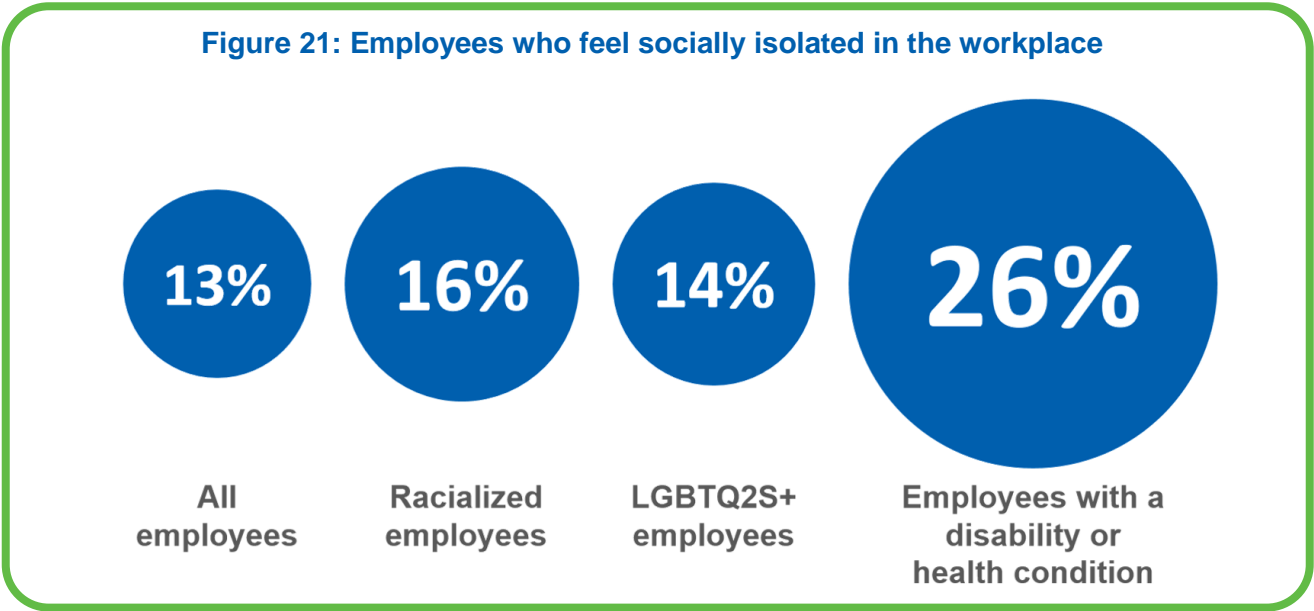
Table 4: Identities of system leaders compared to all WRDSB staff

Identity	System Leaders	All WRDSB Staff
Racial identity - White	93.7%	92.1%
Gender identity – Male	35.3%	20.4%
Sexual orientation - Heterosexual	95.9%	95.7%
Religious/spiritual affiliation – Religious minority[28]	6.7%	6.5%

System leaders presented in Table 4 include employees in the census who hold positions such as senior administrative officers (i.e. the Director of Education and superintendents), board level department managers/officers, and school administrators (i.e. principals and vice principals). System leaders accounted for a total of 252 of the workforce census participants. On sexual orientation and religions/spiritual affiliations, system leaders resemble the profile of all board employees quite closely. System leaders identified as white slightly more frequently than employees in the board as a whole. More than one third of system leaders identified as male, compared to approximately one fifth of employees in the board as a whole.

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[28] Religious minorities identified in the census included Buddhist, Hindu, Indigenous Spirituality, Jewish, Muslim, and Sikh employees.

ACTIONS AND NEXT STEPS

The WRDSB and its staff are committed to the elimination of all types of discrimination in alignment with Ontario's Equity and Inclusive Education Strategy. This section of the report describes some of the existing and future strategies and actions designed to improve supports and services to promote equity and inclusion for all WRDSB employees with the ultimate goal of supporting all our students.

EXISTING STRATEGIES AND ACTIONS

In recent years, the WRDSB has actively sought to counter systemic bias and to strengthen equity and inclusion in our system. Our 2016-2019 Strategic Plan included several strategic directions that will continue to be important as we move forward with actions based on the results of the census. Strategies and actions under our Student and Staff Well-Being Operational Goal that were implementing during the 2018/2019 school year and those that are ongoing are presented in Table 5.

Table 5: Existing and ongoing WRDSB Staff Well-Being Strategies and Actions

Strategy
Build the capacity of staff and administrators to develop a deeper understanding of themselves and their practices that promote culturally relevant and responsive schools and classrooms.

Actions	2018/2019	Ongoing
Release of the Culturally Relevant and Responsive Pedagogy (CRRP) video available for all educators and administrators throughout the WRDSB. The video is accessible by clicking the following link: CRRP video.	✔	✔
Provision of Culturally Relevant and Responsive Pedagogy (CRRP) Training for employees across the system including program consultants, special education consultants, learning support teachers, members of ITS, resource teachers, speech-language pathologists, and social workers.	✔	
Delivery of professional learning for all system leaders on the application of the Equity Curriculum which provides a framework for system leaders to reflect on the equity of 'classroom climate and instruction', 'student voice and space', and the 'culture of professional development' throughout the system.	✔	
Family of Schools Meetings and System Leaders Meetings included a focus on equity and inclusion throughout the 2018-19 school.	✔	✔
Distribution of weekly 'Woke Wednesday' emails (from October 2018 to June 2019) for all Learning Services employees which informed and challenged employees to think deeply on issues of equity and inclusion.	✔	
Coordination of monthly Indigenous Learning After School Networking Sessions made available for all WRDSB employees.	✔	✔
Black Brilliance conference held at the Education Centre in for African, Black, and Caribbean students in the WRDSB to participate in lectures and workshops with inspirational Black leaders from across Ontario. The conference was an opportunity for staff to develop an awareness anti-Black racism experienced by students in our system.	✔	✔
Monthly meetings between the WRDSB Equity and Inclusion Team and community advisory groups (the Equity and Inclusion Advisory Group and the Waterloo Region Aboriginal Academic Advisory Committee) to discuss issues of equity and inclusion and to improve dialogue between the Board and diverse community members.	✔	✔

Provision of support for teachers, child and youth workers, administrators, and other school employees who serve as staff leaders for Gay-Straight Alliances (GSA) in schools. Hosting of an annual GSA conference in partnership with OK2BME: https://ok2bme.ca/.	✔	✔

Strategy

Identify strategies to continue to increase access to gender-neutral washrooms

Actions implemented	2018/2019	Ongoing
Establish and confirm accessibility of gender-neutral washrooms in <u>all</u> WRDSB secondary schools.	✔	✔
Working toward establishing gender-neutral washrooms in the remaining 8 elementary schools where these facilities are not yet available. The majority of these schools have identified a washroom to be designated as an all-gender washroom, but require signage and/or renovations before making the washrooms fully accessible to all genders.	✔	✔
Working to establish gender neutral washrooms two outdoor schools and one alternative schools are also still working to establish gender neutral washrooms.	✔	✔
Collaboration between school, equity and facilities staff to address outstanding needs for gender-neutral washrooms all schools.	✔	✔

Strategy

Increase awareness of organizational benefits and programs that support the employees psycho-social well-being

Actions implemented	2018/2019	Ongoing
Monthly messaging to all staff promoting variety of Employee Wellness services and programs available.	✔	✔
Installation of Employee Wellness boards in lunchrooms.	✔	✔
Distribution of newsletters and promotional materials on board website.	✔	✔
Educational sessions during staff meetings and during nutrition breaks.	✔	✔
Re-design of Employee Wellness internal website with improved access to information.	✔	
Introduction of Staff Well-being Days at Schools (on-site Registered Massage Therapist and members of Employee Wellness Team)	✔	✔
Participation from members of Employee Wellness Team at PD Events.	✔	✔
Continued promotion/provision of Employee and Family Assistance Program services available through Homewood Health.	✔	✔
Introduction and promotion of new LifeSpeak on-line mental health and wellness platform available to all staff; over 300 videos that focus on variety of well-being topics by leading professionals.	✔	✔
Introduction and promotion of new alive@work - natural health and wellness information for all staff.	✔	✔

Increase in departmental staff to support employees through the Return to Work/ Accommodation Program under Human Resource Services Department.	✔	

Refine and implement measures of staff well-being through collection and mobilization of staff engagement/well-being information.

Actions implemented	2018/2019	Ongoing
Deployment of Guarding Minds @ Work survey (2016-17, 2017-18) that supports National Standard for Psychological Health & Safety (MHCC); focuses on the 13 workplace factors that affect employees well-being. Data has consistently identified that engagement is high while workload, balance and culture are area of opportunity for improvement.	✔	✔
Deployment & ongoing collection of engagement data through Plasticity Insights Survey (2017-18, 2018-19 time 1 & 2). In 2018-19 learning from 2806 employees that engagement, performance, and well-being are highly rated, while recognition, communication and feedback need more attention. Subject and department specific professional development sessions were coordinated in 2018-2019 to support mobilization of school-based/department-based action planning.	✔	✔

Strategy

Expand fair and equitable recruitment, hiring and promotion through enhanced diversity hiring of school staff and system leaders

Actions implemented	2018/2019	Ongoing
Implementation of the Indigenous and Racialized Teacher (IRT) for Leadership program. This initiative seeks to remove systemic barriers to equality outcomes with the aim of equitable representation of designated groups within roles of responsibility and leadership. In 2018-2019, the initiative supported approximately 10-15 employees.	✔	✔
Hiring of a Workforce Equity Officer. The Board was excited to welcome Kim Radersma to the WRDSB in June 2019. The Workforce Equity Officer will also provide direction and guidance to the organization regarding equity, diversity and inclusion, recruitment and training initiatives.	✔	✔
Review of best practices in equitable hiring practices from school boards and other public sector/social service organizations, including engagement with school board managers and systems leaders from across Ontario.	✔	✔

Strategy

Build leaders capacity focused on equity, inclusion and human rights through the creation of mandatory professional development for system leaders

Actions implemented	2018/2019	Ongoing
Throughout the 2018-2019 school year, system leaders (including all administrators, managers, and superintendents) attended mandatory anti-racist and anti-oppression professional development led by Dr. Nicole West-Burns. The sessions also provided an opportunity to explore the application of the Equity Continuum as a framework for supporting equitable and inclusive practice throughout our system.	✔	

	2018/2019	Ongoing
Indigenous and Racialized Administrators Mentorship and Support Program (IRAMS) is an initiative led by Indigenous and racialized administrators that seeks to develop the equity competency of WRDSB System Leaders and strengthen the WRDSB as a more culturally-responsive organization.	✔	✔

Strategy

Develop a consistent approach to the collection and application of voluntarily provided staff identity data

Action implemented	2018/2019	Ongoing
The completion of the WRDSB Workforce Census in the Spring of 2019 represented the first board-wide baseline survey of voluntarily provided staff identity data.	✔	
Review and distribution of results to help inform future initiatives related to equity and inclusion for staff.	✔	
Establishment of a baseline that will inform future identity-based data collection and serve as an important foundation against which we can measure change in the future.	✔	

FUTURE INITIATIVES

In addition to continuing progress on our existing efforts, the WRDSB is exploring the adoption of new strategies and initiatives in response to what we have learned about our workforce. This section introduces new actions on which the WRDSB will mobilize in the coming years.

In 2014, the WRDSB released the *Moving Forward: Building an Inclusive Workforce Action Plan*. Significant groundwork was prepared to establish 'fair, inclusive and equitable hiring practices'. The five commitments of the *Moving Forward* document are:

1. Through collaboration and education, develop greater clarity and focus around barriers and opportunities that currently exist with respect to fair, inclusive and equitable hiring. Commit to a journey of continuous improvement toward fair, inclusive and equitable hiring practices.
2. Articulate an Action Plan that will remove barriers, affirm supportive existing practices and integrate new strategies that serve to support fair, inclusive and equitable hiring practices.
3. Develop a communication plan to assist staff with understanding the need and rationale for revising and strengthening our hiring processes in order to increase staff confidence in a fair, inclusive and equitable hiring process.
4. Develop supportive policies, procedures and guidelines that support fair, inclusive and equitable hiring practices. Ensure that every job posting includes a clear statement of WRDSB beliefs about fair, inclusive and equitable hiring practices and our commitment to appropriate accommodation.
5. Develop and provide tools, training and resources to ensure that those responsible for academic hiring have the supports needed to conduct fair, equitable and inclusive selection process.

Although the Board has taken preliminary steps to fulfill the commitments laid out in the *Moving Forward Action Plan*, a renewed focus is now in place to fully mobilize on the commitments and actions. Our next steps include revisiting and updating the commitments made under this action plan.

In addition to updates to the *Moving Forward Action Plan*, the WRDSB will implement additional strategies and actions to promote greater equity and inclusion in our workplaces. The actions presented below were developed collaboratively with the input by staff from Human Resource Services Department, the Human Rights and Equity Division, Employee Wellness Services, and the Research and Evidence-Based Practice Department. The actions have been aligned to the updated strategies under the WRDSB's 2019/2020 Operational Goal for Student and Staff Well Being.

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Operational Goal for Student and Staff Well Being

All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.

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Table 6 describes strategies and actions that will be implemented in the 2019/2020 school year and beyond.

Table 6: WRDSB Staff Well-Being Strategies and Actions - 2019/2020 and beyond

OVERALL STRATEGY 1: Implement strategies to build staff capacity to support their cognitive, emotional, social and physical well-being while contributing to the development of a positive workplace culture.		
Strategy 1.1: Increase staff capacity and confidence to support the needs of all students and staff.	**2019/ 2020**	**2020 and beyond**
Action: Engagement in knowledge mobilization initiatives board-wide to promote greater understanding of diversity within our workforce, based on the results of the WRDSB Workforce Census.	✔	✔
Action: Implementation of professional development initiatives promoting Culturally Responsive and Relevant Pedagogy (CRRP) for system leaders and targeted classroom teachers throughout the WRDSB.	✔	✔
Action: Equity and Indigenous Leads Networking - leads will learn more about their role, how they can support important equity work in their schools, and how Human Rights and Equity staff can support them.	✔	✔
Action: Establishment of a Black Brilliance Advisory Committee to create supportive environments for African, Black and Caribbean identified employees and to support ongoing initiatives to address anti-black racism.	✔	✔
Strategy 1.2: Develop system leaders' capacity to build and sustain healthy, high performing positive and inclusive workplace cultures.	**2019/ 2020**	**2020 and beyond**
Action: Developing Resource Library for System Leaders: working with our critical partners at Plasticity Labs, we are developing a positive workplace resource library to assist our administrators and managers on how to take steps to move towards and or maintain a positive workplace culture with their teams. This information will be housed on our re-designed Employee Wellness website under "Resources for Leaders" section.	✔	✔
Action: Continuation of focus on equity and inclusion at Family of Schools Meetings and System Leaders Meetings.	✔	
Action: Establishment of the Human Rights and Equity Division at the system level with the mandate of understanding and mobilizing equity and inclusion issues throughout the WRDSB.	✔	✔
Strategy 1.3: Provide all staff with awareness and educational opportunities that support the areas of physical health and safety, mental health and positive workplace culture.	**2019/ 2020**	**2020 and beyond**
Action: Mobilizing a Staff Well-being Strategy Team: made up of diverse group of staff from across the organization with the goal of working towards census with regards to how as an organization we support both an inclusive, psychologically safe workplace and how to contribute to positive culture.	✔	✔
Action: Providing Professional Development Opportunities: for staff and leadership groups will continue to support the areas of mental health, positive workplace culture, preventative health, work-life balance and workload.	✔	✔

OVERALL STRATEGY 2: Implement strategies to ensure equitable conditions for working and learning as a foundational building block of student and staff well-being.		
Strategy 2.1: Enhance hiring and promotion of school staff and system leaders to ensure fair and equitable recruitment, hiring and promotion.	**2019/ 2020**	**2020 and beyond**
Action: Collection of voluntarily contributed racial and other demographic data from all applicants, new hires, in promotion/advancement application packages and in exit interviews will be phased in with selected employee groups and expanding throughout the next several years to eventually include all groups.	✔	✔
Action: Communication of the importance of having diverse staff to the district and to bargaining groups promoting a culture shift while building awareness of the many benefits of a more diverse workforce.	✔	✔
Action: Facilitation of follow-up consultations with minority identified employees throughout the board to development a greater understanding of issues affecting these identities.		✔
Action: Bias awareness training for all human resources hiring personnel who will engage candidates at any point of hire will be phased in throughout the next few years.	✔	✔
Action: Actively seeking to include diverse representation on hiring panels.	✔	✔
Action: Inclusion of strategic, equity-related questions into employment interview procedures.	✔	✔
Action: Use of the Interview and Selection Checklist during all interviews to ensure hiring panels remain consistent.	✔	✔
Action: Development of strategic recruitment and promotion initiatives to increase representation of diverse employees throughout the system.	✔	✔
Strategy 2.2: Update Administrative Procedure focused on hiring practices that are fair, equitable, and inclusive and aligned with our current strategies related to equity.	**2019/ 2020**	**2020 and beyond**
Action: Review and update of Administrative Procedure 3370 (AP3370) on 'Conducting Interviews' to make it more fair, equitable and inclusive. As of the release of this report an updated AP3370 entitled 'Employee Candidate Screening, Interviewing and Selection' has been drafted and is under review.	✔	✔
Action: Development of an equitable hiring and promotion communication strategy to support the implementation of the new Administrative Procedure.	✔	✔
Strategy 2.3: Ensure Accessibility for Ontarians with Disabilities (AODA) compliance for physical spaces in buildings and services.	**2019/ 2020**	**2020 and beyond**
Action: Updating Stay at Work Procedure: Revamping of the existing Return to Work/Accommodation Procedure to help supervisors manage employee injury, illness and disability and ensure that employees are able to stay or return to the workplace as quickly and safely as possible. By creating an effective and holistic Return to Work program based on communication and trust, employers can take positive steps to keep their employees productive, safe and valued in the workplace.	✔	
Action: Creating an internal Policy for Adoption of the National Standard for Psychological Health & Safety. Although a voluntary standard, our organization has committed to work towards implementing the recommendations within the Standard to foster an environment where staff feel psychologically safe, supported by promoting mental health and preventing psychological harm at work.	✔	
Strategy 2.4: Support physical resources in classrooms to ensure a productive learning environment for staff and students.	**2019/ 2020**	**2020 and beyond**
Action: Reviewing current Ergonomics Program: with two in-house certified kinesiologists on site we are well positioned to support staff from an 'abilities' perspective to keep staff working safely and to identify and correct ergonomic risk factors at work.	✔	

CONTACT INFORMATION

For more information about initiatives designed to support fair, equitable and inclusive human resource strategies, please contact Kim Radersma, Workplace Equity Officer (kim_radersma@wrdsb.ca).

For more information about professional learning opportunities and other Board initiatives on equity and inclusion, please contact Deepa Ahluwalia, Equity and Inclusion Officer (deepa_ahluwalia@wrdsb.ca).

For more information about professional learning opportunities and other Board initiatives on Indigenous education and learning, please contact Nicole Robinson, Equity and Inclusion Officer-Aboriginal Focus (nicole_robinson@wrdsb.ca).

For more information about Employee Wellness Services, please contact Nancy Carse, Manager, Employee Wellness (nancy_carse@wrdsb.ca).

For more information about research conducted by the WRDSB, please contact Dana Liebermann, Senior Manager, Research and Evidence-based Practice (dana_liebermann@wrdsb.ca).

Welcome to the Waterloo Region District School Board Workforce Census!

The WRDSB is committed to equity and inclusiveness across our community. The WRDSB Workforce Census is a voluntary, self-identification survey of all WRDSB employees. This survey aligns with the guidance established by the Ministry of Education's Equity and Inclusion Policy, the Ontario Human Rights Commission, and Ontario's Anti-Racism Directorate. The census will allow us to develop an identity-based profile our staff. Questions will ask about Indigenous identity, ethnicity, race, citizenship status, gender, sexuality, religion, health conditions, age, employment status, and your perceptions of and experiences as a WRDSB employee. Representatives from all WRDSB employee groups, senior management, our board privacy office, and community-based advisory groups were consulted in the development of this census.

This survey is voluntary, but we are hoping that 100% of WRDSB employees will participate. You may choose not to begin the survey, you may end the survey at any time, or **you may skip any question that you do not wish to answer.**

This survey is confidential. The survey does not ask any question that will identify you personally. WRDSB is required to protect the identities and the personal information of all participants in this survey as legislated by the Municipal Freedom of Information and Protection of Privacy Act.   Summary results from the census will be shared with the Ministry and the broader community. Detailed results will be developed and used to inform future WRDSB policies and programs. No information that could allow your individual answers to be identified will be included in any reports that are prepared based on this census.

Your participation in this survey is important. It will to help us to identify and celebrate the diversity within our system. It will also help us to identify where we can improve, and allow us to make informed decisions about equitable and inclusive initiatives. The greater the number of staff that participate in this survey, the more accurate and actionable our findings will be. **The survey should only take 10-15 minutes to complete.**

More information about the census is available on the staff intranet at **staff.wrdsb.ca/census**. If you have any other questions about the census, please feel welcome to contact Dana Liebermann, Senior Manager of Research and Evidence-based Practice (E: dana_liebermann@wrdsb.ca, P: 519.570.0003, ext. 4826) or David Lane, Research Strategist (E: david_lane@wrdsb.ca or P: 519-570-0003, ext. 4135).

Given what you have read above, do you agree to continue with the survey?

○ Yes

○ No

This first set of questions asks you about how you identify with various cultural and social characteristics.

In Canada, the term Indigenous peoples refers to individuals of First Nations, Métis and Inuit descent. Voluntary self-identification of Indigenous peoples encourages individuals to choose how they identify and does not rely on any documented Status or membership.

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

○ No

○ First Nations

○ Métis

○ Inuit

○ Prefer not to answer

The following two questions will only appear in the survey for employees who identify as First Nations, Métis, or Inuit.

Indigenous identities are diverse. If you would like to provide more details about your Indigenous identity (such as your Nation, or your community), please enter it into the space provided.

O I identify as... _____

O I do not wish to provide more details

How often have you felt marginalized in the workplace because of your Indigenous identity in the last 12 months?

Note: "marginalized" refers to your sense of being relegated to an unimportant or powerless position in the workplace.

O Always

O Often

O Sometimes

O Rarely

O Never

O Prefer not to answer

Ethnic origin refers to a person's ethnic or cultural origins. Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic, and/or religious characteristics.

Note: the list provided presents the most common origins in the Waterloo Region from the 2016 Canadian Census. You may select from the list or type your answer in the box provided.

What is/are your ethnic or cultural origin(s)? Select all that apply.

O American	O French	O Polish
O Arab	O German	O Portuguese
O Austrian	O Greek	O Romanian
O Canadian	O Guyanese	O Russian
O Central African	O Hungarian	O Salvadorean
O Chinese	O Iranian	O Scottish
O Croatian	O Irish	O Serbian
O Czech	O Italian	O Spanish
O Danish	O Jamaican	O Southern African
O Dutch	O Jewish	O Swedish
O East African	O Laotian	O Swiss
O East Indian	O Mennonite	O Ukrainian
O English	O North African	O Vietnamese
O Filipino	O Pakistani	O Welsh

○ West African

○ Unknown

○ Prefer not to answer

○ An ethnic or cultural origin not listed

above, please specify:

_____

How often have you felt marginalized in the workplace because of your ethnic or cultural identity in the last 12 months?

Note: "marginalized" refers to your sense of being relegated to an unimportant or powerless position in the workplace.

○ All the time

○ Often

○ Sometimes

○ Rarely

○ Never

○ Prefer not to answer

In our society, people are often described by their race or racial background. For example, some people are considered "White" or "Black" or "East/Southeast Asian," etc.

Which racial group(s) best describes you? Select all that apply.

○ Black (i.e. African, Afro-Caribbean, African Canadian descent)

○ East Asian (i.e. Chinese, Korean, Japanese, Taiwanese descent)

○ Indigenous (i.e. First Nations, Métis, Inuit descent)

○ Latino/Latina/Latinx (i.e. Latin American, Hispanic descent)

○ Middle Eastern (i.e. Arab, Persian, Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish descent)

○ Southeast Asian (i.e. Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)

○ South Asian (i.e. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, other South Asian descent)

○ White (i.e. European descent)

○ Prefer not to answer

○ A racial group not listed above, please specify: _____

How often have you felt marginalized in the workplace because of your racial identity in the last 12 months?

○ All the time

○ Often

○ Sometimes

○ Rarely

O Never

O Prefer not to answer

Were you born in Canada?

O Yes

O No

O Prefer not to answer

The following three questions will only appear in the survey for employees who indicate that they were not born in Canada.

In what year did you first come to live in Canada?

O Before 1990

O Between 1990 and 1994

O Between 1995 and 1999

O Between 2000 and 2004

O Between 2005 and 2009

O Between 2010 and 2014

O Between 2015 and 2019

O Prefer not to answer

Which of the following best describes you?

O A Canadian citizen

O A landed immigrant/permanent resident

O A refugee claimant

O A temporary worker (in Canada on a work permit)

O None of the above

O Prefer not to answer

How often have you felt marginalized in the workplace because of your citizenship status on the last 12 months?

O All the time

O Often

O Sometimes

O Rarely

O Never

O Prefer not to answer

What is/are the first language(s) you learned to speak as a child? Select all that apply.

Note: the list below represents the most common languages in Waterloo Region from the 2016 Canadian Census. If you first learned to speak a language or languages not listed, you may enter your response in the box provided. If you first learned to speak an Indigenous language, please select 'Indigenous language', you will have the option to specify your language.

- O Albanian
- O Arabic
- O Chinese (incl. Mandarin & Cantonese)
- O Croatian
- O Dutch
- O English
- O French
- O German
- O Greek
- O Gujarati
- O Hindi
- O Hungarian

- O Indigenous language
- O Italian
- O Korean
- O Lao
- O Low German
- O Pashto
- O Persian (Farsi)
- O Polish
- O Portuguese
- O Punjabi
- O Romanian
- O Russian
- O Serbian

- O Spanish
- O Tagalog (Pilipino;Filipino)
- O Tamil
- O Turkish
- O Ukrainian
- O Urdu
- O Vietnamese
- O Prefer not to answer
- O A language or languages not listed above (please specify) _____ _____ _____

The following question will only appear in the survey for employees who indicate that they first learned to speak an Indigenous language as a child.

If you would like to specify which Indigenous language you first learned to speak, please enter it into the space provided.

- O I first learned to speak... _____
- O I do not wish to specify

How often have you felt marginalized in the workplace because of your first language in the last 12 months?

- O All the time
- O Often
- O Sometimes
- O Rarely
- O Never
- O Prefer not to answer

What is/are your religious affiliation(s), spiritual affiliation(s), creed(s), and/or belief(s)? Select all that apply.

- O Agnostic
- O Atheist

- O Buddhist
- O Catholic

- O Christian (non-Catholic)

- ⚪ Hindu
- ⚪ Indigenous Spirituality
- ⚪ Jewish
- ⚪ Muslim

- ⚪ Sikh
- ⚪ Spiritual, but not religious
- ⚪ No religious or spiritual affiliation

- ⚪ Prefer not to answer
- ⚪ A religious or spiritual affiliation not listed above (please specify)
  _____

How often have you felt marginalized in the workplace because of your religion, spiritual affiliation, creed or belief in the last 12 months?

- ⚪ All the time
- ⚪ Often
- ⚪ Sometimes
- ⚪ Rarely
- ⚪ Never
- ⚪ Prefer not to answer

Gender identity consists of a person's internal and deeply felt sense of being a man, a woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female, intersex, male). For more information of gender identity, please refer to the: Ontario Public Service Glossary on Gender Identity.

What is your gender identity?

- ⚪ Female/Woman
- ⚪ Gender fluid
- ⚪ Gender non-conforming
- ⚪ Male/Man

- ⚪ Non-binary
- ⚪ Transgender
- ⚪ Two-spirit
- ⚪ Prefer not to answer

- ⚪ A gender not listed above (please specify)
  _____
  _____

How often have you felt marginalized in the workplace because of your gender identity in the last 12 months?

- ⚪ All the time
- ⚪ Often
- ⚪ Sometimes
- ⚪ Rarely
- ⚪ Never
- ⚪ Prefer not to answer

Sexual orientation is a personal characteristic that forms part of who you are. It covers the range of human sexuality and is distinct from an individual's gender identity.

What is your sexual orientation?

- O Asexual (no sexual feelings or associations)
- O Bisexual
- O Gay
- O Lesbian
- O Pansexual
- O Queer
- O Questioning
- O Straight/heterosexual
- O Two-spirit
- O Prefer not to answer
- O A sexual orientation not listed above (specify) _____

How often have you felt marginalized in the workplace because of your sexual orientation in the last 12 months?

- O All the time
- O Often
- O Sometimes
- O Rarely
- O Never
- O Prefer not to answer

Do you consider yourself to be a person with a disability or condition? If yes, select all that apply.

- O No
- O Addiction(s)
- O Autism (incl. ASD and Asperger Syndrome)
- O Blind or Low Vision
- O Deaf or Hard of Hearing
- O Developmental
- O Learning disability
- O Mental health disability
- O Physical
- O Speech impairment
- O Prefer not to answer
- O A disability or condition not listed above (please specify) _____

How often have you felt marginalized in the workplace because of a disability or condition in the last 12 months?

- O All the time
- O Often
- O Sometimes
- O Rarely
- O Never
- O Prefer not to answer

In which age category do you fit?

- O 20 years old or younger
- O 21-30 years old

○ 31-40 years old

○ 41-50 years old

○ 51-60 years old

○ 61 years or older

○ Prefer not to answer

How often have you felt marginalized in the workplace because of your age on the last 12 months?

○ All the time

○ Often

○ Sometimes

○ Rarely

○ Never

○ Prefer not to answer

The next set of questions asks about your employment and education status.

What is your employment status with the WRDSB?

○ Permanent full-time employee

○ Permanent part-time employee

○ Long-term occasional employee (teaching)

○ Daily occasional employee (teaching)

○ Casual, or temporary employee

○ Prefer not to answer

○ Other (please specify)
_____

How long have you been employed with the WRDSB?

○ Less than 1 year

○ 1-5 years

○ 6-10 years

○ 11-15 years

○ 16-20 years

○ 21-25 years

○ 26-30 years

○ More than 30 years

○ Prefer not to answer

Please select the employee federation(s), union(s), or association(s) of which you are a member. Select all that apply.

- O Educational Assistants Association (EAA)
- O ETFO Designated ECE (DECE)
- O ETFO Occasional Teachers
- O ETFO Permanent Teachers
- O Management/Professional/ESS related (non-union)
- O Non-union (LBS Instructors, casual/temporary employees)
- O Ontario Principals Council
- O OSSTF Custodial and Maintenance Association (CAMA)
- O OSSTF Education Support Staff (ESS)
- O OSSTF Occasional Teachers
- O OSSTF Permanent Teachers
- O OSSTF Professional Student Services Personnel (PSSP)
- O OSSTF Supervision Monitors and Cafeteria Assistants (SMACA)
- O Senior Administration/Supervisory Officer
- O Prefer not to answer
- O Other (please specify) _____

In which grade level(s) do you work? Select all that apply.

O Kindergarten (JK/SK)

O Grades 1-3

O Grades 4-6

O Grades 7-8

O Prefer not to answer

O Other (please specify) _____

In which city/community do you work most frequently?

O Cambridge

O Kitchener

O Waterloo

O The Townships (North Dumfries, Wellesley, Wilmot, Woolwich)

O Itinerant locations (assigned to different work locations)

O A location not identified above (please specify) _____

O Prefer not to answer

On a normal work day, how many minutes does it take for you to travel from your home to your primary work location?

O 0-9 minutes

O 10-19 minutes

O 20-29 minutes

O 30-39 minutes

O 40-49 minutes

O 50-59 minutes

O 60 minutes or more

O It varies from day-to-day

O Prefer not to answer

What is the highest level of education you have completed?

O No certificate, diploma, or degree

O High school diploma or equivalent

O Apprenticeship or trades certificate or diploma

○ College; CEGEP or other non-university certificate or diploma

○ University certificate or diploma below bachelor level

○ University certificate; diploma or degree at bachelor level or above

○ Bachelor's degree

○ Master's degree

○ Doctorate

○ Prefer not to answer

○ Other (please specify) _____

This final section seeks feedback on your perceptions and experiences of working with the WRDSB.

Please select the extent to which you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to Answer
I have a sense of belonging in the workplace.	○	○	○	○	○	○
I feel socially isolated in the workplace.	○	○	○	○	○	○
I feel well supported in the workplace.	○	○	○	○	○	○
I have experienced barriers that would prevent me from advancing my career with WRDSB.	○	○	○	○	○	○
I feel the need for more professional development opportunities.	○	○	○	○	○	○
I feel the need for more personal support services.	○	○	○	○	○	○
I feel that I can fulfill more of a leadership/supervisory role in the WRDSB.	○	○	○	○	○	○

Thank you for your feedback. Your input will help us to strengthen the work that we do!

Supporting resources/documents
FAQ Sheet

WRDSB WORKFORCE CENSUS
FREQUENTLY ASKED QUESTIONS

WRDSB WORKFORCE CENSUS

When is the census open?

April 8 to 30, 2019

Who can participate in the Workforce Census?

- The WRDSB Workforce Census is for ALL Waterloo Region District School Board employees

Why should I participate?

- Following review and consultation, the WRDSB Workforce Census has been endorsed by the leadership of all WRDSB employee groups and WRDSB senior management
- Your information will help the WRDSB gain greater clarity of barriers and opportunities with respect to fair, inclusive and equitable hiring practices
- Accurate and up-to-date information about who works in the WRDSB allows us to better support staff and students
- A high participation rate in the census is critical for us to be able to be confident that our census accurately represents our whole workforce
- Our process is aligned with the underlying principles and standards laid out in key provincial legislation and policy, including the Ontario Human Rights Code, Ontario's Anti-Racism Act and Ontario's Education Equity Action Plan

Why should I participate?

- Following review and consultation, the WRDSB Workforce Census has been endorsed by the leadership of all WRDSB employee groups and WRDSB senior management
- Your information will help the WRDSB gain greater clarity of barriers and opportunities with respect to fair, inclusive and equitable hiring practices
- Accurate and up-to-date information about who works in the WRDSB allows us to better support staff and students
- A high participation rate in the census is critical for us to be able to be confident that our census accurately represents our whole workforce
- Our process is aligned with the underlying principles and standards laid out in key provincial legislation and policy, including the Ontario Human Rights Code, Ontario's Anti-Racism Act and Ontario's Education Equity Action Plan

What about my confidentiality and the privacy of the information I provide?

- Following review and consultation, the WRDSB Workforce Census has been endorsed by the leadership of all WRDSB employee groups and WRDSB senior management
- Your information will help the WRDSB gain greater clarity of barriers and opportunities with respect to fair, inclusive and equitable hiring practices
- Accurate and up-to-date information about who works in the WRDSB allows us to better support staff and students
- A high participation rate in the census is critical for us to be able to be confident that our census accurately represents our whole workforce
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How will my information be used?

- Summary results of the WRDSB Workforce Census will be communicated across the WRDSB, to the Ministry of Education and to the public
- Conclusions drawn from the census will be used to inform decision-making regarding WRDSB policies and initiatives, such as equitable hiring practices, employee support services, and professional development opportunities.

STAFF.WRDSB.CA/CENSUS

WRDSB WORKFORCE CENSUS AND OUR STRATEGIC PLAN

WRDSB | WORKFORCE CENSUS ✓

OPERATIONAL GOALS

MATHEMATICS

STUDENT AND STAFF WELL-BEING

GRADUATION RATES

WELL-BEING GOAL

All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being

WELL-BEING STRATEGY

Develop a consistent approach to the collection & application of voluntarily provided staff identity data

WRDSB WORKFORCE CENSUS

WRDSB WELL-BEING STRATEGIES SUPPORTED BY THE WORKFORCE CENSUS

- Build the capacity of staff and administrators to develop a deeper understanding of themselves and their practices that promote culturally relevant responsive schools and classrooms.

- Refine and implement measures of staff well-being

- Provide learning opportunities for staff well-being

- Expand fair and equitable recruitment, hiring and promotion through enhanced diversity hiring of school staff and system leaders

- Build leaders capacity focused on equity, inclusion and human rights through the creation of mandatory professional development for system leaders

- Build the capacity of students, staff, parents/caregivers and community members to promote the conditions for learning: Equity and inclusion, safe and accepting schools, positive mental health and healthy schools.

- Increase awareness of organizational benefits and programs that support the employees psycho-social well-being

- Support physical resources in classrooms to ensure a productive learning environment for staff and students

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**Waterloo Region
District School Board**

51 Ardelt Avenue, Kitchener, ON N2C 2R5

(o) 519 570 0003   (f) 519 742 1364   www.wrdsb.ca

GUIDELINES FOR SUPPORTING THE WRDSB WORKFORCE CENSUS

The WRDSB Workforce Census is an important initiative for our board. It will provide us with identity-based feedback from our employees that will allow us to make informed decisions about equity and inclusion. We are encouraging all employees to participate in this process and are encouraging employees to use work time (such as meetings, planning time, and professional development sessions) to complete the census. To the extent possible, principals, managers and supervisors should to support their employees to take 10-15 minutes of their workday to complete the census. These guidelines are to support principals, managers and supervisors in providing the appropriate time, space and support to allow employees to complete the census survey.

Confidentiality and privacy

The WRDSB Workforce Census asks personal questions in an anonymous way. When providing space and time for an employee to complete the census it is important that all employees are able to feel that they can input their responses privately. The survey can be completed in any location, as long as the employee has access to an internet-connected device. It is important that no employees feel that their personal comfort or privacy is compromised as they complete the census. If time is being provided at a meeting or professional development session, employees should be permitted to leave the meeting or workshop space in order to complete the census in private, should they wish to do so. In any group setting principals, managers, and supervisors should reiterate that while the census is important, it is voluntary. No employee should feel pressured to complete the survey, nor should they feel stigmatized for their choice not to participate.

Informed consent

Prior to asking employee consent to participate, the online survey describes background and purpose of the census. If an employee has additional questions about the census, principals, managers and supervisors are encouraged to direct employees to resources that can answer their questions. More information is available on the WRDSB Workforce Census page on the staff intranet: **https://staff.wrdsb.ca/census/**. Employees may also contact WRDSB Research Strategist, David Lane (E: **david_lane@wrdsb.ca**, P: 519-570-0003, ext. 4135), to answer their questions directly.

Additional support

The online questionnaire will be available in several languages. If an employee would prefer to complete the survey in a language other than English, the survey will be prompt them to select a language of their choice. If an employee wishes to complete the census in a language other than those provided, they can contact Research Strategist, David Lane, who will help find a strategy to ensure that the employee can complete the questionnaire. If an employee requires additional language or accessibility support, principals, managers, and supervisors are encouraged to help accommodate these employees. As needed, they can be referred to David Lane who will identify strategies to support these employees.

Creating an encouraging environment

The information generated from this WRDSB Workforce Census will be used to mobilize on important initiatives for board employees. To be successful, the census requires a high participation rate from our employees. Your support in encouraging employees to complete the census will go a long way to ensuring that we gather actionable findings from the WRDSB Workforce Census.

WRDSB WORKFORCE CENSUS

STAFF.WRDSB.CA/CENSUS

What is our commitment?

WRDSB and the staff of the Research and Evidence-Based Practice Department are committed to protecting the privacy of individuals from whom we collect data. We strive to ensure that we meet the best practice data standards laid out in the Municipal Freedom of Information and Protection of Privacy Act of Ontario[29], guidelines for collecting data on enumerated grounds under the Ontario Human Rights Code[30] and the Data Standards for the Identification and Monitoring of Systemic Racism (as prepared by Ontario's Anti-Racism Directorate).[31]

The legislation and guidelines have informed how the WRDSB has designed our Workforce Census, which will ask individuals to voluntarily provide personal information. Our adherence to the privacy legislation and guidelines is driven by two overarching objectives:

       1) Protecting the confidentiality of data

       2) Maintaining data security

How will we protect the confidentiality of data?

Protecting the confidentiality is based on our commitment that no personal data provided will be used to individually identify staff. *The Workforce Census will not ask staff to provide personal identifying information such as names, contact information, schools, employee numbers, dates of birth, or IP addresses.* Careful consideration has been given to any question that asks about information that represents a small number of employees to ensure that all identities will be protected. The individual responses provided on the census will remain on encrypted password protected servers and on password protected laptops accessible only by staff of WRDSB's Research and Evidence-Based Practice Department. The research staff is committed to ensuring that we do not allow to individual survey responses (raw data) to be viewed by any unauthorized persons inside or outside of the WRDSB.

The data collected through the WRDSB Workforce Census will not be linked with any of the information in existing WRDSB or provincial databases. The results will be reported in a summarized/aggregated format meaning all responses will be combined and presented as board-wide results. Any results for which only a small number of staff members responded will not be included in any reports. The analysis/reporting process will use a data suppression protocol, wherein results that include less than 15 individual responses will not be reported. Data suppression is used to ensure that the data is grouped in a way that will not allow the readers of any prepared reports to identify the specific responses provided by any of the individuals who participated in the census.

Finally, to ensure that staff have full control of what information they provide, the entire questionnaire is completely voluntary. This means that staff can choose which questions they wish to answer and which questions they prefer not to answer. It is our hope that we will gather as much information as possible from each staff member, and we encourage all staff members to respond to as many questions as they feel comfortable, as this will result in more accurate and actionable findings.

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[29] MFIPPA: https://www.ontario.ca/laws/statute/90m56

[30] Ontario Human Rights Commission: http://www.ohrc.on.ca/en/guidelines-collecting-data-enumerated-grounds-under-code

[31] Ontario Anti-Racism Data Standards: https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism/standards-and-guidance#section-1

How will we maintain data security?

The WRDSB's Workforce Census will be implemented using the online survey platform Qualtrics.[32] To ensure that data will remain secure using this platform, WRDSB research staff with support from the WRDSB privacy officer conducted a Service Provider Privacy Security Assessment. This review consisted of ensuring that the Qualtrics survey platform complies with Canadian and international data security standards and employs strategies and policies that promote the secure collection and storage of survey data. Using WRDSB's Service Provider Privacy Security Assessment Tool, research staff reviewed Qualtrics' publicly available data security documents and submitted our draft of the assessment with follow up questions to Qualtrics staff to gather further details and validate our assessment of their data security protocols. The assessment determined that Qualtrics actively aligns their data security protocols with a number of international data security standards including: General Data Protection Regulation (EU), NIST SP 800-53 (US), FedRAMP (US), ISO 27001-2013 (international), and Privacy Shield (international).[33]

The assessment also confirmed that Qualtrics staff will not access data collected by the WRDSB without the permission of or a request from authorized WRDSB staff. Under normal business practice Qualtrics staff does not access or share any of the survey data that is collected by the WRDSB.[34] WRDSB data is stored at a secured data centre on encrypted third party servers in Toronto, ON[35] and will not be transferred outside of Canada. Qualtrics also uses HTTP Strict Transport Security (HSTS) which allows for Transport Layer Security (also known as HTTPS) to help secure data as it is transferred from the device on which the survey was completed to the secure server.[36] It is important to acknowledge, that while no web-based systems are immune from a highly skilled and motivated hacker, Qualtrics data security protocols and policies reflect a high level of data security commitment and meet internationally reviewed and certified standards.

In addition to our review of the Qualtrics data security protocols, WRDSB's Research and Evidence-Based Practice Department has internally developed a data retention plan to ensure that data is managed and deleted in an appropriate fashion. Keeping data for a specific number of years allows for important information to be available to help measure changes in our system over time. However, in the interest of data security, it is best practice to determine how and when data will be stored and deleted. The individual level results from the WRDSB Workforce Census will remain on the secure, encrypted third party server for no more than two years. Within two years the data will be transferred to a secure password protected folder on a local WRDSB server where it may remain for a maximum of 10 years. All WRDSB Workforce Census data that has been on a local server for 10 years will be permanently and securely deleted.

For more information on the WRDSB Workforce Census data privacy protocols please contact WRDSB Research Strategist, David Lane, at david_lane@wrdsb.ca or 519-570-0003, ext. 4135.

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[32] Qualtrics about us: https://www.qualtrics.com/about/

[33] Links to data security standard sites: GDPR - https://gdpr-info.eu/, NIST SP 800-53 - https://nvd.nist.gov/800-53, ISO 27001-2013 - https://www.iso.org/standard/54534.html, and Privacy Shield - https://www.privacyshield.gov/Program-Overview

[34] Note: Qualtrics uses cookies to monitor the traffic on their sites. They track site usage activity for the purposes of ongoing support and maintenance of their site. This does not include data related to the survey responses and WRDSB will not allow the survey to collect IP addresses to help ensure the protection of confidentiality.

[35] Amazon Web Services (AWS) – Canada is among the encrypted data centres used by Qualtrics: https://aws.amazon.com/canada/

[36] Qualtrics security statement: https://www.qualtrics.com/security-statement/

Service Provider Privacy and Security Assessment Tool

This questionnaire must be completed by all organizations that provide services to the school board that involve the collection, access, disclosure and retention of student and/or staff personal information.

Name of Service Provider (the "Organization"): Qualtrics International Inc.

Service Provided or Role of the Organization: Web-based survey and data analysis software

Describe the types of Personal Information ("Data") to be collected by or disclosed to the Organization:

- It is up to WRDSB to determine the type of data collected by the platform. Below is a summary of the type of data that is normally collected.

  TYPES OF DATA COLLECTED
  There are several data types that surveys collect, and each type generally falls into one of the following categories:
    o **Response Data:** Data that survey respondents provide by answering questions in surveys or employee evaluations.
    o **Panel Data:** A panel is a respondent list that the Brand can use for the distribution of surveys. This usually includes email addresses paired with a name, but can include additional information. Use of panels is optional.
    o **User Information:** The requisite username (User login ID) and password for logging into the platform. All logins are logged, and the Qualtrics User can easily view the log. Usernames are chosen by the Brand Administrator, must be unique for the entire Qualtrics platform, and need not be an email address.
    o **Survey Design and Objects:** Surveys created by a Customer along with any graphics and other property uploaded by a Customer and hosted by Qualtrics for use in surveys. Graphics and other objects may be stored in a library.

  Qualtrics does not represent or attest to Data entered into its Services since all Data is controlled by the Customer in a self-service, one-to-many business model.

ACCOUNTABILITY AND POLICIES
1.   Who is responsible for privacy compliance within your organization?
- "A detailed incident response policy is maintained by the InfoSec and Legal departments… Qualtrics has developed Incident Response policies and procedures to ensure the integrity, confidentiality, and availability of the Data. These policies and procedures are consistent

with applicable federal laws, Executive Orders, directives, regulations, standards, and guidance and are set forth by the management teams in compliance with the Incident Response family of controls found in NIST SP 800-53." - *Qualtrics Security White Paper (p. 12)*

2.   Who is responsible for information security within your organization?
-    "Qualtrics has suitable policies to handle these requests, and has a team of outside attorneys, privacy staff, and security experts to respond to the particular notification needs based on the content disclosed." - *Qualtrics Security White Paper (p. 12)*

3.   Is your organization compliant with the European Union General Data Protection Regulation? If not, why not?
-    Qualtrics has specifically included features that allow all its customers to meet the requirements of the GDPR: *'Safe. Secure. And ready for GDPR'* - https://www.qualtrics.com/uk/platform/gdpr/. It features functions that ensure that users can secure, correct, and protect any personal data that is collected. *Note: it is the responsibility of the WRDSB to manage their data and their usage of the platform to ensure this alignment, as Qualtrics does not access or manage the data collected by customers without the consent of its customers.*

4.   Please provide a copy of your privacy policy and related procedures or documents providing guidance for staff regarding the appropriate use and safeguarding of personal information.
-    See below links for Qualtrics documents with security and privacy policies and practices:
     o   Privacy statement: https://www.qualtrics.com/privacy-statement/
     o   Qualtrics Security White Paper Lite (see attached document)
     o   Terms of Service: https://www.qualtrics.com/terms-of-service/

5.   Do all of your employees commit in writing to follow confidentiality and security standards for handling customer/personal information, e.g. non-disclosure/confidentiality agreements?
-    EMPLOYEE AGREEMENTS - Upon hire, all Qualtrics employees are required to sign a privacy and confidentiality agreement that specifically addresses the risks of dealing with confidential information, including Customer accounts and Data. The policy includes the prohibition of access to Data without User permission—typically granted for technical support only.

6.   Does the organization have a disaster recovery plan?
-    "Qualtrics provides appropriate technical and organizational measures to protect personal data against accidental or unlawful destruction or accidental loss, alteration, unauthorized disclosure or access, and understands whether onward transfer is allowed." – *Privacy Statement – Section 5.* Also see *Security White Paper -> Business continuity & disaster recovery* (p. 6) for more detail.

7.   Has a privacy assessment, audit and/or security review been performed on your organization in the past? How often are these conducted? By whom? What qualifications

are held by the assessor/auditor? Please provide available results or information from such assessments, audits or reviews.

- Qualtrics is FedRAMP authorized and ISO 27001-2013 certified. Qualtrics also self-certifies with Privacy Shield (https://www.privacyshield.gov/welcome). Self-assessment is signed by a company officer or other authorized representative of the organization at least once a year and made available upon request by individuals or in the context of an investigation or a complaint about non-compliance. - *Privacy Statement – Sections 3 and 5*

8. Do you include a "right to audit" clause in your contracts?
- "Under Privacy Shield, an individual has the right, under certain conditions, to invoke binding arbitration for complaints regarding Privacy Shield compliance not resolved by any of the other Privacy Shield mechanisms. Under Privacy Shield, Qualtrics must respond to individual complaints within 45 days." *Privacy Statement – Section 5*

9. Does your organization regularly obtain a SSAE 16 (U.S.) or CSAE 3416 (Canadian) Service Organizational Report to provide customers with the assurance your organization is maintaining effective and efficient internal controls related to financial, informational or security reporting?
- Our production Services are hosted by third-party data centers that are audited using industry best practices (including SOC reports). The infrastructure is located in dedicated space that is physically separate from other data center tenants. The third party provides physical and environmental controls, but Qualtrics owns and operates all of the physical infrastructure. The data center provider does not have logical access to Qualtrics infrastructure.

10. How frequently does your organization review and update information handling practices and related documentation?
- Annually

11. Do plans exist to identify security breaches or inappropriate disclosures of personal information that occur within your organization? What tools are used for this purpose?
- INCIDENT[37] RESPONSE PLAN - Qualtrics has developed Incident Response policies and procedures to ensure the integrity, confidentiality, and availability of the Data. These policies and procedures are consistent with applicable federal laws, Executive Orders, directives, regulations, standards, and guidance and are set forth by the management teams in compliance with the Incident Response family of controls found in NIST SP 800-53. An Incident includes:
  - o A malfunction, disruption, or unlawful use of the Service;
  - o The loss or theft of Data from the Service;
  - o Unauthorized access to Data, information storage, or a computer system; or
  - o Material delays or the inability to use the Service
  - o Any event that triggers privacy notification rules, even if such an event is not due to Qualtrics' actions or inactions

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[37] An incident in this section refers to any discovery of deliberate or accidental mishandling of Data (collectively, an "Incident"). A detailed incident response policy is maintained by the InfoSec and Legal departments.

- DATA BREACH NOTIFICATION REQUIREMENTS - An Incident involving personal data (as defined by applicable regulations or laws) may require certain notification procedures. Qualtrics has suitable policies to handle these requests, and has a team of outside attorneys, privacy staff, and security experts to respond to the particular notification needs based on the content disclosed.

INFORMATION FLOW

1. Is the school board data you collect retained in paper format, electronic format or both?
- WRDSB owns all the data it collects (*Terms of Service – Section 4.1*) and stored electronically in encrypted third party data centres.

2. Where will the data obtained from the school board be stored at your organization?
- Canadian third party data centre in Toronto and AWS Canada.[38]

3. Is the school board data processed or stored outside of Canada? If so, where and how?
- "Unless required by law, Qualtrics will never transfer Data to a third party without the written permission of the customer" - *Privacy Statement – Sections 3*.
- During the normal provisioning of the Qualtrics services, no data are transferred between geographical regions." - *Privacy Statement – Sections 3*.

4. How do you ensure that school board data is kept secure and separate from the data of other organizations?
- DATA STORAGE - Qualtrics Services use databases that logically store Data, as well as organize other components for quick retrieval and faster processing. All hardware and software are shared among Customers.

    Access to Data requires direct ownership (the user who created the survey) or implied access (e.g. Brand Administrator or another User with access). Response Data is separated by logical controls using the Brand ID as an identifier and verifier. Thus, during each read request, response Data is verified by the ID to ensure accuracy.

5. Does your software collect cookies? If so, for what purpose?
- Qualtrics uses cookies during website visits to www.qualtrics.com in efforts to customize content to the needs of customers (No personal data are collected when browsing this site.) – *Privacy Statement – Section 2*. See *https://www.qualtrics.com/support/survey-platform/getting-started/browser-cookies/* for more details.

6. Is school board data ever used for purposes unrelated to the services being provided to the school board?
- Qualtrics does not directly access or use the personal data collected by WRDSB (except for anonymized software usage data). The Qualtrics Brand Administrator has full access to the board user accounts, but does not access board data unless requested by authorized board staff or required for legal or a legitimate business need. - *Qualtrics Security White Paper - p. 11 and 17*

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[38] Amazon Web Services Canada: https://aws.amazon.com/canada/aws-in-canada/

7. Is school board data ever merged or matched with data that has not been provided by the school board? If so, please explain.
-   See response to previous question

8. Is school board data ever provided to a service provider of your organization, a contractor, or any other third party outside of the organization? If so, specify the third parties and the purposes for the sharing school board data with them. What steps have been taken to ensure that school board data remains safeguarded?
-   "Unless required by law, Qualtrics will never transfer Data to a third party without the written permission of the customer. In other words, there is no onward transfer." - *Privacy Statement – Section 3*
-   "All access to Qualtrics front-end Services is via Hypertext Transfer Protocol Secure (HTTPS) and enforces HTTP Strict Transport Security (HSTS). The platform supports Transport Layer Security (TLS) for all interaction with the platform. Access to the back-end services using the Qualtrics API supports TLS v1.2. Data is processed by application servers and sent to database servers for storage." – *Qualtrics Security White Paper - p. 9*
-   "Qualtrics backs up all customer data each night, and retains the backup dataset for 90 days. After 90 days, the backup dataset is deleted."– *Safe. Secure. And ready for GDPR - FAQ – 'Is personal data permanently deleted when I remove it?'*

9. Is school board data transmitted over secure channels and/or encrypted?
-   See response to question 8

10. How long is school board data retained by your organization? Can you accommodate applying retention periods as directed by the school board? Specify the current retention period your organization implements for data stored in both electronic and paper format.
-   Customers determine the following about the data stored in the Qualtrics platform:
    o   Which type of data to collect
    o   Who to collect data from
    o   Where to collect data
    o   What purpose
    o   When to delete the data
-   Qualtrics recommends that customers "… ensure that all contacts and personal data are deleted prior to terminating Your Qualtrics brand, especially if required by policy, law, or regulation." - *Safe. Secure. And ready for GDPR - FAQ – 'How long is personal data retained in Qualtrics if I don't delete it?'*
-   At the end of a customer contract, accounts are left active for 30 days after the contract ends to allow customers to delete the data from the platform. Afterwards, the data resides in our backups for 90 days before it is permanently deleted.
-   WRDSB has full access to be able to permanently delete data at any time:
    o   "Qualtrics philosophy is that customers own and control all the data they collect." - *Safe. Secure. And ready for GDPR - FAQ – 'How long is personal data retained in Qualtrics if I don't delete it?'*
    o   "A deleted response is initially flagged for deletion, and may be recovered by Qualtrics Support (Quni) upon requested. After 90 days, the deletion becomes

permanent and unrecoverable." – *Safe. Secure. And ready for GDPR - FAQ – 'Is personal data permanently deleted when I remove it?'*

- o "To permanently and immediately delete data, the Brand Administrator (or a user with equivalent permissions) may perform a permanent deletion. Permanently deleted data are unrecoverable, even by Qualtrics Support." – *Safe. Secure. And ready for GDPR - FAQ – 'Is personal data permanently deleted when I remove it?'*

11. If the data is being destroyed or returned to the school board, how is this done and how is it documented?
- Encrypted data is deleted and destroyed when authorized by WRDSB staff
    - o "To permanently and immediately delete data, the Brand Administrator (or a user with equivalent permissions) may perform a permanent deletion. Permanently deleted data are unrecoverable, even by Qualtrics Support." – *Safe. Secure. And ready for GDPR - FAQ – 'Is personal data permanently deleted when I remove it?'*
- The Board owns the data, so Qualtrics does not need to 'return' the data as it is encrypted at the third party data centre (see references above). The data can be deleted by the Board at any time. Data that is not deleted by the Board at the end of a contract is permanently deleted from encrypted servers 90 days following the conclusion of the contract.

SAFEGUARDS

1. Who within the organization has access to school board data? Specify access rights by role type (e.g. full/partial to all/specific types of data), and the service each role provides that deems access necessary.
- "Access to Customer accounts is only given to those with a legitimate business need and with explicit approval. This includes members of the Qualtrics support teams (QUni and Client Success), engineering team for specific debugging issues, and select members of our onboarding team that handle creating accounts for new customers. All system and service logins are logged. No employee has unfettered access to Customer Data." - *Qualtrics Security White Paper - p. 11*
- "Qualtrics treats all Data as highly confidential and does not classify or represent the Data because only the Customer itself knows what data it's collecting. In other words, Qualtrics provides the services, and Customers use the services as they wish. All Data are safeguarded using industry best security practices that prevent unlawful disclosure." - *Privacy Statement – Section 3*

2. Who in your organization is responsible for overseeing privacy/security protections? What are their qualifications?
- The Legal Department is responsible for privacy within Qualtrics. Information Security is managed by the Information Security team. Each team is made up of accredited professionals.

3. Can access to and changes to school board data by your employees be audited by date and user identification?

- Various tools are used to monitor the confidentiality, integrity, availability, and performance of the production environment, such as intrusion detection systems, performance and health systems, and security event correlation systems.

- SECURITY MONITORING - The platform is monitored for security breaches, system performance, and other key performance indicators. Service teams have configured production servers, databases, and network devices to report their logs into a Security Information and Event Management (SIEM) system. The production systems are configured to capture log events including: logon events, account management events, privilege functions, and other system events. The SIEM is configured to monitor and alert when certain thresholds and activities are performed.

  Alert notifications are monitored by the Security Operations Center (SOC) and service teams. Alerts are acknowledged and corrective action is taken as needed. Documented procedures are followed to address security breaches, incidents, and service disruptions. Automated monitoring systems are supplemented with manual reviews of system logs and physical access logs.

4. When and how is your employee access to school board data revoked?
- As soon as specific access to systems/services/software is no longer required for job responsibilities, it is revoked. This includes termination of employment as well as changes to roles or responsibilities in the company. The uncoupling process is completed within 24 hours of a role change, or immediately at employment termination. During such an event, a ticket gets created by a manager or HR employee, and emails get sent to various departments. The ticket is managed by HR to ensure that all actions are being performed during the change/termination (such as access to systems and buildings).

- All the terms related to accessing board data must be prepared and approved by authorized WRDSB staff

5. Can school board data be accessed remotely by your employees? If so, what safeguards are in place for that remote access?
- ACCESS AUTHENTICATION - Access to the production environment is managed through multiple network and authentication layers using multiple usernames, passwords, and multi-factor authentication (MFA) tokens. Prior to accessing the production environment, access to a specific corporate network is required. Access to that network is managed via a username, password, and MFA token. Once connected to the correct corporate network a separate username, password, and MFA key is required to access the production environment through a bastion host. Once connected to the bastion host, an administrator is able to connect to the target system.

  Access to our public cloud infrastructure (AWS) requires a username, password, and MFA token to access the management console.

  Access to the production infrastructure is restricted to authorized personnel based on job function. Privileged system access is restricted to a limited number of system administrators and their management.

6.   Do you maintain a close inventory of your computers?
-    Physical inventories of all production systems are documented and maintained for tracking and reporting purposes. A physical inventory of production systems is performed periodically.

7.   What technical and physical safeguards are in place to ensure that school board data is protected from loss, theft, unauthorized access, or inadvertent disclosure?
-    DATA STORAGE - Qualtrics Services use databases that logically store Data, as well as organize other components for quick retrieval and faster processing. All hardware and software are shared among Customers.

     Access to Data requires direct ownership (the user who created the survey) or implied access (e.g. Brand Administrator or another User with access). Response Data is separated by logical controls using the Brand ID as an identifier and verifier. Thus, during each read request, response Data is verified by the ID to ensure accuracy.

     All Data is stored within the region where the Customer's primary data center resides, and will not be moved from that region. In other words, if a European customer has its data collected in the EU, its data will be stored and processed in EU. Qualtrics does not transfer Data unless requested by the Customer.

-    ENCRYPTION OF DATA IN TRANSIT - All access to Qualtrics front-end Services is via Hypertext Transfer Protocol Secure (HTTPS) and enforces HTTP Strict Transport Security (HSTS). The platform supports Transport Layer Security (TLS) for all interaction with the platform. Access to the back-end services using the Qualtrics API supports TLS v1.2. Data is processed by application servers and sent to database servers for storage. Respondent Data includes survey questions, graphics, and other content created in the survey design.

8.   Does your organization maintain secure backups of school board data? How is this done?
-    BACKUP CONFIGURATION - Qualtrics performs a full backup twice a week and daily incremental backups of all production data. These backups are stored at alternate data centers in the same region where the data were created. Production backup files are encrypted using Advanced Encryption Standard (AES)-256.

9.   Is all school board data erased when disposing of computer hardware/software? How is this done?
-    Formal processes and procedures are in place to securely dispose of devices that may contain Customer Data. These procedures apply to all data center environments. Deprecated or defective media (specifically, hard drives) are erased according to a U.S. Department of Defense compliant 3-pass overwrite standard, and/or physically destroyed.

10. What methods are used to control and monitor physical access to your organization's premises?
     SITE OPERATIONS - Qualtrics is responsible for the physical security controls at the Corporate offices, and components of physical security controls within the co-location data centers. Physical security controls of the colocation data center are the responsibility of the data center service provider. The controls are monitored annually through onsite visits and the review of third-party audit reports.

CORPORATE OFFICES/SECURED FACILITY - Physical access to the facility and computer equipment located at corporate facilities is managed through the use of badge readers at all entry and exit points. The badge system is configured to log all card swipes. The badge system is configured to alert if doors are forced or if doors are held open for an extended period of time. Video surveillance is recorded and maintained for a minimum of 30 days to allow for a review.

TRAINING AND AWARENESS

1. How frequent are your employees who have access to school board data provided training with respect to privacy protection and security requirements of that data?

- Qualtrics employees are formally trained on company policies and security practices. This training occurs at the time of hire and at least annually through in-person or online for remote employees. In addition to the in-person trainings, regular updates are provided throughout the year through email, intranet postings, and regular company meetings. All employees are instructed to immediately report possible security incidents to their manager, InfoSec, and Legal.

2. How is this accomplished? What privacy legislation is referenced in that training (i.e. PIPEDA)?

- The computer security section of the employee manual includes the following topics:
    o Privacy law compliance
    o Physical security
    o Email acceptable use policy
    o Access control
    o Internet security
    o Personal devices in the company
    o Information Security Incidents
    o Password policy and tips
    o Insider threat