

WORKFORCE CENSUS 2021: COMPREHENSIVE
REPORT
GATHERED TO BECOME





TABLE OF CONTENTS

ACKNOWLEDGEMENTS	p. 3
EXECUTIVE SUMMARY	p. 5
DEVELOPING A SUSTAINABLE CULTURE OF EQUITY, DIVERSITY, AND INCLUSION	p. 5
KEY RESPONDENT DEMOGRAPHICS	p. 6
SUMMARY OF RECOMMENDATIONS	p. 8
CONTEXT	p. 9
BACKGROUND	p. 10
METHODOLOGY	p. 13
SURVEY CREATION AND QUESTION DEVELOPMENT	p. 13
GUARDING MINDS AT WORK SURVEY	p. 13
PRE-ADMINISTRATION CONSULTATIONS	p. 14
ADMINISTRATION OF THE SURVEY	p. 15
PRIVACY AND SECURITY	p. 16
STAFF PARTICIPATION	p. 16
RESULTS	p. 18
DEMOGRAPHICS OF THE RESPONDENTS	p. 18
WORKPLACE CULTURE AND HEALTH (GUARDING MINDS AT WORK)	p. 34
PERCEIVED BARRIERS AT WORK	p. 36
CURRENT EQUITY STRATEGIES AND ACTIONS	p. 62
RECOMMENDATIONS	p. 67
REFERENCES	p. 74
APPENDICES	p. 75
APPENDIX A: CONSULTATION POWERPOINT SLIDES	p. 75
APPENDIX B: FREQUENT ASKED QUESTIONS INFORMATION PAGE	p. 80
APPENDIX C: STAFF CENSUS (PAPER FORMAT)	p. 84



ACKNOWLEDGEMENTS

Waterloo Catholic District School Board (WCDSB) would like to thank the following organizations for their contribution to the WCDSB's *Gathered to Become Workforce Census*:

- Association of Educational Researchers of Ontario (AREO)
- Association of Professional Student Services (APSSP)
- Canadian Union of Public Employees (CUPE)
- Catholic Principals' Council: Ontario (CPCO)
- Equity Census Steering Committee
- Equity, Diversity, and Learning Committee
- Identity-Based Data Collection Working Group (Education Equity Secretariat)
- Managing Information for Student Achievement: London (MISA)
- Ontario Catholic Supervisory Officers' Association (OCSOA)
- Ontario Education Data Users Group
- Ontario English Catholic Teachers' Association (OECTA)
- Ontario Secondary School Teachers' Federation (OSSTF)
- Professional and Administrative Support Staff (PASS)
- The Educational Workers' Alliance of Ontario (EWAO)
- The Ministry of Education
- Unifor which includes our custodians and maintenance employees
- Waterloo Catholic Elementary Administrators
- Waterloo Catholic Secondary Administrators
- WCDSB Equity, Diversity, and Learning Committee

While many people contributed to the launch of the census and the report writing, there were specific individuals whose contributions were particularly invaluable. Thank you to the following people:

- Stuart Bailey, Privacy Officer
- Jason Connolly, Superintendent of Human Resources
- Lynn Garrioch, Equity Officer
- Ryan Lewis, Data Analyst



- Jenish Mangukiya, Junior Data Analyst
- Loretta Notten, Director
- Richard Olson, Superintendent of Learning
- Jennifer Ritsma, Superintendent of Learning
- Kelly Roberts, Research Coordinator

WCDSB acknowledges the ongoing work and commitment of these organizations in producing the best education system in the world, including their invaluable contributions to the development and completion of the *WCDSB's Gathered to Become Workforce Census*.

We are grateful. Thank you.



EXECUTIVE SUMMARY

DEVELOPING A SUSTAINABLE CULTURE OF EQUITY, DIVERSITY, AND INCLUSION

In May and June 2021, the Waterloo Catholic District School Board (WCDSB) administered its Workforce Census in response to the [Ontario's Education Equity Action Plan \(2017\)](#) and the [Ontario Ministry of Education Policy/Program Memorandum 165](#) issued February 2021. Further, collecting this data is also a priority in the WCDSB's 3-year pastoral plan. The goal of this Workforce Census is to assess diversity at the Board, identify gaps in representation, and to develop strategies to ensure this Board is an equitable and healthy environment for all staff regardless of one's background or status. We hope this data, and data we collect in the future, will help the Board develop programs, priorities, policies, and resources to create an even more equitable, diverse, inclusive, and supportive environment for our staff.

As we work toward thinking about an even more equitable, diverse, and inclusive workforce, we need to be mindful of the definitions of “equity”, “diversity, and “inclusion” and they relate to the work we do. Below are working definitions:

Equity

Equity is the guarantee of fair treatment, access, opportunity, and advancement of all staff, students, and families we work with. While people use the words “equity” and “equality” interchangeably, they mean different things and lead to different outcomes. If an institution treats everyone equally, it treats everyone the same. However, when an institution treats everyone equitably, it focuses on individualistic needs. The principle of equity acknowledges there are historically underserved and underrepresented populations. While addressing equity issues, administrators and decision-makers must understand the root causes of outcome disparities within our Board and within our society. Ultimately, an organization must identify and eliminate unfair biases, stereotypes, and/or barriers that limit full participation in higher education and in our society.

Diversity

Diversity refers to the ways people differ. This includes, but is not limited to, identity markers such as race, ethnicity, gender/sex at birth, gender identity, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious/spirituality



commitment, political and intellectual perspective, education, marital status, and physical appearance. Ultimately, a diverse institution is one in which a variety of social and cultural characteristics exist and individuals from equity-seeking groups are included at every level, including leadership.

Inclusion

Inclusion refers to an institutional climate in which all individuals and groups feel welcomed, respected, valued, and supported. Further, all individuals including members from underrepresented groups can fully participate in the decision-making processes.

KEY RESPONDENT DEMOGRAPHICS

There are more than 60 tables and figures throughout this report.

Many staff participated in our Workforce Census

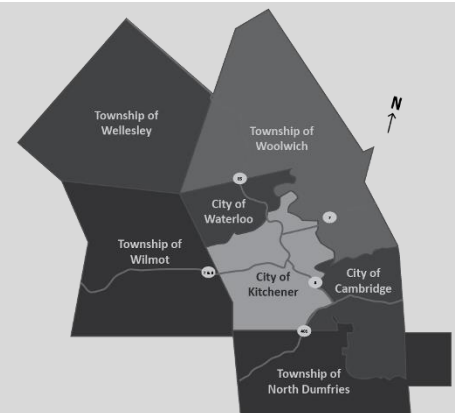
1,643

14..8% of our respondents hold leadership positions at the Board



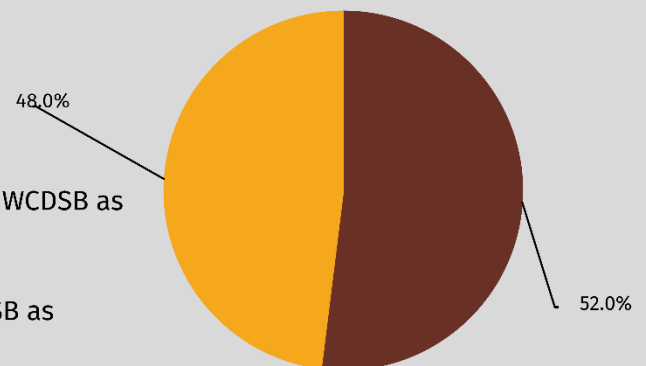
Gathered to Become

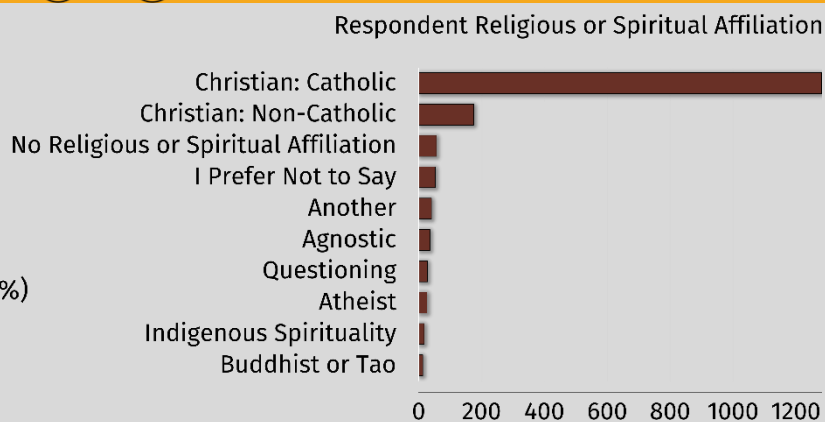
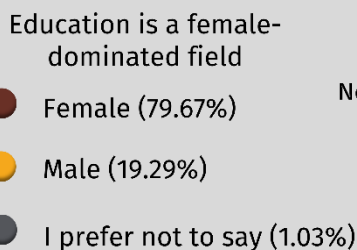
Most of our respondents live in the Waterloo Region
86.9%



New and old friends are working together at the Board

■ Did Not Attend WCDSB as a Student
■ Attended WCDSB as Student

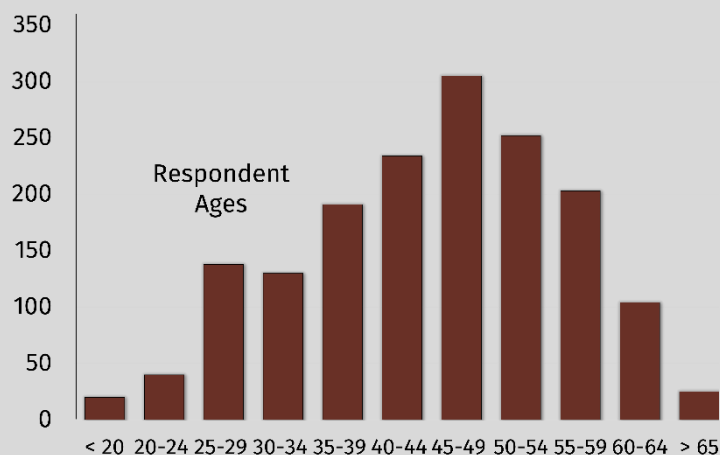
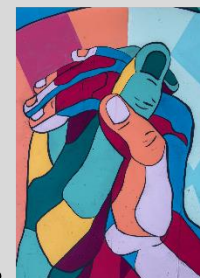




14.1% of respondents were born outside of Canada

We are
WCDSB

Black	1.8%
East/Southeast Asian	1.9%
Indigenous	1.2%
Latino/Latina/Latinx	1.9%
Middle Eastern	1.5%
South Asian	1.7%
White	89.2%



We have a rich ethnic tapestry at
WCDSB





SUMMARY OF RECOMMENDATIONS

Based on the data from our respondents, we have made 10 recommendations. These recommendations are listed below. To contextualize these recommendations, review the report.

1. A revised workforce census should be administered every three years. We would recommend the next workforce census be administered in 2024.
2. In future census collections, we should continue to ask about Indigenous status/ethnicity, citizenship, ethnic background. However, we should also ask the number of generations one's family has resided in Canada to get more useful data around ethnicity.
3. At point of hire, we should survey new employees about basic demographic information (i.e., gender, gender identity, sexuality, Indigenous status/ancestry, race, ethnicity, nationality, age) to track our diversity demographics at any given time. We are aware there might be underreporting, but we would have some data to work with on an ongoing basis. Further, we could formalize the exit interview and again track diversity demographics. We would need to work out operational processes (e.g., automated processes that do not attach people's names or specific positions to the demographic information).
4. Administer the Guarding Minds at Work Survey (i.e., the complete scan) yearly, except during census years. The first administration of the complete scan should take place fall of 2022.
5. We should develop even more strategies to reduce the stigma around mental health, increase support for employees, and educate supervisors and managers on mental health issues and how to support their staff.
6. There should be more systemic education and training to further develop the capacities, capabilities, and competencies of all employees to achieve the goals of building a diverse and inclusive workforce. There are educational opportunities occurring already, but we need to make sure the opportunities are ongoing, and the learning is sustainable. All new employees should take sensitivity, harassment, anti-racism, and implicit bias training as part of their onboarding. Follow-up professional development in these areas should occur.
7. Develop a method to track and deal with inappropriate behavior that make employees feel unwelcome.
8. Continue to build the capacity of leaders, administrators, and staff to develop a deeper understanding of themselves and their positionality.



9. Provide even more training to all senior staff, hiring managers, and school administrators to ensure they are well trained to recruit, evaluate, support, and mentor a diverse workforce.
10. Leadership should intentionally diversify its ranks, including senior leadership and school administrators. We need specific goals and numbers (i.e., benchmarks) identified and then we need to work toward those goals over the next three years.

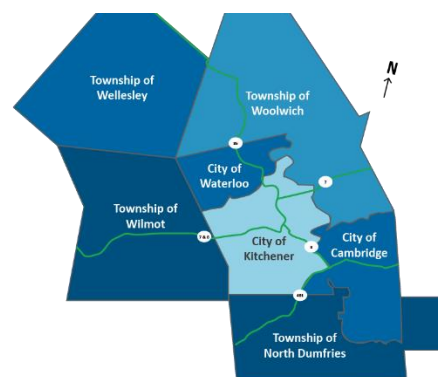
CONTEXT

Located in the Waterloo Region, WCDSB protects and promotes a tradition of academic excellence that first began in a one-room schoolhouse in 1836. Today, WCDSB is the eighth largest Catholic school system in Ontario. This Board provides an outstanding educational experience to the following cities and townships: City of Cambridge, City of Kitchener, City of Waterloo, Township of Dumfries, Township of Wellesley, and Township of Wilmot. See **Figure 1** for a map of the Waterloo Region. We have 43 elementary schools (i.e., Junior Kindergarten to Grade 8), 5 secondary schools (Grade 9 to Grade 12), and 4 adult and continuing education campuses.

Figure 1

Map of Waterloo Region:

<https://www.waterlooeoc.ca/en/advantages-of-waterloo/community-profile.aspx>



The Waterloo Region is a mid-sized community located in the heart of southwestern Ontario. The region is one of the fastest growing areas in the province, with more than 630,000 residents (i.e., estimate for 2021 Census). The Ontario Growth Plan, projects Waterloo Region's population will reach 923,000 by 2051 (<https://www.ontario.ca/document/place-grow-growth-plan-greater-golden-horseshoe>). **Table 1** shows the overall population growth in the Region of Waterloo and across Ontario as well as the growth of the First Nations, Métis, Inuit and Racialized Peoples.

**Table 1***Rate of Population of the Region of Waterloo*

Rate of Population Growth, First Nations, Métis, and Inuit, Racialized Peoples, and Total Population (2006-2016)						
Region of Waterloo	2006		2016		2006-2016	
	Population	Percent of the Population	Population	Percent of the Population	Absolute Growth	Percent Change
First Nations, Métis, and Inuit	4810	1.0%	8980	1.7%	4170	87%
Racialized Peoples	61,980	13.1%	100,025	19%	38,045	61.4%
Total	478,121	N/A	535,154	N/A	57,033	11.9%
Ontario	2006		2016		2006-2016	
	Population	Percent of the Population	Population	Percent of the Population	Absolute Growth	Percent Change
First Nations, Métis, and Inuit	242,490	1.9%	374,395	2.8%	131,905	54.4%
Racialized Peoples	2,745,200	21.3%	3,885,585	28.9%	1,140,385	41.5%
Total	12,851,821	N/A	13,448,494	N/A	596,673	4.6%

WCDSB students are nurtured in a community grounded in Gospel values, and experience authentic learning environments of collaboration, inquiry, and engagement. We challenge our students to become global citizens who transform God's world (<https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/01/Multi-year-Strategic-Plan-2018-2021-Summary-Brochure.pdf>). Staff, students, and parents of WCDSB maximize God-given potential of each child. We welcome all students, believe in all students, and instill hope in all.

BACKGROUND

The Royal Commission on Equality in Employment (1984) identified systemic and persistent discrimination of Indigenous Peoples, visible minorities (note, this term has been replaced by the term racialized people in recent years), persons with disabilities, and women in the workforce ([https://www.crrf-fcrr.ca/images/stories/Equality in Employment.pdf](https://www.crrf-fcrr.ca/images/stories/Equality%20in%20Employment.pdf)). In 2021, these groups and people who identify as members of the LGBTQ2+ community still experience barriers to employment and promotion in the public, private, and non-profit sectors.

The Ontario Human Rights Commission continues to promote, protect, and advance human rights through research, education, legal action, and policy development (<http://www.ohrc.on.ca/en>). This commission has suggested, "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.” To that end, all school boards in Ontario are required by the [Anti-Racism Act \(ARA 2019\)](#) and [Ontario’s Education Equity Action Plan \(2017\)](#) to gather and report identity-based data by 2023. Collecting this data is also a priority in the WCDSB’s 3-year pastoral plan.

February 22nd, 2021, the Ontario Ministry of Education issued the [Policy/Program Memorandum 165](#). This memo recommitted to, “...the best education system in the world to prepare students for success, now and in the future”. Based on research, the Ministry has suggested it is critical to have “a well-prepared, qualified, and diverse teacher workforce with the knowledge, skills, and attributes needed to ensure that all students reach their full potential, regardless of their background or social identity.”

To achieve diversity of the staff in the education system, including the teaching workforce, Ontario school workforces should reflect the diversity in the province. It is necessary, but not sufficient, that we collect workforce demographic data and allow the data to serve as the foundation for well-informed discussions and decision-making around equity.

The Ministry requires boards to conduct an Employment Systems Review (ESR). One of the purposes of the review is to determine whether the board creates barriers for potential candidates at time of hire and promotion. The review should examine the organizational culture for unconscious values, assumptions, and behavioral norms that can disadvantage or discriminate against groups and/or individuals based on their social identity characteristics. The data from the census will contribute, in part, to our ESR.

In November 2017, the [WCDSB Administrative Procedures Memorandum #APO028—Fair and Equitable Hiring Promotions Policy](#) was issued. It was subsequently reviewed and revised in April 2021. The purpose of this Memorandum was to ensure hiring decisions for all positions are made in accordance with applicable laws, policy/program memorandums, collective agreements, and terms of employment. Further, the Board reestablished its commitment to promoting an equitable and diverse workforce where fair, consistent, and transparent hiring decisions are made.

As a Catholic learning community, we are inspired and guided by the Gospel in our pursuit of equity and justice as a value rooted in our faith. In our Catholic/Christian tradition, we have a



moral imperative to act intentionally to ensure those we serve – staff, students, and communities – are treated with respect and dignity as brothers and sisters in Christ.

Accordingly, the Waterloo Catholic District School Board's (WCDSB) vision commits us to being the “heart of the community”, offering “success for each and a place for all.” In support of our vision, at the time of the data collection and part of our three-year pastoral plan was “Gathered to Become: Transforming into the Living Body of Christ”. Staff were invited to participate in our “Gathered to Become” Workforce Census in May/June 2021 as one of our important steps in making our vision come to life, in support of our pastoral plan, and in alignment with the [Ministry of Education Equity Action Plan](#).

In summary, WCDSB had the legal authority to conduct the Staff Census. The following Acts authorize and regulate the Staff Census:

- [Education Act, R.S.O. 1990, c. E.2](#)
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56](#)
- [Anti-Racism Act, 2017, S.O. 2017, c. 15](#)
- [O. Reg. 267/18: GENERAL, under the Anti-Racism Act, 2017](#)
- [Anti-Racism Data Standards – Order in Council 897/2018](#)
- [Ontario Human Rights Code – Ontario Human Rights Commission guideline – “Count me in! Collecting human rights-based data”](#)

By conducting the workforce census, WCDSB will continue to progress in fostering equity through informed measures. The collection and analysis of data on demographic information including race, ethnicity, first language, gender at birth (or assigned sex at birth), gender identity, and (dis)ability, informs the decision-makers about the changing needs of its employees and the students, families, and communities they serve. Ultimately, the information collected is the basis of a workforce profile that will guide planning, monitor trends, and inform priorities and programs. We hope to create an even more inclusive, respectful, supportive, and healthy environment for all employees and the students and families they interact with.



METHODOLOGY

SURVEY CREATION AND QUESTION DEVELOPMENT

The survey was originally developed in 2019 and the questions were revised in 2021. Executive Council, and a working group from the Executive Council chaired by the Director, worked with leaders from various groups including both the local and provincial OECTA leadership during the original census development and implementation. Our survey was created from four main sources which we used to develop and revise our census questions. Specifically, the [Anti-Racism Act \(2017\)](#) provided detailed guidelines for asking demographic information, such as race, Indigeneity, ethnicity, gender, and sexual orientation. The Ministry of Education also provided a sample census school boards were welcome to follow. We reviewed and modeled many of our questions from the Waterloo Region District School Board's (WRDSB) workforce census to be able to conduct a regional comparison. Because we are a Catholic board, we sought counsel from other Catholic boards, especially the York Catholic District School Board (YCDSB). YCDSB was the first of the Catholic boards to conduct both its workforce census and student census. We were able to learn from the questions that yielded meaningful results.

Executive Council developed a census working group to assist in the development of the census. A working draft of the census was created by the Board's researcher and the superintendent of learning and equity, with oversight from Executive Council throughout the process. Then the WCDSB's Equity, Diversity, and Learning Committee, and the relatively new equity officer reviewed and revised the survey questions. Please note, the WCDSB Equity, Diversity, and Learning Committee consisted of two superintendents, employees who work at the board office, and employees who work in schools, including administrators and teachers.

GUARDING MINDS AT WORK SURVEY

The staff census includes the *Guarding Minds at Work: Initial Scan Survey*. It is an evidence-based survey designed to assess psychological health and safety in the workplace. A healthy and safe workplace promotes staffs' psychological well-being. Further it works to prevent harm to employee psychological health due to negligent, reckless, or intentional acts.

The *Initial Scan* generates two scores, the Stress Satisfaction Offset Score (SSOS) and Stress Satisfaction Index (SSIX). The questions in the *Initial Scan* are below:



1. I am satisfied with the amount of involvement I have in decisions that affect my work.
2. I feel I am well rewarded (in terms of praise and recognition) for the level of effort I put out for my job.
3. In the last six months, too much time pressure at work has caused me worry, “nerves” or stress.
4. In the last six months, I have experienced worry, “nerves” or stress from mental fatigue at work.
5. I am satisfied with the fairness and respect I receive on the job
6. My supervisor supports me in getting my work done

Items 1 to 4 assess the SSOS index. Specifically, Items 3 and 4 assess the demand and effort (i.e., stressors) in an employee’s job and how much those stressors are offset by control and reward (i.e., satisfiers). Items 1 and 2 assess the satisfiers.

With the SSOS score, the additional items, Items 5 and 6, assess the SSIX index. The additional items provide information on how SSOS scores are either raised or lowered when the role of perceived fairness and supervisor support are factored in. Items 5 and 6 are called “mediators” because they mediate the impact of the basic SSOS scores by either raising or lowering them.

Together the six items will help us assess the psychological health and safety of employees in the workplace. For each respondent, the scores will fall between -2.5 and +2.5. **Figure 2** provides a visualization of the interpretation of the results.

Figure 2
Guarding Minds at Work Initial Scan Interpretation



Red Zone: much higher chance of mental injury, negligible chance of mental health promotion

Amber zone: elevated risk of mental injury, reduced chance of mental health promotion

Yellow zone: average risk of mental injury, better than 50:50 chance of mental health promotion

Green zone: low risk of mental injury, high potential for mental health promotion

PRE-ADMINISTRATION CONSULTATIONS

We held consultations two to three weeks before the launch of the Staff Census with employees from specific demographic groups. Specifically, we held consultations for racialized staff and allies on April 20th, 2021, First Nations, Métis, and Inuit staff and allies, on April 21st, 2021,



LGBTQ2S+ staff and allies on April 22nd, 2021, and women, trans, non-binary and allies on May 4th, 2021.

At these consultations, we displayed a PowerPoint slide presentation that outlined the purpose of the workforce census, reviewed the potential questions we would be asking on the census, asked for feedback on those questions, and then we asked general questions about work life at the Board. See **Appendix A** for images of the PowerPoint slides used during the consultations.

The feedback received from the consultations was taken back to the WCDSB Equity, Diversity, and Learning Committee. As a group, we made a few revisions based on the consultations. We were not able to make all the changes suggested at the consultations due to receiving conflicting suggestions and/or having to adhere to the Equity Action Plan (2017). The final version of the “Gathered to Become” Workforce Census was approved by the Executive Council of WCDSB on Thursday May 6th, 2021.

ADMINISTRATION OF THE SURVEY

After the approval of the census, we posted a final draft of the census (i.e., PDF version) on our website. We also posted a video explaining the purpose of the Census, reviewed security and privacy issues, and added a Frequently Asked Questions (FAQ) page. See **Appendix B** for a paper copy of the FAQ page. Staff who had additional questions about the census could contact our Board researcher at WCDSBResearch@wcdsb.ca.

The census was announced through board-wide announcements, emails, twitter posts at the beginning and throughout the collection period. The announcements and emails included a link to the WCDSB Staff Census website. Employees were asked to complete the survey online via Qualtrics, an online survey and data collection tool. The “Gathered to Become” Workforce Census was administered from Monday May 4th, 2021 to Friday June 4th, 2021.

PRIVACY AND SECURITY

A privacy impact statement (PIA) was conducted to address the privacy rights and interests of WCDSB staff. It is mandated by the Ontario government and guided by the [Anti-Racism Act \(2017\)](#). The purpose of the assessment is to ensure all employees’ privacy and rights are protected regardless of whether they took the census or not. The technical pieces of the PIA



were completed before the administration of the staff census. The PIA is available through the WCDSB privacy officer.

The Staff Census is anonymous and confidential. Anonymity is one of the requirements of collecting self-identification data in accordance with the guidelines provided by the [Ontario Human Rights Commission](#) and privacy legislation. Employees were not asked to provide their first or last name, employee number, date of birth, school name, or IP address. The survey was posted on the WCDSB StaffNet. Thus, to access the survey URL link, staff needed to enter StaffNet. Despite accessing the link via StaffNet, no login information was collected when staff completed the survey. All responses are stored on encrypted and secure third-party servers and kept confidential.

Personal identifying information is never shared with third parties under any circumstances unless required by law (such as when required for a criminal investigation, or to comply with a freedom of information request).

We will never report individual data. The overall results have been compiled into summary reports and will be shared publicly with the WCDSB staff and the Board of Trustees. Results will be presented in such a way that no individual staff member could be identified in any way. For example, if we have a small number of respondents (i.e., less than 10 people) in a particular category (i.e., small cell), we combined the category with other relatively small categories and created a new larger category, or we did not report the data to protect individuals' identities.

STAFF PARTICIPATION

All staff, including temporary, were invited to participate in the census. However, the completion of the WCDSB Staff Census was voluntary. We are grateful to our respondents. If participants chose to participate in the census, they could opt out of answering any of the questions by selecting the response, "I prefer not to answer." They were also able to exit the survey at any time.

This survey represents a one-time snapshot of the organization. Throughout this report, the results represent 1,643 employs who participated in the census. We cannot assume the participants who did not participate share the same identities or experiences as those who participated in the survey. Further, it is important to remember, respondents could choose



not to answer a question by clicking that option or skipping over the question. Thus, be aware we have two different respondent totals presented throughout the report: (1) total respondents who participated in the Staff Census, (2) total number of respondents who answered each specific question.

Ultimately, the summarized data in the results section provide a picture about the demographics and experiences of some of our employees, but not all. We must show caution about generalizing our results to the WCDSB staff population.

The response rate was calculated by dividing the number of employees who participated in the survey (i.e., answered at least one question) by the total number of WCDSB employees at the time of the survey and then multiplied by 100. Listed in **Table 2** is the participation rate by union or employee group and the overall response rate.

Table 2
Staff Participation Rate by Union or Employee Group

Union or Employee Group	Total Number of Employees	Number of Survey Respondents	Percent of Union Group
APSS (EWAO)	36	15	42%
CPCO	107	62	58%
CUPE	1388	478	34%
EXECUTIVE STAFF	14	13	93%
International Language Instructors & Another	247	17	7%
OECTA	2140	868	41%
OSSTF	111	36	32%
PASS	113	87	77%
Unifor	226	67	30%
Total	4,285	1,643	38%

The response rate is the percentage of employees who chose to participate in the survey by answering at least one of the questions. Our overall participation rate was approximately 38% if you include all staff, including temporary staff. Many of the temporary staff did not



participate. If we exclude the temporary staff from our total, we have 3214 staff who are considered permanent, and the response rate is approximately 51%.

RESULTS

The results section includes the summary findings from the WCDSB Workforce Census. This section is divided into three sections:

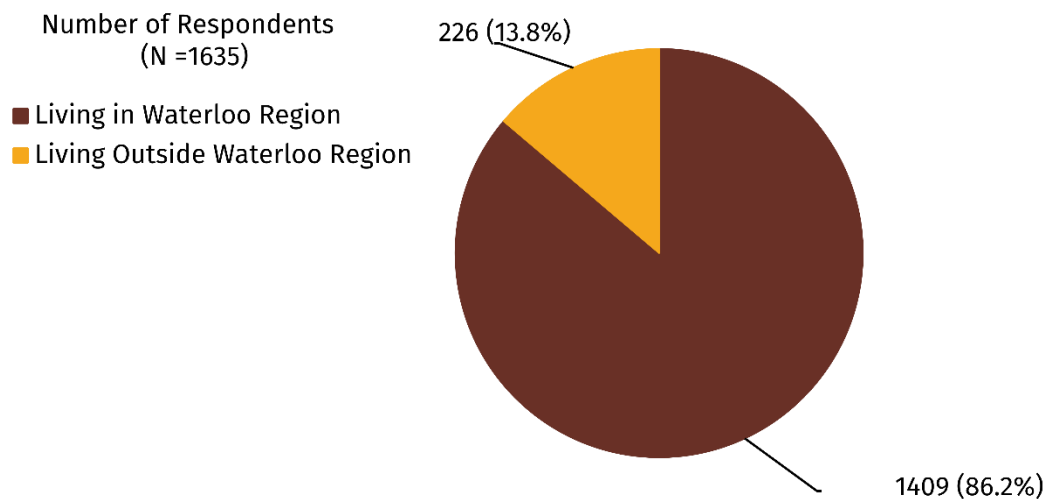
- Demographics of the Respondents
- Workplace Culture and Health (Guarding Minds at Work)
- Perceived Barriers at Work

DEMOGRAPHICS OF THE RESPONDENTS

Most of our respondents (86.2%) live in the Waterloo Region which includes Cambridge, Kitchener, Waterloo, and the Townships. **Figure 3** indicates the number of respondents who indicated they live in the Waterloo Region versus the number of respondents who do not.

Figure 3

Where WCDSB Respondents Live: In the Waterloo Region or Not

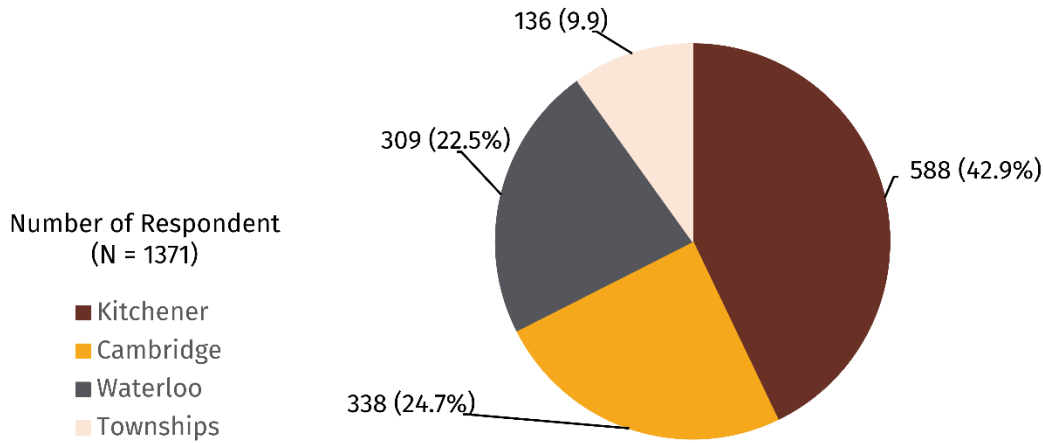


For the employees who live in the Waterloo region, the majority reside in Kitchener as indicated in **Figure 4**.



Figure 4

Where Employees who live in the Waterloo Region Reside



Respondents were asked if they currently held a leadership position. Examples of leadership positions were provided to help respondents so they could provide accurate information. These examples were: consultant, manager, supervisor, secondary school program head, association or union representative, secondary school department head, administrator/senior administrator. **Figure 5** shows the number of respondents who indicated the type of position they were in (i.e., leadership position, non-leadership position). For the 14.8% of the respondents who indicated they were in a leadership position, the majority were in permanent leadership positions rather than temporary. See **Figure 6**.

Figure 5

Type of Position: Leadership or Non-Leadership

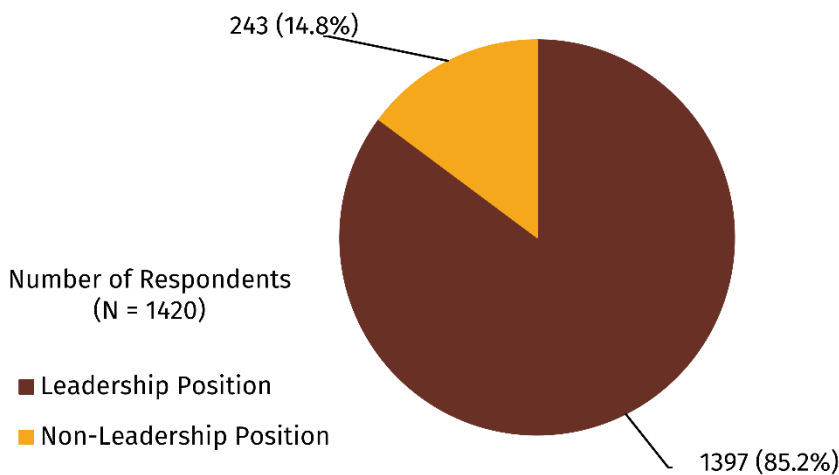
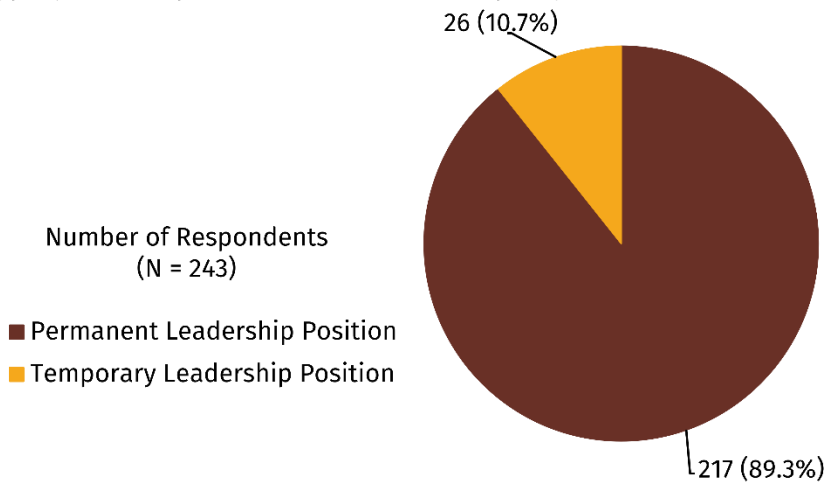




Figure 6

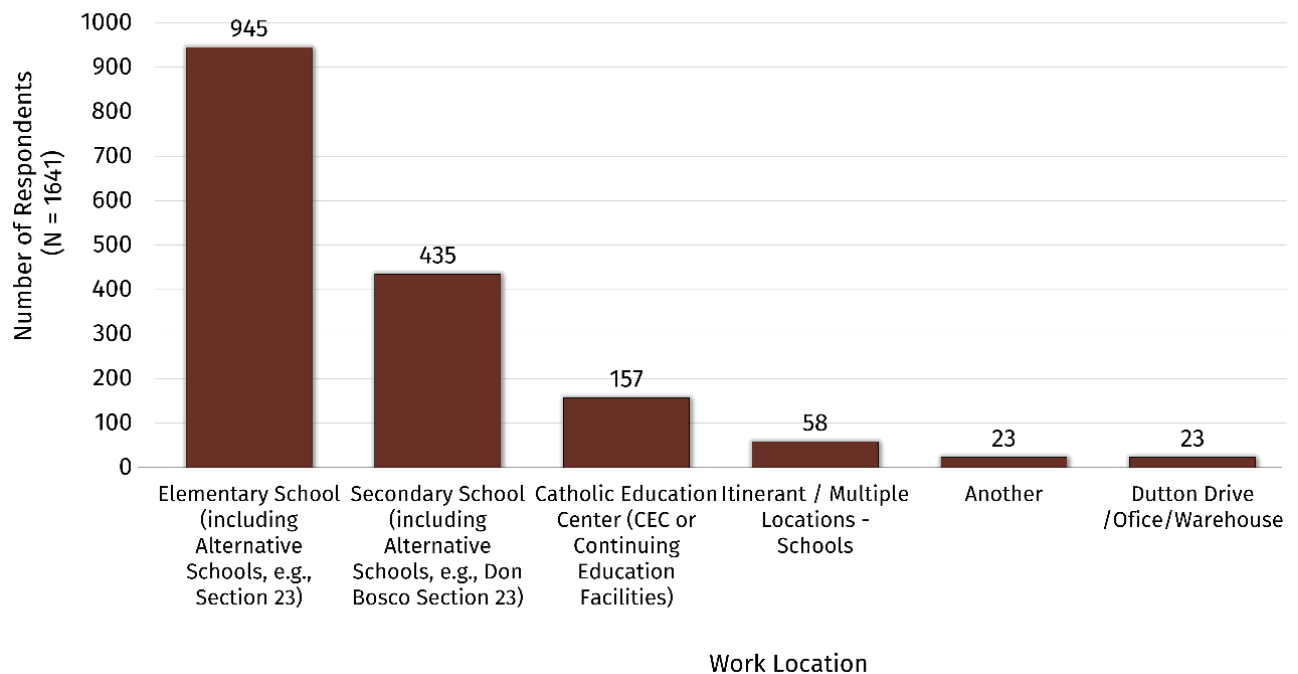
Type of Leadership Position: Permanent or Temporary



While most of the staff primarily work in schools, **Figure 7** shows staff working in a variety of locations, including the Catholic Education Center (CEC), Continuing Education Facilities, Itinerant locations/Multiple School locations, and the Dutton Drive Office and Warehouse.

Figure 7

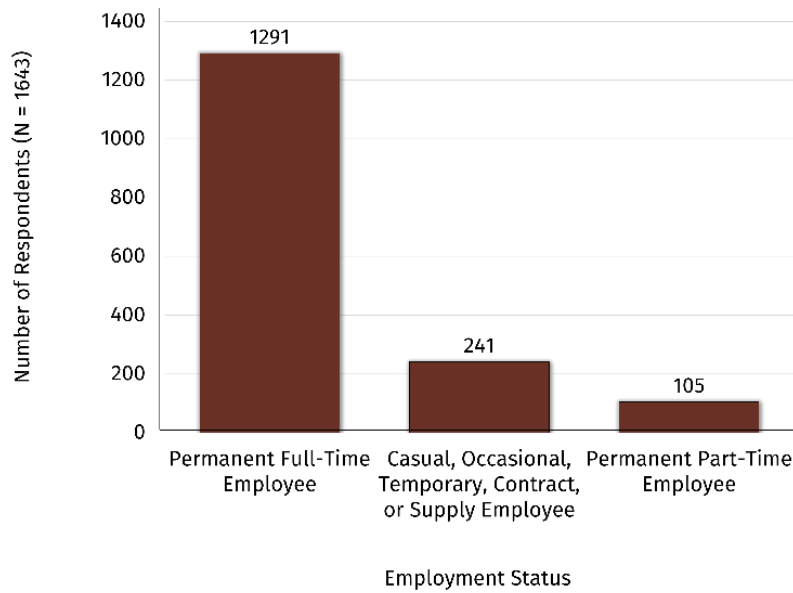
Primary Work Location of Respondents





Our results indicate most respondents have a permanent full-time status at the Board. We do have permanent employees who have a part-time status and employees who are casual, occasional, temporary, and contract or are considered supply employees. **Figure 8** indicates the employee status of our respondents.

Figure 8
Employee Status



Note, 80.3% of the White respondents are permanent full-time employees, whereas only 61.6% of Racialized respondents are permanent full-time employees.

Our respondents indicated most of their work schedules adhere to weekday, daytime schedules. **Figure 9** shows when our employees typically work.

Figure 9
Typical Work Schedule

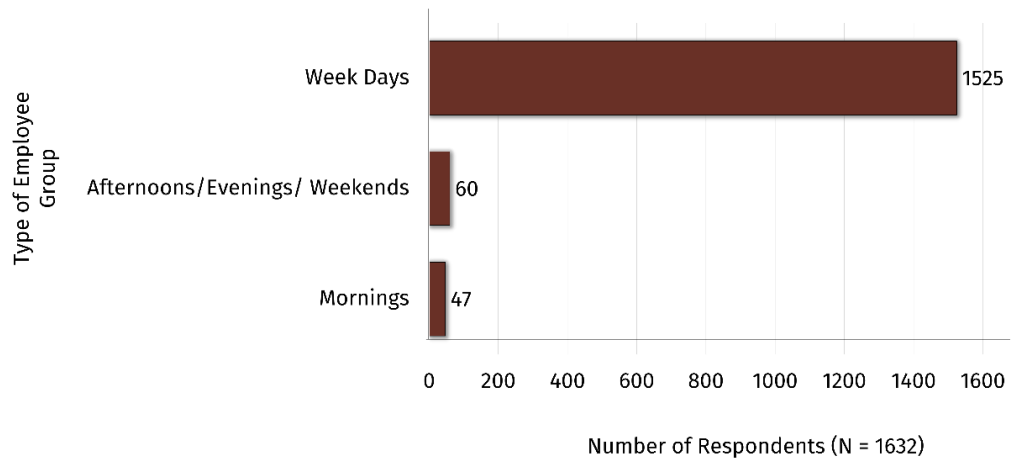
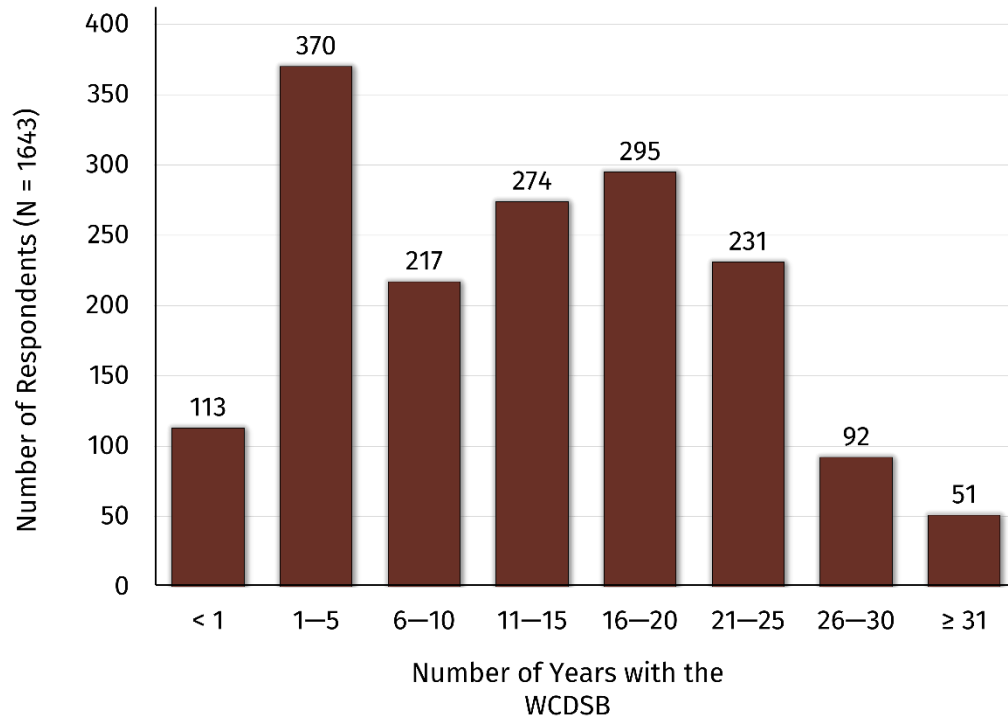




Figure 10 indicates the number of years employees have worked at the Board.

Figure 10

Number of Years employees have worked at the Board



In order not to have small sample sizes in racial groups, we created three racial groups: Racialized Peoples (Black, Indigenous, and people of colour), Middle Eastern, and White. Please note, Statistics Canada classifies people who are of Middle Eastern descent as visible minorities, but not people of colour. Thus, we did not embed this group under Racialized Peoples or White. Further, if a staff member indicated more than one racial group, such as White and Black, we classified the person's data under Racialized Peoples. While this is not ideal and does not completely reflect some individual's racial identities, there were not enough respondents who chose two races to have biracial categories such as "Black and White" or "Indigenous and White" or "Asian and White". Finally, when looking at the intersection between race and gender, we did not report findings when the category groups became less than 10.

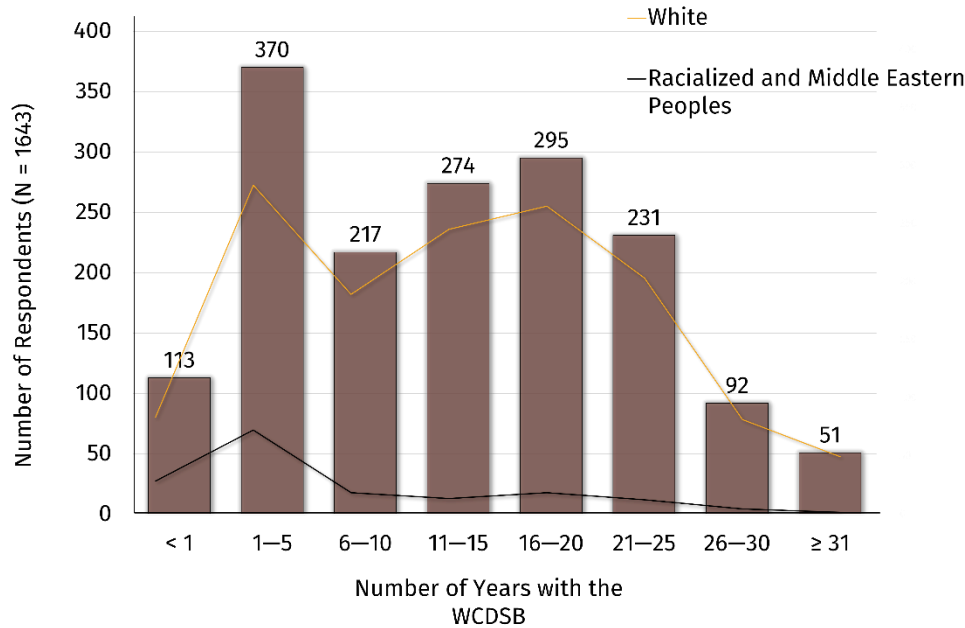
We can see a disparity in the number of racialized people employed at the Board in comparison to White people. Further, we also see a disparity in the length of time people have served at the Board. **Figure 11** compares the years of service of racialized employees, including racialized



people (i.e., Black, Indigenous, and People of Color) and Middle Eastern employees with White employees.

Figure 11

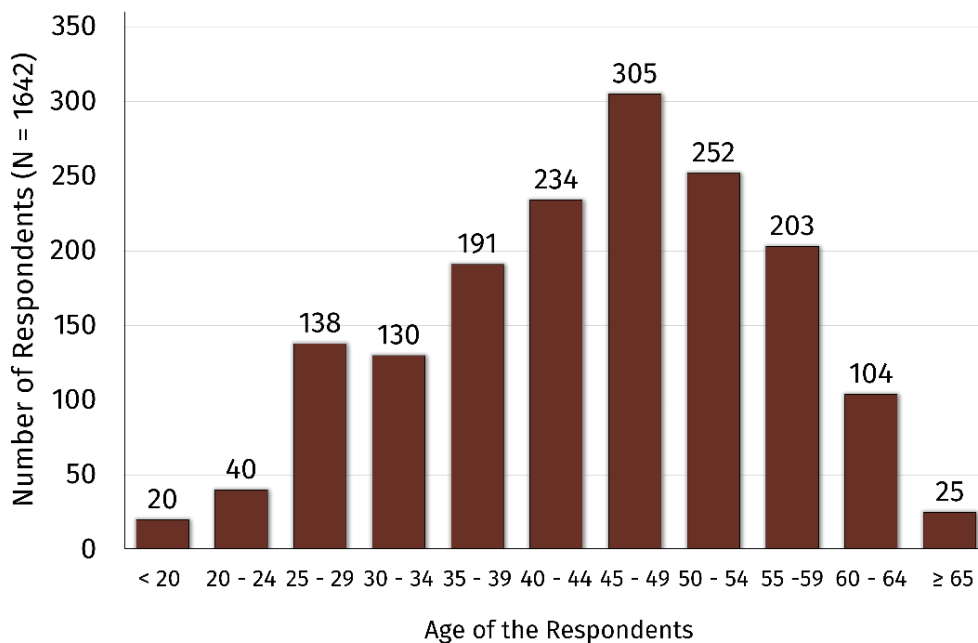
Years of Service as a Function of Race



When we asked about the age range of our employees, we found as expected a normal curve in the age distribution of our respondents. **Figure 12** breaks down the ages into groups.

Figure 12

Staff Age Groupings

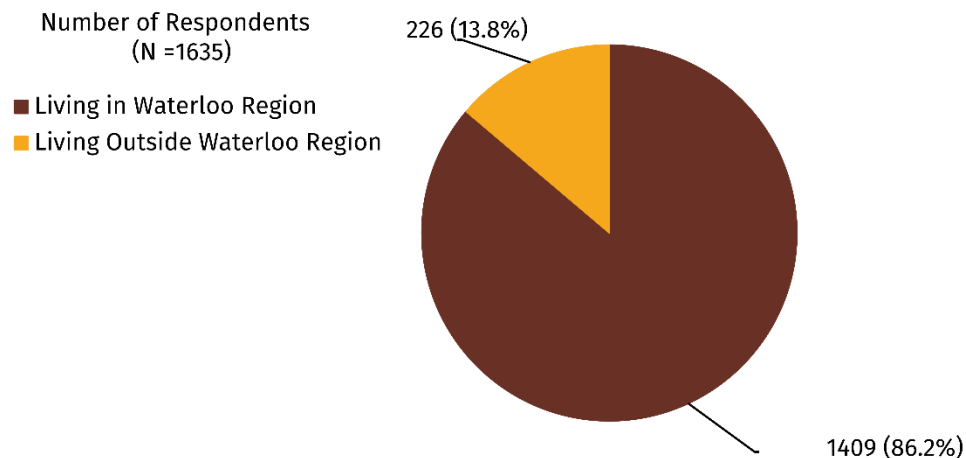




Forty-eight percent of our respondents attended WCDSB as a student. **Figure 13** shows the number of respondents who did not attend a WCDSB school.

Figure 13

Where Staff Attended School as a Student



We asked staff about their professional background. More than 50% of our respondents have a bachelor's degree or higher. **Table 3** indicates the highest education level reported by our staff respondents compared to the highest education level of Waterloo region's adults based on the 2016 Census (note: 2021 Census results are not available at the time of this report).

Table 3

Staffs' Highest Level of Education

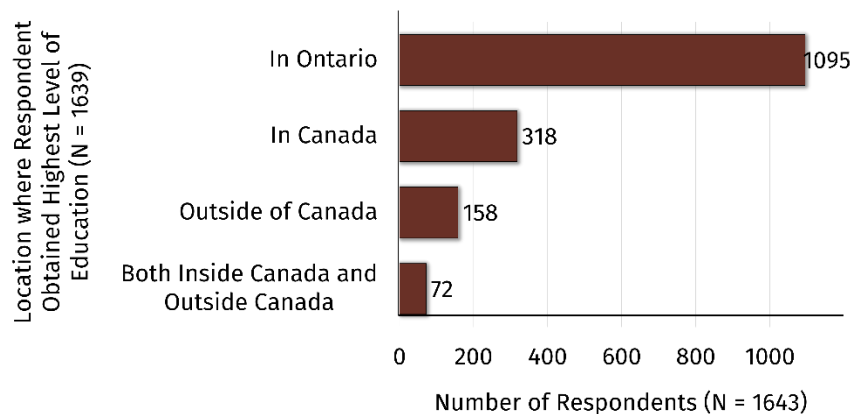
WCDSB Employees' Highest Level of Education	% of Employees	Waterloo Region
Certificate or Diploma above Bachelor's Level	4.2%	1.4%
College Certificate, Diploma, or Equivalency	23.8%	21.2%
Graduate Degree (i.e., Master and Doctorate Level)	15.7%	6.0%
No School Degree, Certificate, Diploma, or Another	0.8%	18.2%
Other Professional Degree (e.g., LL.B/J.D., CPA)	1.2%	N/A (under graduate degree)
Secondary School Diploma or Equivalent Certificate	4.3%	29%
Trade Certificate of Qualification, Journey-Person, or Red Seal	1.0%	2.9%
Undergraduate Degree (i.e., Bachelor Degree)	7.4%	1.7%
Undergraduate Degree in Education (i.e., Bachelor of Education)	41.6%	15.7%



Respondents' highest degrees were typically obtained in Ontario. **Figure 14** shows where respondents obtained their highest degree.

Figure 14

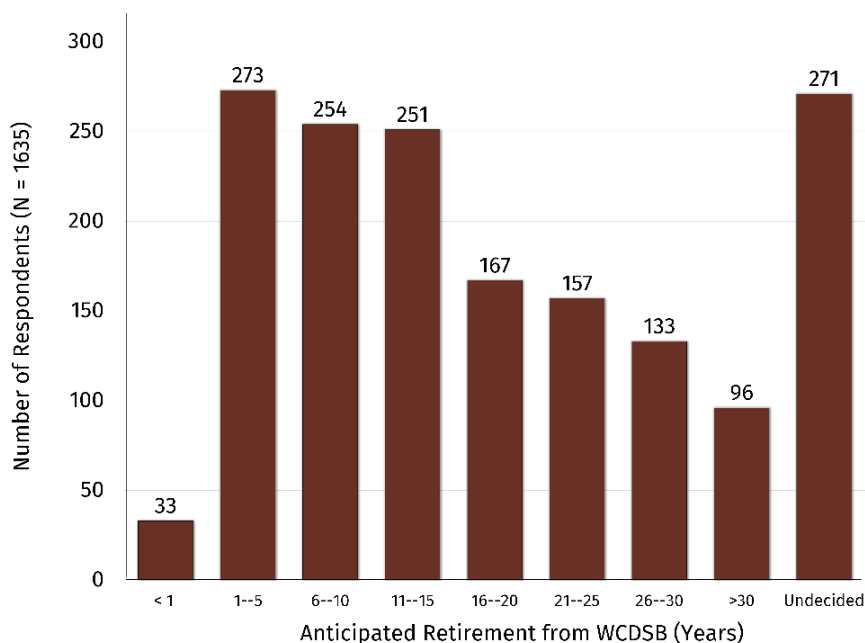
Where Staff Obtained their Highest Degree



To proactively plan for upcoming open positions, we asked employees to anticipate their retirement. Many respondents (n = 271) simply did not know or were undecided. There were a few respondents (n = 33) who plan to retire in less than a year. For a complete picture of the anticipated retirement years, see **Figure 15**.

Figure 15

Staff Anticipated Retirement

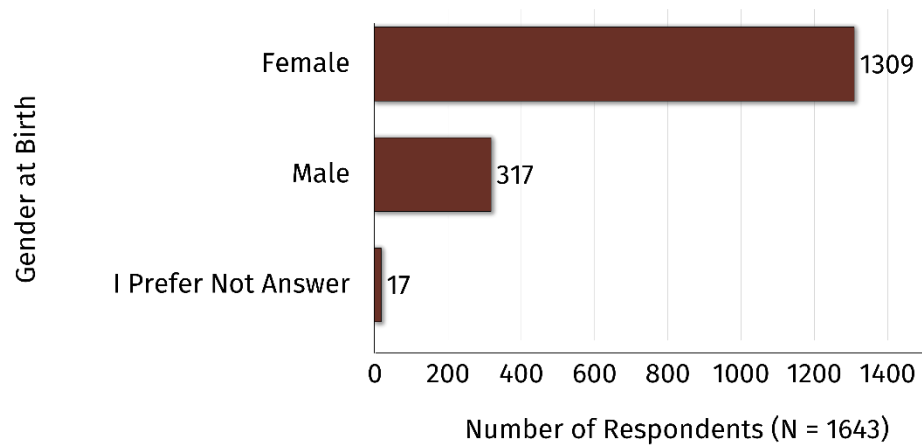




In this census, we chose to use the term gender at birth. Many surveys use the term sex at birth (or assigned sex at birth) rather than gender at birth. However, gender at birth is a more accurate term. It refers to the assigned gender based on a physician's assessment of external genitals without considering the chromosomal makeup of the infant (i.e., XY, XX, or other variations). Without a DNA test, there is no way to assess sex at birth. Most of our respondents indicated their gender at birth. **Figure 16** indicates the gender at birth breakdown.

Figure 16

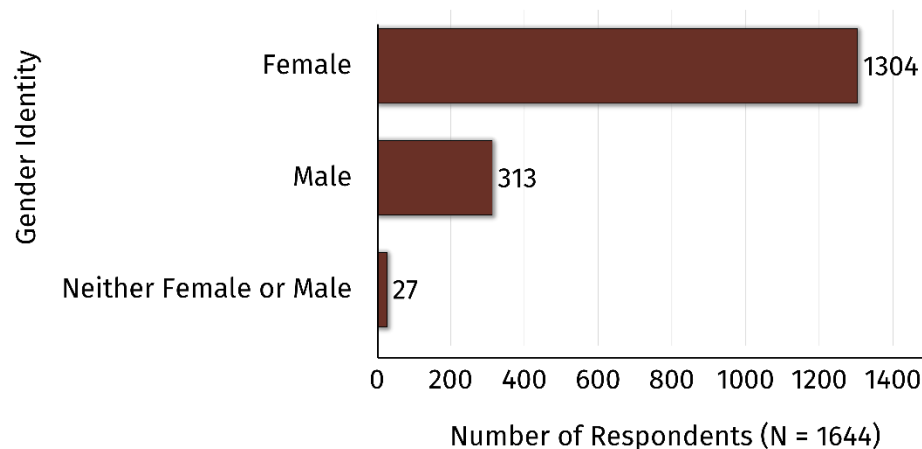
Gender of the Respondents



People's gender at birth may not align with their gender identity. Respondents were asked to indicate their gender identity (i.e., personal sense of one's own gender, not necessarily one's assigned gender). **Figure 17** indicates respondents' gender identity.

Figure 17

Gender Identity of the Respondents

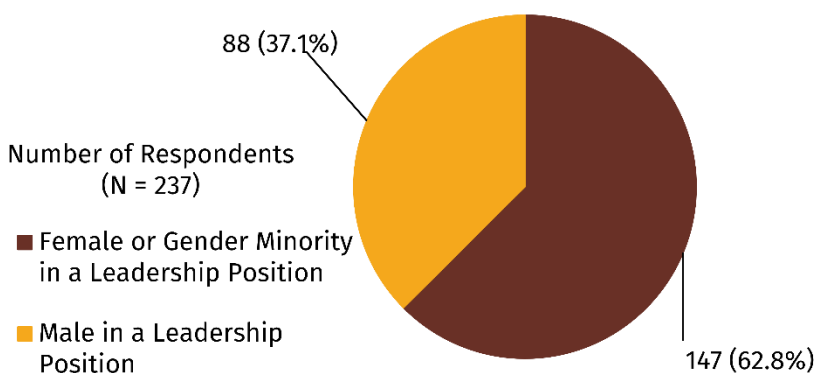




Of the respondents who identified both their leadership status and their gender at birth (N = 237), 62.8% are either female or a gender minority and 37.1% are male. See **Figure 18**.

Figure 18

Number of Female or Gender Minorities versus Male Employees who Currently Hold a Leadership Position



If we consider conditional probability and ask the question, “If I were a man at this board, what is the probability that I would be a leader at this board?” the answer would be 28% chance of being a leader. If, however, we are to ask the question, “If I were a woman or gender minority at this board, the probability that I would be a leader at this board?” the answer would be 11.4% chance of being a leader.

According to the [Ontario Human Rights Code](#), sexual orientation refers to a person’s sense of romantic, emotional, and sexual attraction to people of the same or different gender/sex. It covers a range of human sexuality from lesbian and gay, to bisexual and heterosexual. Transgender is not a sexual orientation, but rather it can be used to describe someone’s gender and/or gender identity. However, in this census, we asked about transgender under the umbrella of the LGBTQ2+A1 acronym (i.e., lesbian, gay, bisexual, transgender, queer, questioning, two-spirited, intersex, another). Respondents who indicated they belonged to the LGBTQ2+A1, were asked to indicate their sexual orientation and gender identity. We are not including summarized results of this data because some groups were small and may inadvertently identify members of our staff. Respondents were asked if they were an ally to the LGBTQ2+A1 community. A definition of ally was not provided to respondents. Very few respondents identified as an ally. Again, we are not including results from this data.

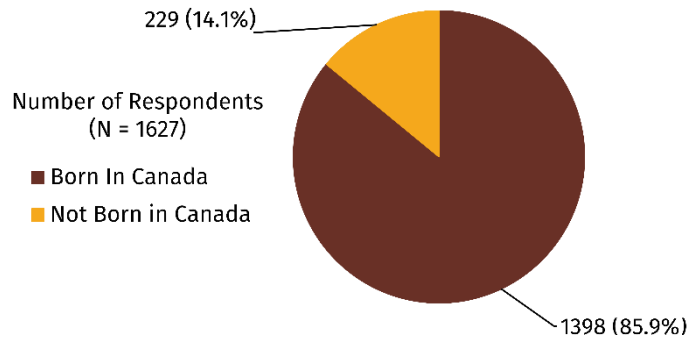


Approximately 2.1% of our respondents identify as First Nations, Métis, and/or Inuit. This question was asked separately from the race and ethnicity questions as per the guidelines delineated in the [Anti-Racism Act \(ARA 2019\)](#). You will notice a slight change in percentage when we report race. The change in percentage in the race question arises because people could choose more than one race.

Most of the staff was born in Canada. **Figure 19** indicate the number of respondents born in Canada versus outside of Canada.

Figure 19

Respondents' Birthplace: Canada or Outside Canada

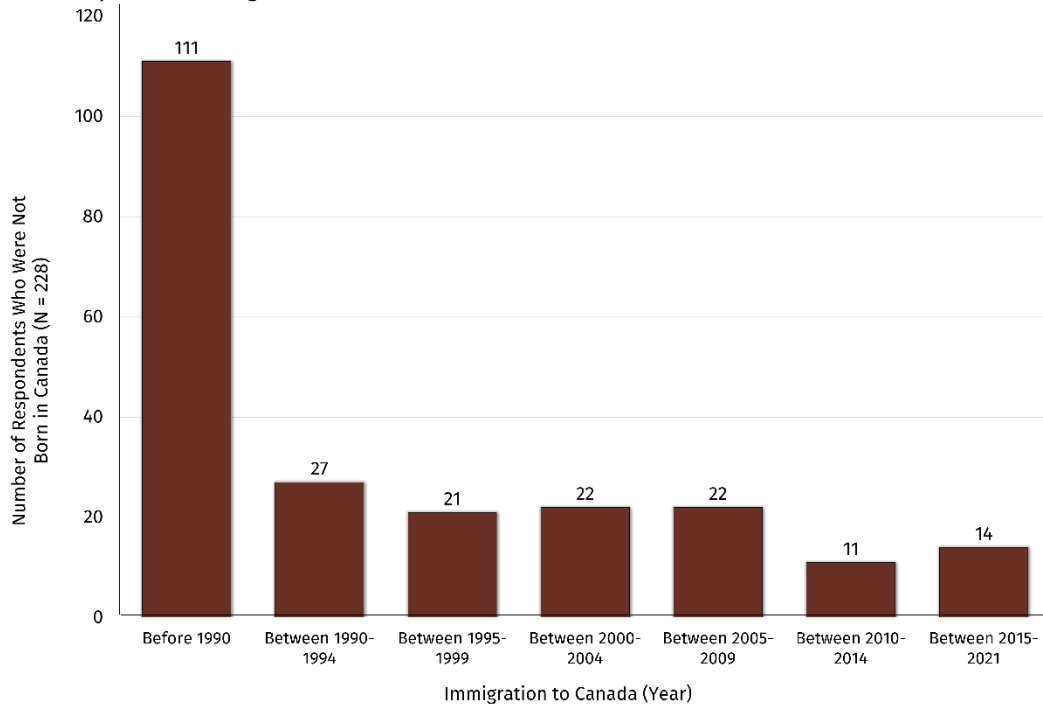


Most of the respondents who were not born in Canada, emigrated to Canada before 1990.

Figure 20 indicates when our respondents emigrated.

Figure 20

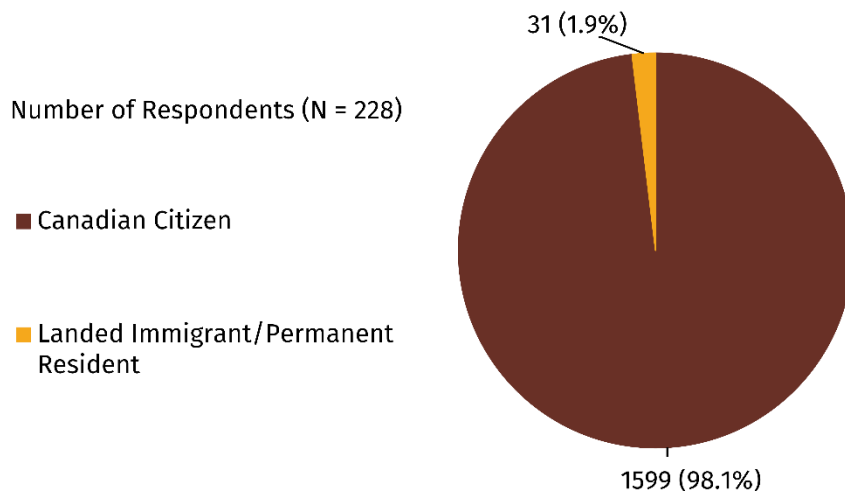
When Respondents Emigrated to Canada





All our respondents are Canadian citizens or landed immigrants. **Figure 21** shows the breakdown.

Figure 21
Citizenship Status



Most of the participants are of European descent or White. **Table 4** indicates the racial breakdown of our respondents.

Table 4
Race of Respondents

Respondent Race	% of Employees
Black (African, Afro-Caribbean, African-Canadian Descent)	1.8%
East/Southeast Asian (Chinese, Korean, Japanese, Taiwanese Descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian, Southeast Asian Descent)	1.9%
Indigenous (First Nations, Métis, Inuk/Inuit)	1.2%
Latino/Latina/Latinx (Latin American, Hispanic Descent)	1.9%
Middle Eastern (Arab, Persian, West Asian Descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	1.5%
South Asian (South Asian Descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	1.7%
White (European Descent)	89.2%
I do not understand this question or I am not sure	1.2%
I prefer not answer	1.9%



As mentioned earlier for **Figure 11** we did combine our racial groups into three groups: Racialized Peoples, Middle Eastern, and White. The Ontario Ministry of Education distributed Memorandum 165 that specifically highlighted the importance of a teaching staff that was well-prepared, qualified, and diverse. Thus, we looked at the racial breakdown of our teachers by looking at the OECTA respondents' identification of race. There are less than 10 teachers who identified as Middle Eastern; thus, we combined the Racialized Peoples and Middle Eastern groups for this one analysis only. Please note, not every respondent answered the question about racial group. Thus, we had 868 OECTA members complete the census and 838 identify their racial background on the census. Of the 838 OECTA respondents who identified their race, 771 or 92% identified as White and 67 identified as being a member of the Racialized Peoples group or Middle Eastern. **Figure 22** shows the racial breakdown of our respondents who are part of OECTA.

Figure 22

Racial Breakdown of OECTA (Our Teaching Staff)

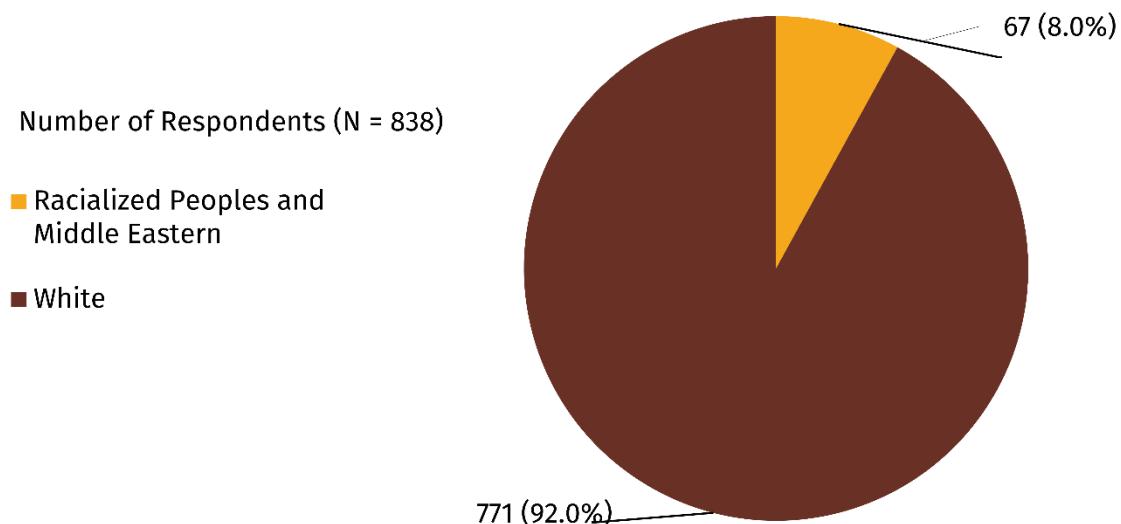


Table 5 shows the racial breakdown of all the employee groups.



Table 5

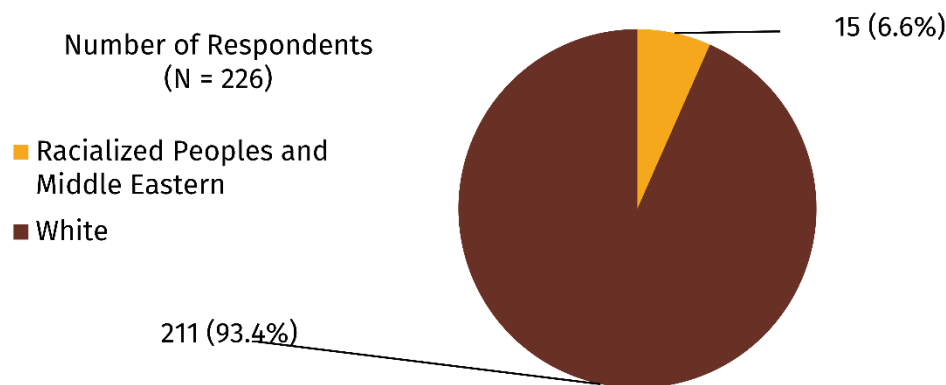
Racial Breakdown by Employee Groups

Employee Group	% of Racialized or Middle Eastern Employees	% of White Employees
APSSP (EWA0)	6.7%	93.3%
CPCO	3.4%	96.6%
CUPE	12.7%	85.5%
Executive Staff	small team, predominately White	
International Instructors and Another	31.3%	68.8%
OECTA	8.0%	92%
OSSTF	14.7%	85.3%
PASS	11.1%	88.9%
Unifor	15.0%	85.0%

Of the respondents who identified both their leadership status and their race (N =226), 93.4% are White and 6.6% are identify as Racialized Peoples or Middle Eastern. See **Figure 23**.

Figure 23

Number of Racialized Peoples or Middle Eastern Employees versus White Employees who Currently Hold a Leadership Position



If we consider conditional probability and ask the question, “If I were a Racialized Peoples or Middle Eastern employee at this board, what is the probability that I would be a leader at this board?” the answer would be 10% chance of being a leader. If, however, we are to ask the question, “If I were a White employee at this board, the probability that I would be a leader at this board?” the answer would be 15.1% chance of being a leader.



The top three ethnic origins of our respondents were: Canadian, English, and German. In the graphic, the larger font indicates the ethnicity was identified more frequently than the ethnicities in smaller font. **Figure 24** provides a quick visual snapshot of the respondents' ethnicities.

Figure 24

Ethnic Origins of Respondents



Table 4 provides a more detailed accounting of respondents' ethnicities. Respondents could choose more than one ethnicity. Thus, the total percent does not add up to 100%.

Table 4

Ethnic Origins of Respondents

Respondent Ethnic Origin	% of Employees
African Origins	0.7%
American	1.4%
Asian Origins and Oceania Origins, & Another	0.9%
Austrian	1.2%
British Isles Origins	4.2%
Canadian	48.5%
Caribbean Origins	0.7%



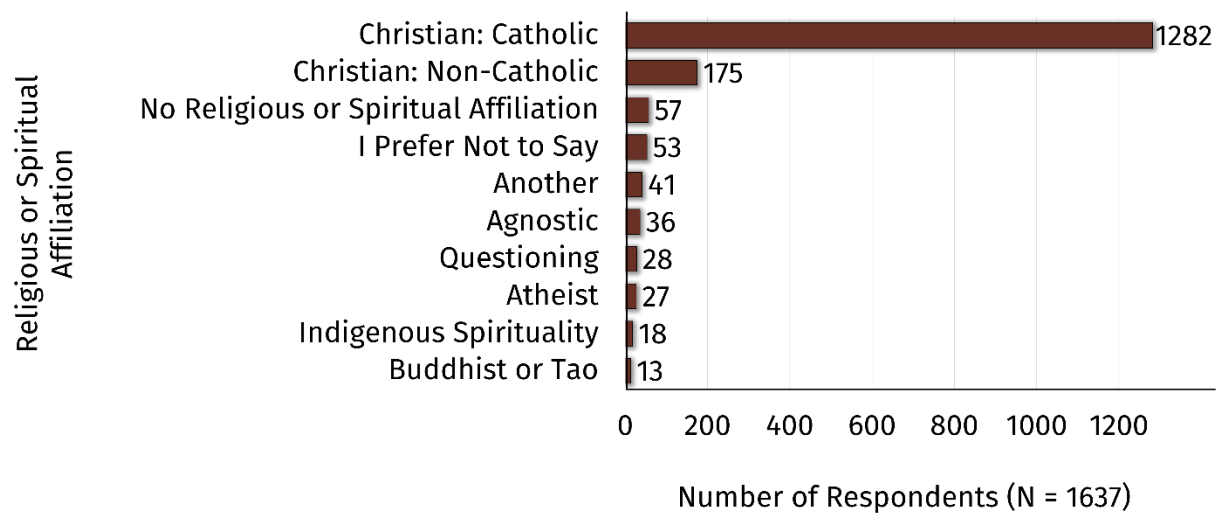
Respondent Ethnic Origin	% of Employees
Chinese	0.9%
Croatian	1.2%
Dutch	3.9%
Eastern European Origins	2.0%
English	14.5%
Filipino	0.9%
Finnish	0.7%
First Nations	1.6%
French	7.7%
German	17.5%
Hungarian	2.0%
Irish	16.0%
Italian	8.0%
Jamaican	0.8%
Latin, Central, and South American Origins	2.0%
Métis	0.9%
Newfoundland	2.0%
Northern European Origins (not British Isles)	1.4%
Other European Origins	1.0%
Polish	5.8%
Portuguese	7.4%
Romanian	1.0%
Scottish	9.7%



Respondent Ethnic Origin	% of Employees
Slovenian	0.8%
South Asian Origins	1.4%
Southern European Origins	1.7%
Spanish	0.8%
Swiss	0.7%
Ukrainian	2.2%
Welsh	0.86%
West Central Asian and Middle Eastern Origins	1.4%
I do not understand this question; or I am not sure	0.7%
I prefer not answer	1.3%

We asked our respondents to indicate their religious or spiritual affiliation. We did, however, include “No Religious or Spiritual Affiliation”, “Agnostic”, “Atheist”, “Questioning”, and “I Prefer Not to Say” as options. **Figure 25** indicates the religious or spiritual affiliation of our respondents.

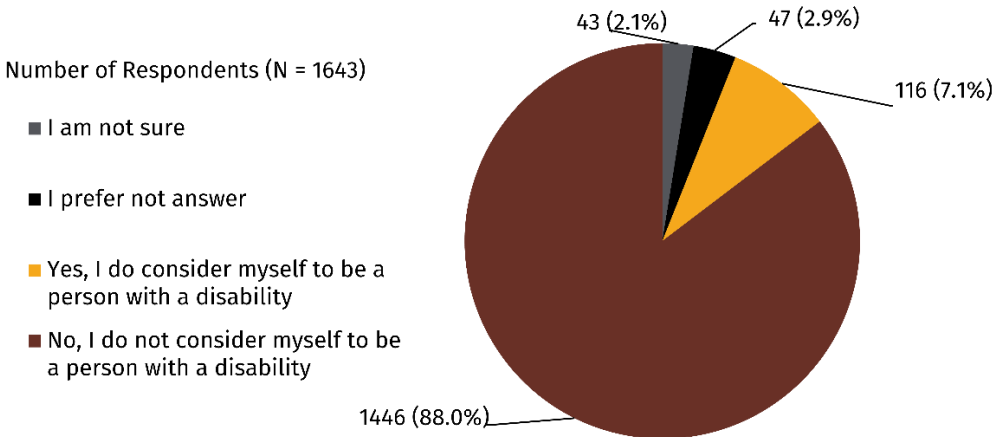
Figure 25
Religious or Spiritual Affiliation





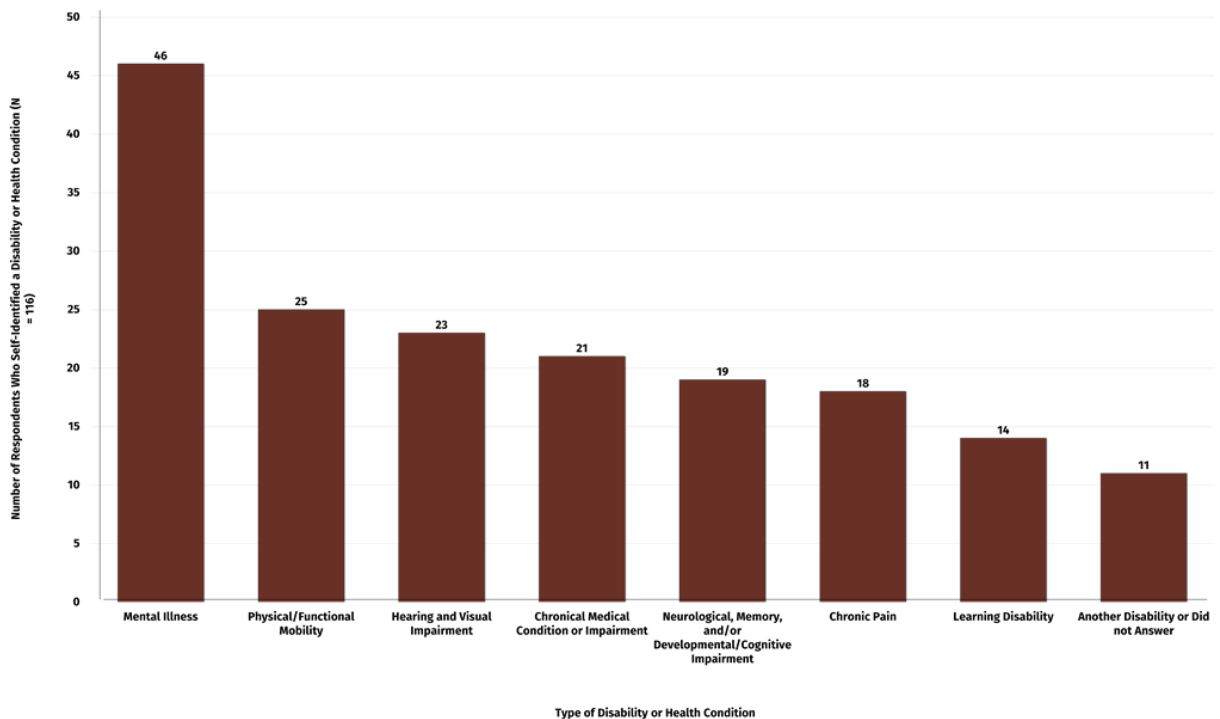
The census asked respondents if they had a disability. Most respondents indicated they did not have a disability. Refer to **Figure 26** for the number of respondents with a disability.

Figure 26
Number of Respondents with a Disability



For the respondents who indicated they did have a disability, they classified their disability or disabilities. Sixty-one people identified more than one disability. See **Figure 27** for the types of disabilities identified.

Figure 27
Types of Disabilities Identified





WORKPLACE CULTURE AND HEALTH (GUARDING MINDS AT WORK)

The *Guarding Minds at Work* survey assesses psychological health and safety at work. The *Initial Scan* is a 6-item survey that indicates the extent employees are stressed or satisfied at work. It provides a glimpse of stress/satisfaction and mental health culture among the respondents. Please remember this census was administered during Covid-19 crisis and toward the end of the academic year. We surmise that context may have impacted the results.

Most of the respondents agreed with the statements, “I am satisfied with the amount of involvement I have in decisions that affect my work,” and “I feel I am well rewarded (in terms of praise and recognition) for the level of effort I put out for my job.” See **Figures 28 and 29** below, respectively.

Figure 28

Satisfaction with Decisions that Affect One's Work

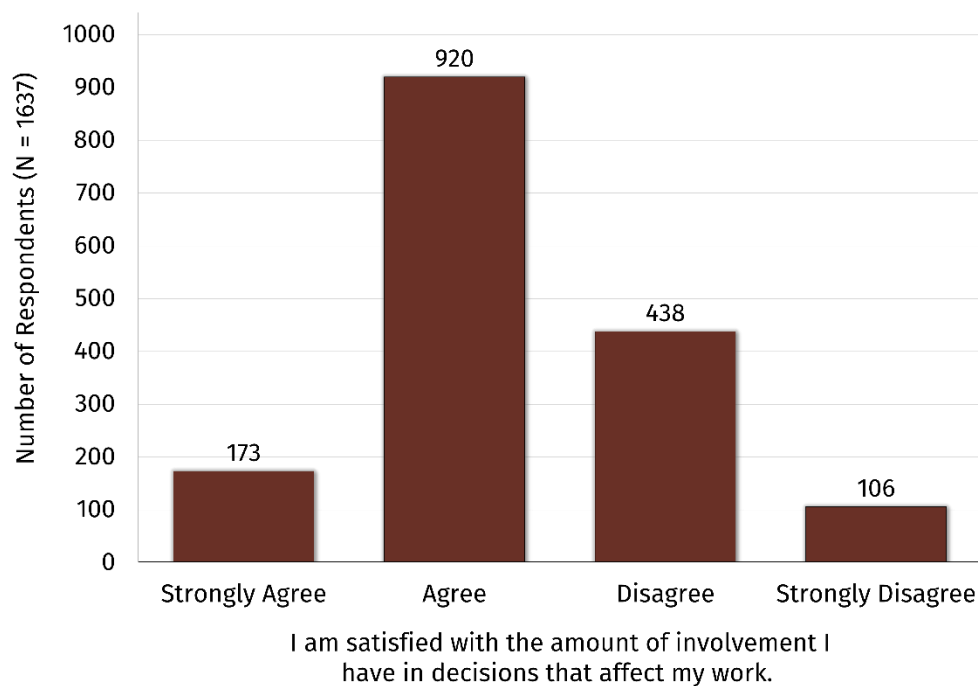
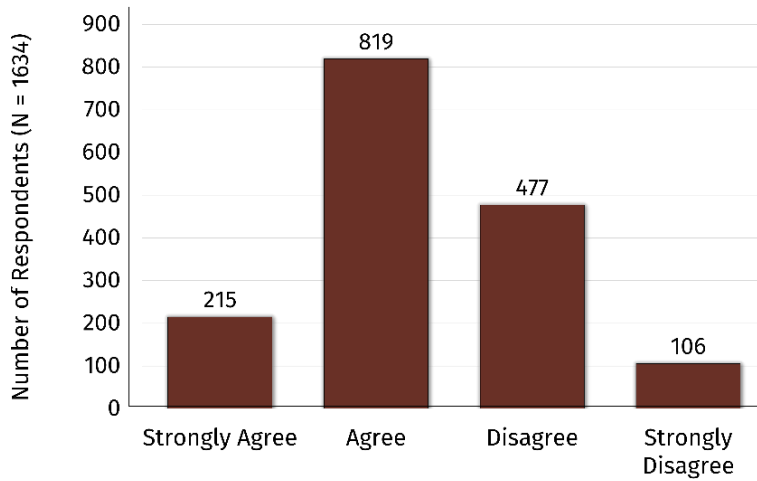




Figure 29

Feeling Reward through Praise and Recognition for the Level of Effort Put Out

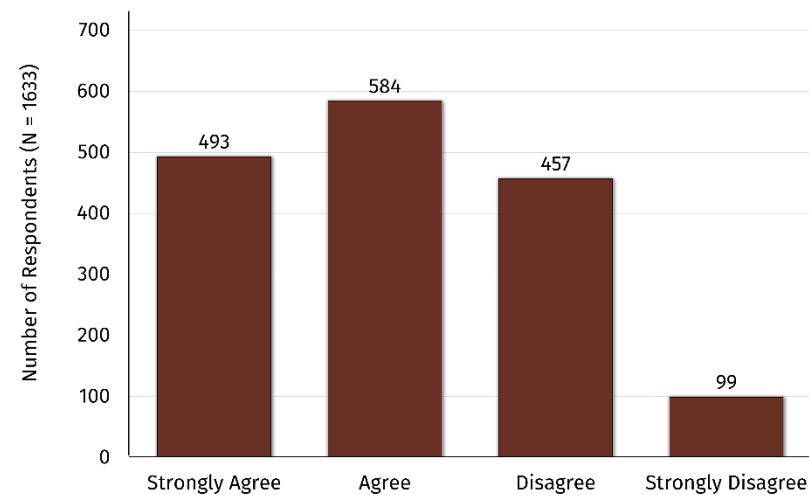


I feel I am rewarded (in terms of praise and recognition) for the level of effort I put out for my job.

Figure 30 indicates respondents' responses to the third item on the Initial scan "In the last six months, "too much time pressure at work has caused me worry, "nerves" or stress". Most of the respondents, "Agreed" or "Strongly Agreed" with this statement.

Figure 30

Time Pressure Causes Me to Worry, "Nerves" or Stress



In the last 6 months, too much time pressure at work has caused me worry, "nerves" or stress.



Most of the respondents also, “Agreed” or “Strongly Agreed” with the statement, “In the last six months, I have experienced worry, “nerves” or stress from mental fatigue at work. **See Figure 31.**

Figure 31

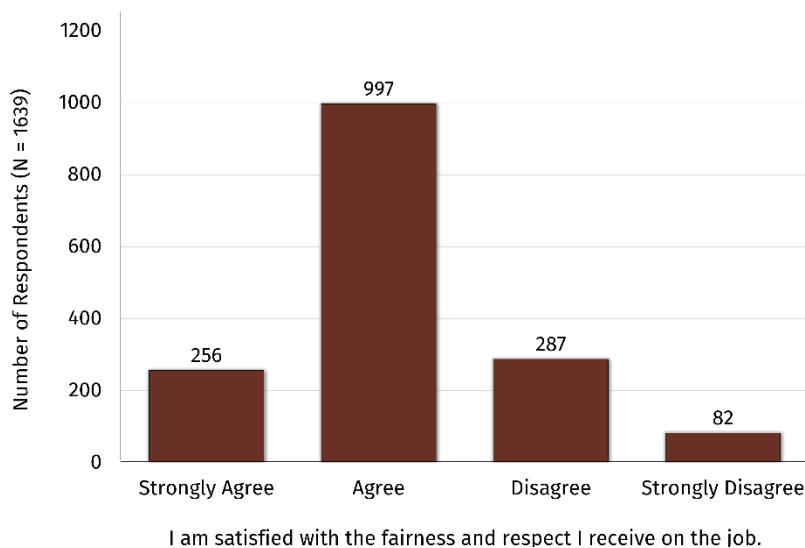
In the Last 6 Months, I have Experienced “Nerves” or Stress from Mental Fatigue at Work



Respondents overwhelmingly agreed with the statement, “I am satisfied with the fairness/respect I receive on the job. **See Figure 32.**

Figure 32

Satisfied with the Fairness and Respect Received on the Job

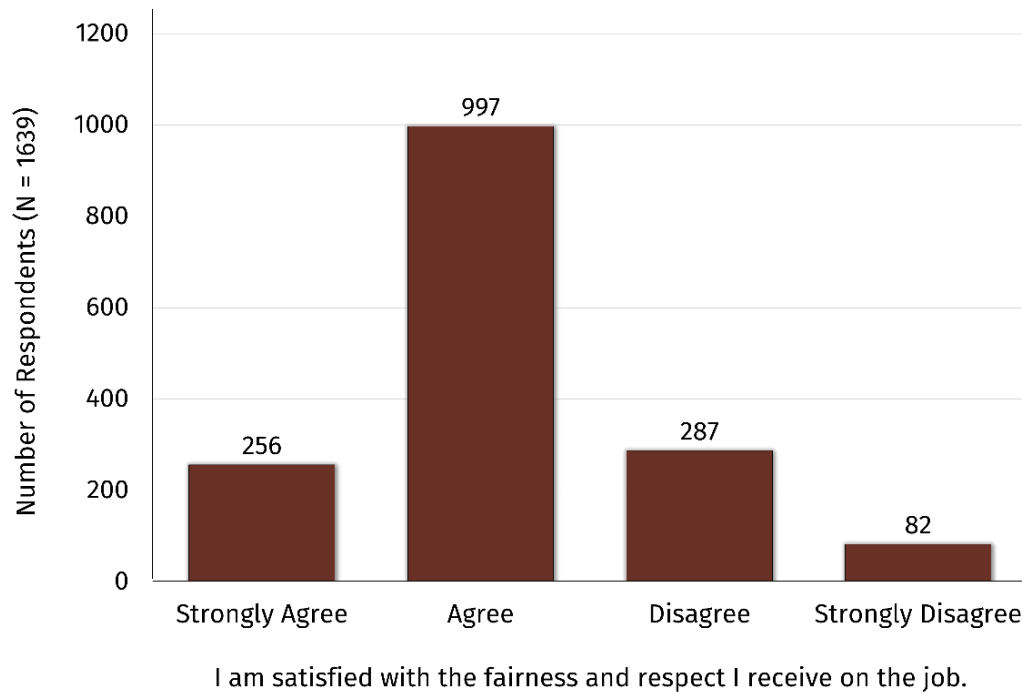




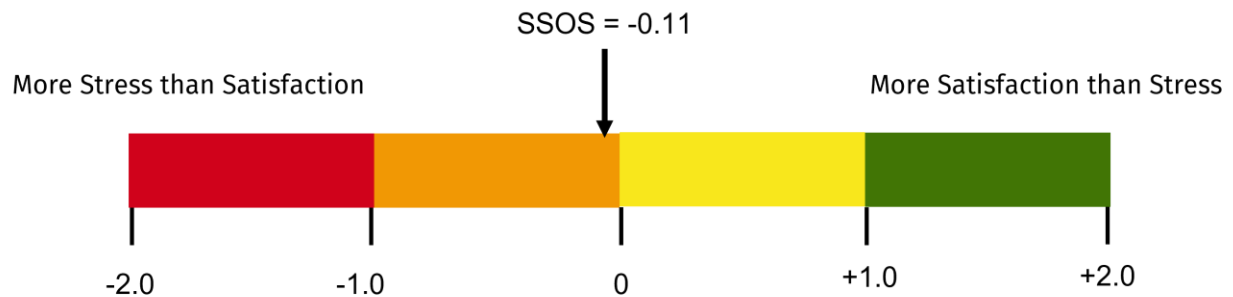
As indicated in **Figure 33**, most respondents, “Agreed” or “Strongly Agreed” with the statement, “My supervisor supports me in getting my work done.”

Figure 33

My Supervisor Supports Me Getting my Work Done



While looking at each item in isolation is informative, the results become more meaningful when you look at the SSOS and SSIX scores. The SSOS score is a base score, and it is correlated with a wide variety of mental and physical health outcomes. This score shows the balance or “offset” between satisfaction and stress as a single number, ranging from -2 (much more stress than satisfaction) to +2 (much more satisfaction than stress). The mean respondent score was -0.11. **See Figure 34.**

**Figure 34***Mean Stress Satisfaction Offset Score (SSOS)*

The SSIX provides additional information about the effect of two mediators (fairness and supervisor support) on the base score. We can see how these mediators affect the basic scores by increasing them or lowering them. In other words, positive experiences with supervisor support and fairness will increase the scores while the absence of this experience will lower these scores. These scores range from -2.5 (much higher chance of mental injury, negligible chance of mental health promotion) to +2.5 (low risk of mental injury, high potential of mental health promotion). The mean SSIX score is +0.21. **See Figure 35.**

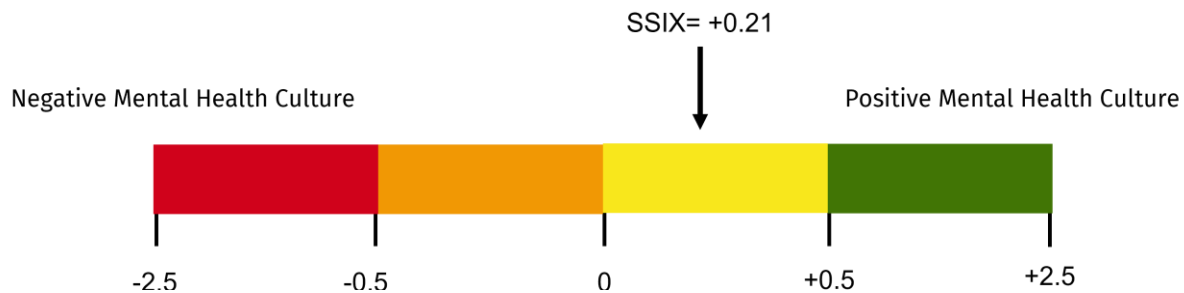
Figure 35*Mean Stress Satisfaction Index (SSIX)*

Figure 36 shows how to interpret the mean results and place it in context with the extreme ends.



Figure 36

Interpretation of the SSIX

- Red Zone: Much higher chance of mental injury, negligible chance of mental health promotion
- Amber Zone: Elevated risk of mental injury, reduced chance of mental health promotion
- Yellow Zone: Average risk of mental injury, better than 50:50 chance of mental health promotion
- Green Zone: Low risk of mental injury, high potential for mental health promotion

The overall findings suggest an average risk of mental injury. There appears to be mental health promotion in the workplace.

Additional analyses reveal the mean response rates vary as a function of group. We looked at four types of groups: (1) employee group, (2) gender at birth, (3) racial background, (4) the interaction between gender and racial background and (5) length of time at the Board. Below is a summary of the primary results without the statistical language or figures accompanying the results.

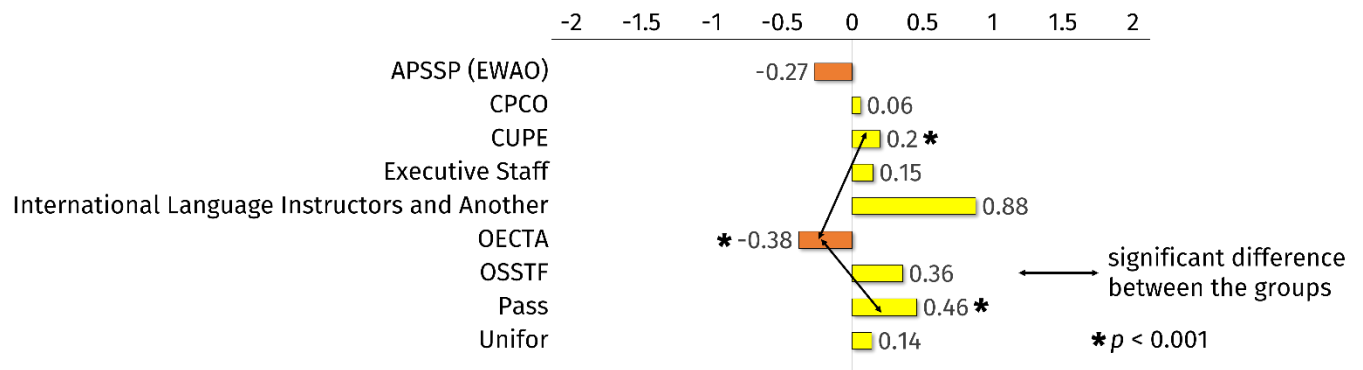
1. Based on the SSOS score, the following groups have an elevated risk of mental injury and reduced chance of health promotion:
 - a. OECTA members
 - b. White female staff
 - c. Individuals who have served the board for 6 to 30 years
2. Based on the SSIX score (i.e., score includes supervisory support), the following groups still have an elevated risk of mental injury and reduced chance of health promotion
 - a. OECTA members
 - b. Individuals who have served the board for 11 to 30 years
3. Based on the SSIX score staff who have served less than 5 years have a low risk of mental injury, and high potential for mental health promotion with the staff who have served less than year once again showing the healthiest average

Over the next few pages is an expanded discussion of the results with figures and statistical language.

A one-way analysis of variance showed a significant difference between employee groups on their mean SSOS scores, $F(8,1614) = 12.08, p < .001$. Post hoc analyses using the Scheffé post hoc criterion for significance indicated the mean SSOS score was significantly lower in OECTA ($M = -0.38, SD = 1.21$) than CUPE ($M = 0.20, SD = 1.44$) and PASS ($M = .46, SD = 1.18$). **Figure 37** indicates the mean scores on the SSOS as a function of employee group.


Figure 37

Mean SSOS Scores as a Function of Employee Group

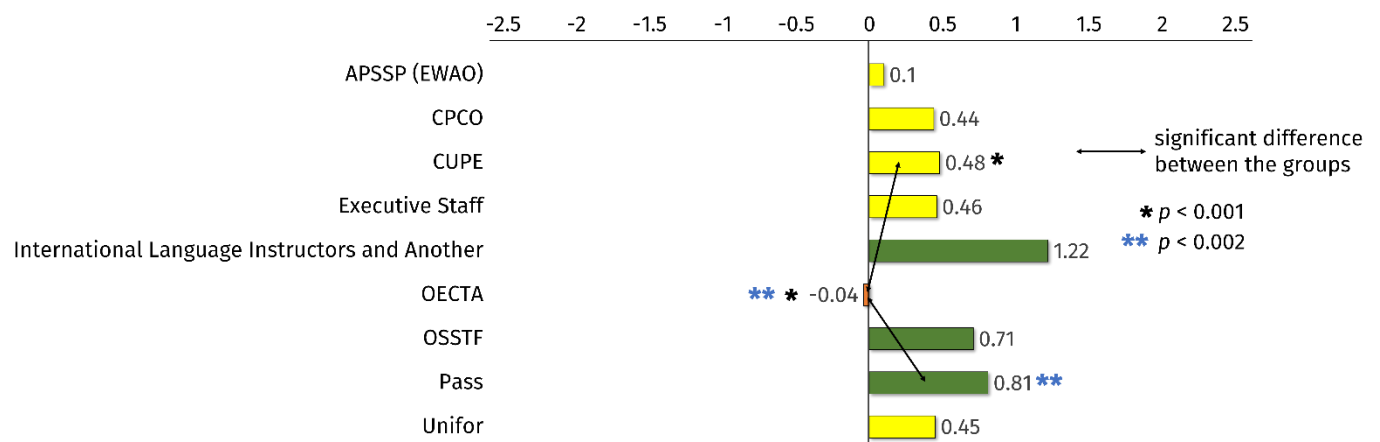


Bottom Line: We can confidently suggest there is an elevated risk of mental injury and reduced chance of health promotion in the OECTA group when compared to CUPE and Pass groups.

Similarly, a one-way analysis of variance showed a significant difference between employee groups on their mean SSIX scores, $F(8,1614) = 8.45$, $p < .001$. Post hoc analyses using the Scheffé post hoc criterion for significance indicated the mean SSOS score was significantly lower in OECTA ($M = -0.04$, $SD = 1.37$) than CUPE ($M = 0.48$, $SD = 1.46$). **Figure 38** indicates the mean scores on the SSIX as a function of employee group.

Figure 38

Mean SSIX Score as a Function of Employee Group



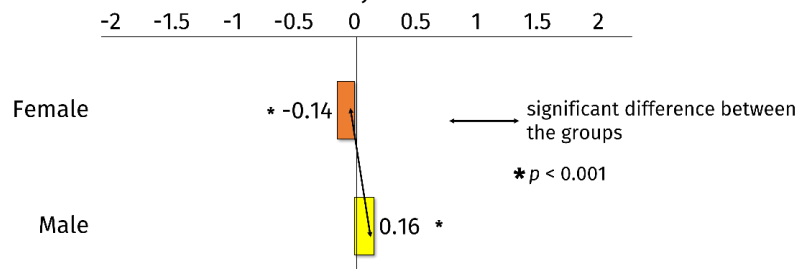
Bottom Line: Even with supervisor support and fairness, we can confidently suggest there is an elevated risk of mental injury and reduced chance of health promotion in the OECTA group when compared to CUPE and Pass groups.



Because most of our respondents indicated their gender at birth (or assigned sex at birth) was female and male and their gender identity was female and male, the following analyses is on the binary gender at birth. An independent t-test revealed a significant difference between females ($M = -0.14$, $SD = 1.33$) and males ($M = .16$, $SD = 1.33$) on their SSOS scores, $t(1606) = 3.57$, $p < .001$. **Figure 39** indicates the mean scores on the SSOS as a function of gender.

Figure 39

Mean SSOS Score as a Function of Gender

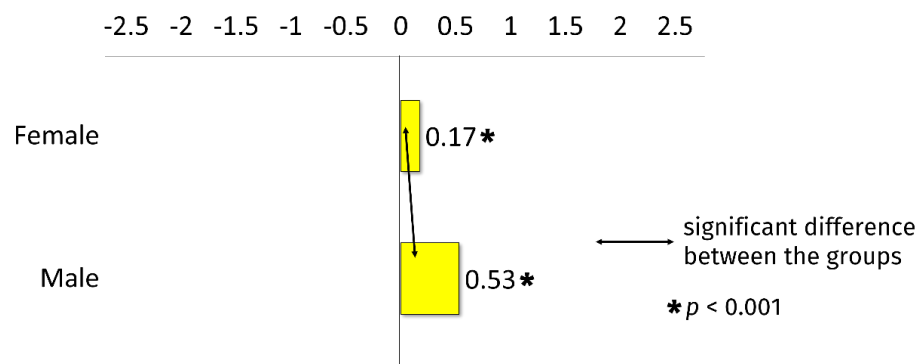


Bottom Line: We can confidently suggest there is an elevated risk of mental injury and reduced chance of health promotion with female staff in comparison to male staff.

An independent t-test revealed a significant difference between females ($M = 0.17$, $SD = 1.52$) and males ($M = 0.53$, $SD = 1.50$) on their SSIX scores, $t(1606) = 3.75$, $p < .001$. **Figure 40** indicates the mean scores on the SSIX as a function of gender.

Figure 40

Mean SSIX Score as a Function of Gender

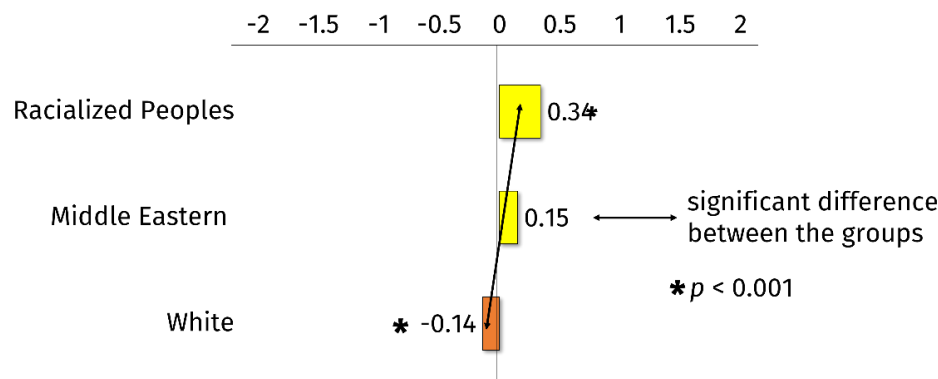


Bottom Line: With supervisory support and fairness, we can confidently suggest there is an average risk of mental injury and better than 50/50 chance of mental health promotion for both females and males. However, the average score was lower for females than males.



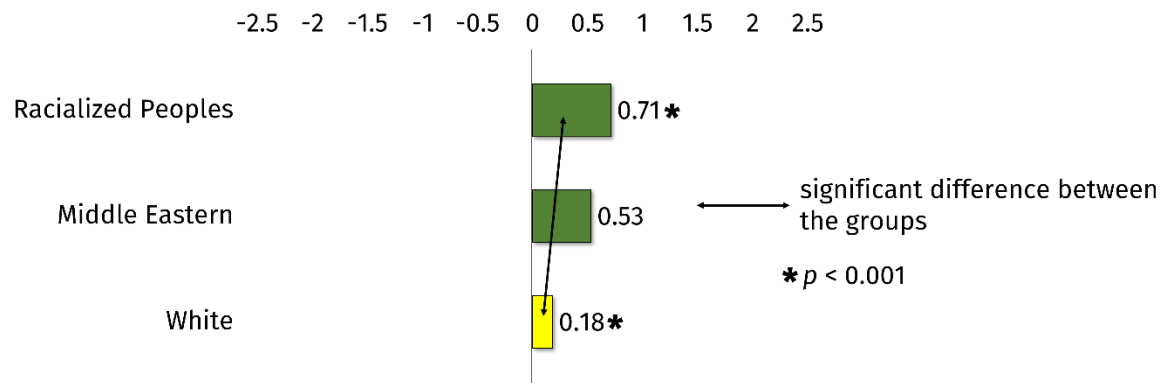
A one-way analysis of variance showed a significant difference between racial groups on their mean SSOS scores, $F(2,1562) = 8.96, p < .001$. Post hoc analyses using the Scheffé post hoc criterion for significance indicated the mean SSOS score was significantly higher in the Black racial group ($n = 146, M = 0.34, SD = 1.38$) than White racial group ($n = 1399, M = -.14, SD = 1.33$). The mean SSOS score was not significantly different between the Black racial group and the Middle Eastern racial group ($n = 20, M = .15, SD = 1.42$). The mean SSOS score was not significantly different between the Middle Eastern racial group and the White racial group. **Figure 41** indicates the mean scores on the SSOS as function of race.

Figure 41
Mean SSOS Score as a Function of Race



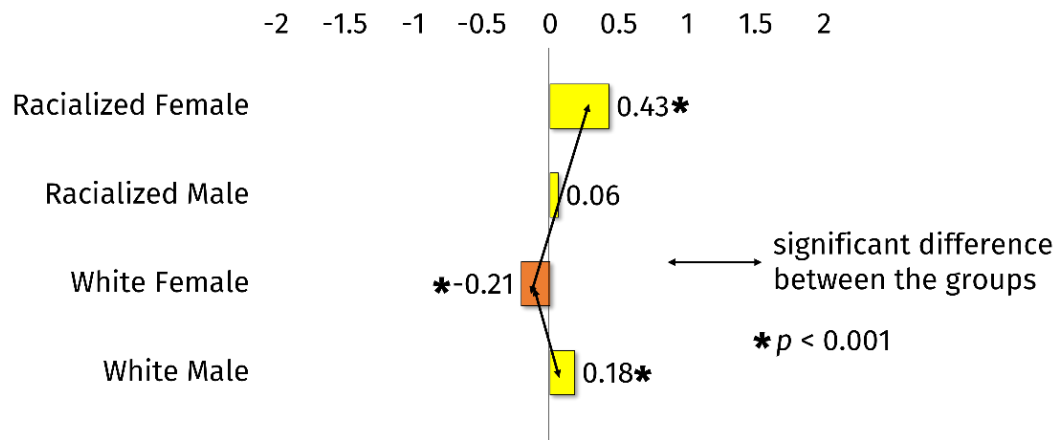
Bottom Line: We can confidently suggest there is an elevated risk of mental injury and reduced chance of health promotion with White staff members in comparison to Racialized staff members.

Similarly, a one-way analysis of variance showed a significant difference between racial groups on their mean SSIX scores, $F(2,1562) = 8.30, p < .001$. Post hoc analyses using the Scheffé post hoc criterion for significance indicated the mean SSIX score was significantly higher in the Black racial group ($M = 0.71, SD = 1.55$) than White racial group ($M = 0.18, SD = 1.51$). The mean SSIX score was not significantly different between the Black racial group and the Middle Eastern racial group ($M = 0.52, SD = 1.60$). The mean SSIX score was not significantly different between the Middle Eastern racial group and the White racial group. **Figure 42** indicates the mean scores on the SSIX as a function of race.

**Figure 42***Mean SSIX Score as a Function of Race*

Bottom Line: With supervisory support and fairness, we can confidently suggest there is an average risk of mental injury and better than 50/50 chance of mental health promotion for White employees. However, there is low risk of mental injury, and high potential for mental health promotion in the Middle Eastern and Racialized employees.

A 2 X 3 analysis of variance was conducted to explore a possible interaction between gender and race. There is a significant interaction between race and gender on the mean SSOS score, $F(2, 1557) = 4.44, p = .01$. Because the number of respondents in the Middle Eastern racial group because less than 10 people for one gender, we will not be reporting on the Middle Eastern racial group for fear of identify specific respondent data. The Scheffé post hoc criterion the mean SSOS score was significantly higher for Racialized Peoples women ($M = 0.71, SD = 1.55$) than it was for White women ($M = -0.18, SD = 1.32$), $F(2, 1256) = 12.50, p < .001$. This pattern does not hold for Racialized men ($M = -0.06, SD = 1.43$) and White Men ($M = 0.18, SD = 1.32$), $F(2, 295) = .302, p = .740, ns$; there is no significant difference between the SSOS mean scores for these groups. A follow-up t-test showed a significant difference on the mean score between Racialized women and RACIALIZED PEOPLES, $t(144) = 1.37, p = .173, ns$. However, a follow t-test showed a significant difference between the mean score between White women and White men, $t(1389) = 4.23, p < .001$. See **Figure 43** for the interaction between race and gender on the SSOS score.

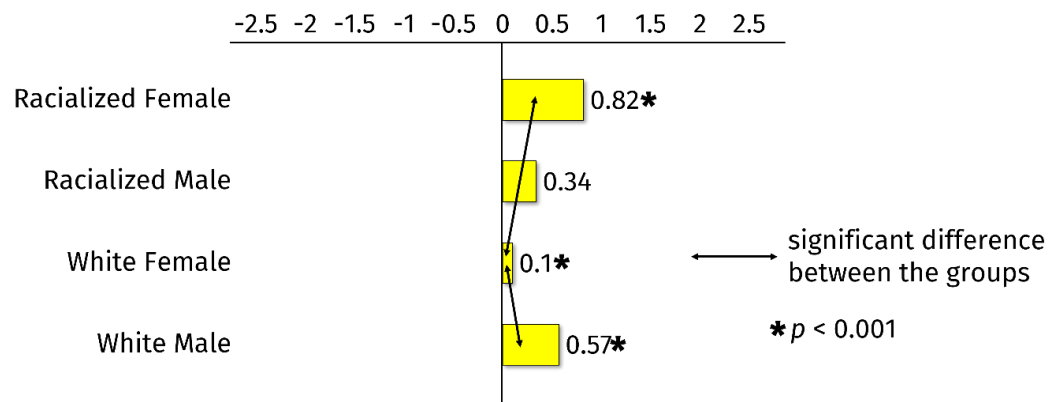
**Figure 43***Interaction Between Race and Gender on the Mean SSOS Score*

Bottom Line: We can confidently suggest there is an elevated risk of mental injury and reduced chance of health promotion for White women in comparison to Racialized women and White men.

A 2 X 3 analysis of variance was conducted to explore a possible interaction between gender and race. There is a significant interaction between race and gender in the mean SSIX score, $F(2, 1557) = 5.10, p = .006$. The Scheffé post hoc criterion the mean SSIX score was significantly higher for racialized women ($M = 0.82, SD = 1.49$) than it was for White women ($M = 0.10, SD = 1.51$), $F(2, 1256) = 12.50, p < .001$. This pattern does not hold for Racialized men ($M = -0.06, SD = 1.43$) and White Men ($M = 0.18, SD = 1.32$), $F(2, 295) = .46, p = .633, ns$; there is no significant difference between the SSOS mean scores for these groups. A follow-up t-test did not show a significant difference on the mean score between Black women and Black Men, $t(144) = 1.59, p = .114, ns$. However, a follow t-test showed a significant difference between the mean score between White women and White men, $t(1389) = 4.50, p < .001$. See **Figure 40** for the interaction between race and gender on the SSIX score.



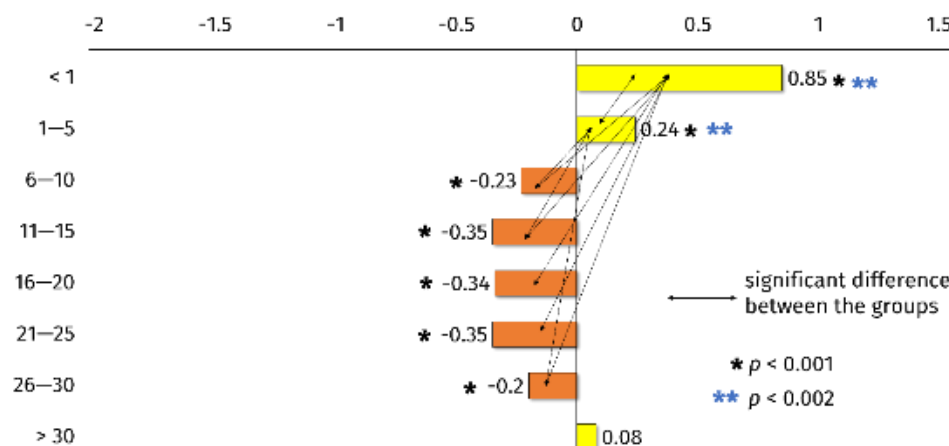
Figure 44
Interaction Between Race and Gender on the Mean SSIX Score



Bottom Line: With supervisory support and fairness, we can confidently suggest there is an average risk of mental injury and better than 50/50 chance of mental health promotion for all groups. However, the average score was lower for White females than Racialized females or White males.

A one-way analysis of variance a significant difference on mean SSOS scores as a function of years at the Board, $F(7,1615) = 16.854$, $p < .001$. Post hoc analyses using the Scheffé post hoc criterion for significance indicated “less than a year” respondents’ mean SSOS score was significantly higher than mean respondents in the following groups: “1-5 years”, “6-10 years” “11-15 years”, “16-20 years”, “21-25 years”, “26-30 years”. The “11-15 years”, and “16-20 years” groups were significantly lower than from both the “less than a year” and the “1-5 years” groups. **Figure 45** indicates the mean SSOS as a function of years at the board.

Figure 45
Mean SSOS Score as a Function of Years of Service at the Board



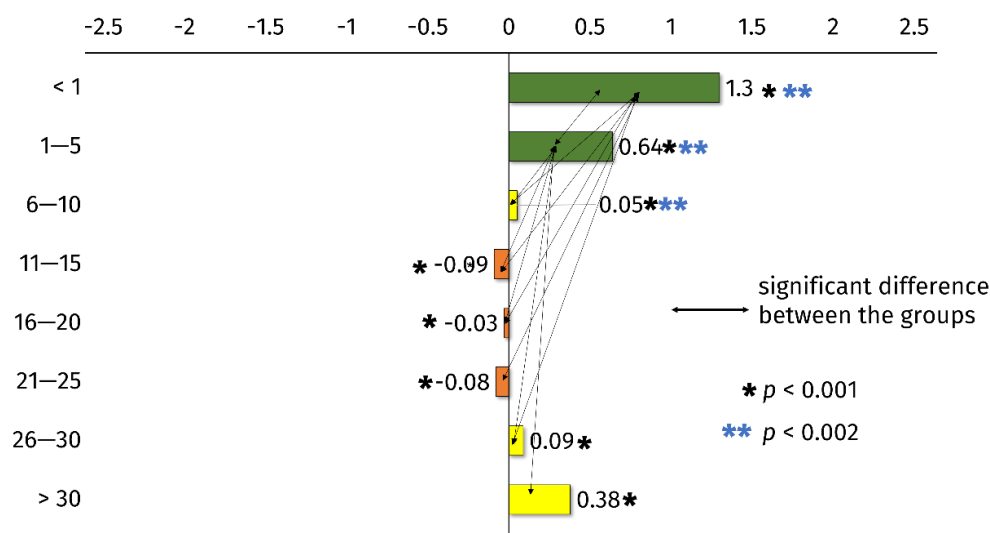


Bottom Line: We can confidently suggest there is an elevated risk of mental injury and reduced chance of health promotion for people who have at the board for 6 to 30 years as compared to people who have served the board 5 years or less. Further, people who had served 5 years or less years displayed an average risk of mental injury, better than 50/50 chance of mental health promotion with the staff who have served less than year showing the healthiest average.

A one-way analysis of variance a significant difference on mean SSIX scores as a function of years at the Board, $F(7,1615) = 17.65, p < .001$. Similarly, the post hoc analyses using the Scheffé post hoc criterion for significance indicated “less than a year” respondents’ mean SSIX score was significantly higher than mean respondents in the following groups: “1-5 years”, “6-10 years” “11-15 years”, “16-20 years”, “21-25 years”, “26-30 years”. The “11-15 years”, and “16-20 years” groups were significantly lower than from both the “less than a year” and the “1-5 years” groups. **Figure 46** indicates the mean SSIX as a function of years at the board.

Figure 46

Mean SSIX Score as a Function of Years of Service at the Board



Bottom Line: Even with supervisor support and fairness, we can confidently suggest there is an elevated risk of mental injury and reduced chance of health promotion with staff who have served 11 to 25 years. Staff who have served less than 5 years have a low risk of mental injury, and high potential for mental health promotion with the staff who have served less than year once again showing the healthiest average.



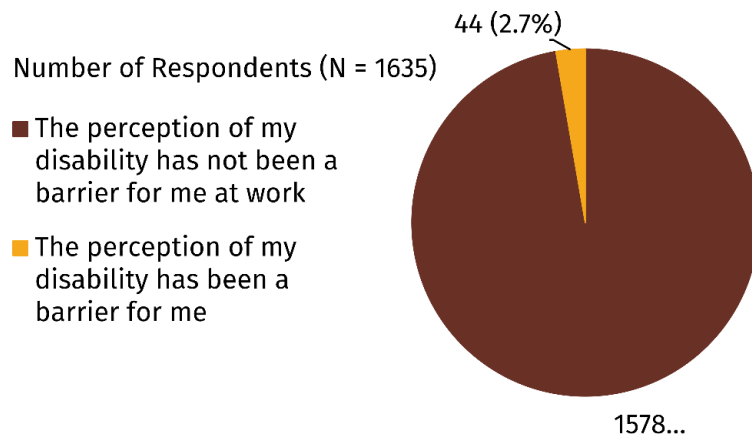
PERCEIVED BARRIERS AT WORK

Workplace equity means there is a feeling of inclusion, belonging, and opportunity for all employees regardless of age, education, disability, gender identity, sexual orientation, religion, citizenship status, Indigenous ancestry, racial background, ethnic or cultural background.

When respondents were asked if there were barriers at work, 2.7% of respondents reported having experienced barriers based on the perception of their disability. Refer to **Figure 47**.

Figure 47

Perception of My Disability is a Barrier at Work



Of the 44 respondents who identified a barrier due to perceived disability, 20 respondents provided a written explanation of the barrier they experienced. Three themes emerged from these written explanations: (1) Culture, (2) Slow to Accommodate Disability, (3) Environment is Causing Harm or Makes Job Difficult. **Table 6** provides sample comments. Accompanying the table is **Figure 48** displaying the distribution of the themes that emerged.


Table 6
Sample Comments: Barriers based on Perceived Disability

Themes	Sample Comments
Culture	<ul style="list-style-type: none"> I have been made fun of from a fellow staff member in my department because of my disability. Now I don't tell people, unless I know them, and they understand Due to the diagnosis I am not considered due to how involvement may impact my diagnosis Lack of communication and lack of expectations has given me a lot of anxiety.
Refusal or Slow to Accommodate	<ul style="list-style-type: none"> Sample comments are not included in this section to protect identities of the individuals who provided the comments and/or the staff who processed the accommodation request. Please note, HR will review the comments in relationship to the WCDSB's procedures and the law.
Environment causes harm or Makes the Job Difficult	<ul style="list-style-type: none"> It has been especially hard during the pandemic to have required face to face meetings, while others and myself are wearing masks. I rely on lip-reading to support my hearing. I do prefer face to face over virtual, but have been thankful to have the option, so I can catch facial expressions, tone and maintain connections... Difficulty hearing from distance, especially with mask use.

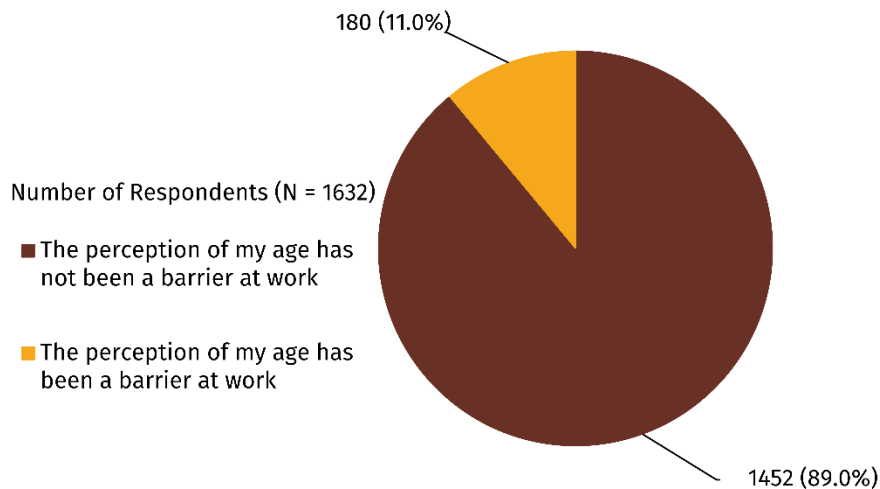
Figure 48
Distribution of Themes: Barriers Faced based on Perceived Disability


When respondents were asked if there were barriers at work, 11% of respondents reported having experienced barriers based on the perception of their age. Refer to **Figure 49**.



Figure 49

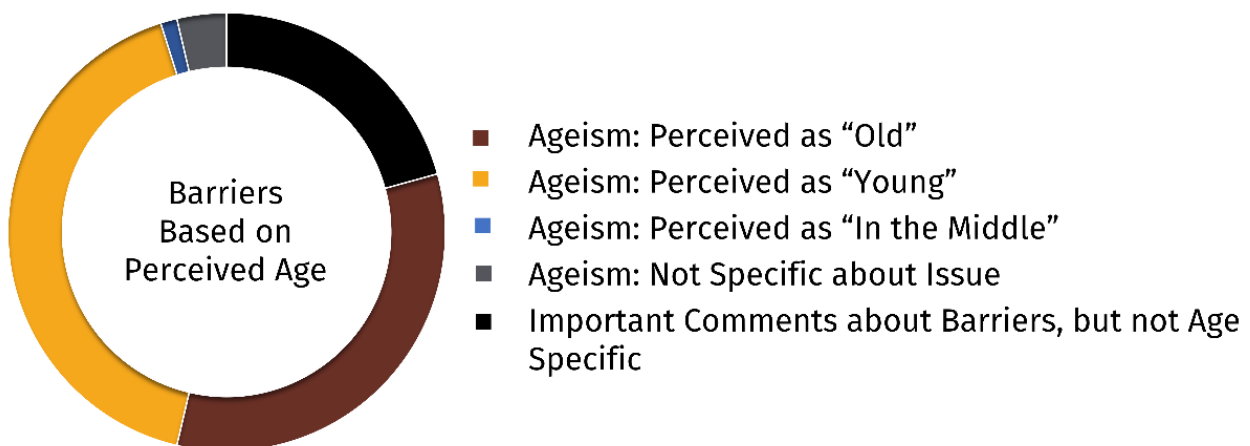
Perception of My Age is a Barrier at Work



Of the 180 respondents who identified a barrier due to perceived age, 82 respondents provided a written explanation of the barrier they experienced. Five themes emerged from these written explanations: (1) Ageism—Old, (2) Ageism—Young, (3) Ageism—Neither Young nor Old, (4) Ageism—Not Specific, and (5) Comments not Specific to Age, but Important. A common comment that was important, but not specific to the category it was written in was about the prevalence of nepotism or cronyism throughout the board. **Figure 50** displays the distribution of the themes that emerged. Accompanying the figure is **Table 7** providing sample comments.

Figure 50

Distribution of Themes: Barriers Faced based on Perceived Age



**Table 7***Sample Comments: Barriers based on Perceived Age*

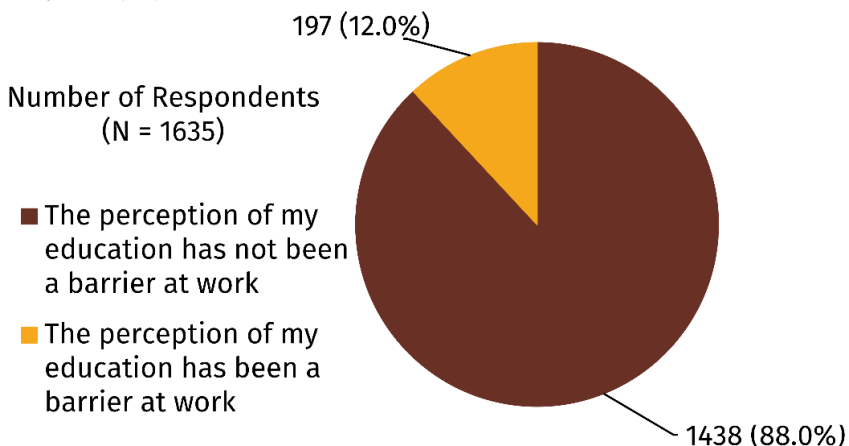
Themes	Sample Comments
Ageism: Perceived as “Old”	<ul style="list-style-type: none"> • A previous principal had an ageist attitude, condescending to staff who were older than he was. • The closer I get to retirement, the fewer opportunities I am chosen for
Ageism: Perceived as “Young”	<ul style="list-style-type: none"> • I am referred to as a baby, and I don't believe I am always seen as an equal • I do not feel that young professionals at our organization are being given adequate opportunities for promotion/growth within, particularly those with higher academic credentials who aspire to leadership positions
Ageism: Perceived as “In the Middle”	<ul style="list-style-type: none"> • I still feel like I'm a generation removed on either side of the fence, and it makes it difficult for me to feel included.
Ageism: Not Specific about the Issue	<ul style="list-style-type: none"> • Certain cliques are formed, based on age • I feel that my age is a factor in who I am assigned to support in my role. I also feel that sometimes assumptions are made about my attitude and competency by those who only see me (and guess my age) and who do not know me or have not seen me working in my role
Important Comments but not Age related	<ul style="list-style-type: none"> • Being a part of this board has been a blessing and a dream come true, as we have such wonderful staff and human beings a part of this board. I do believe that we need to continue growing the diversity within this board, as our community represents so many different cultures and ethnicities. Today's diverse young generation needs more representation in the classroom and together we can help students see themselves in our leadership and in our classrooms

When respondents were asked if there were barriers at work, 12% of respondents reported having experienced barriers based on the perception of their educational background. Refer to **Figure 51**.



Figure 51

Perception of My Education is a Barrier at Work



Of the 197 respondents who identified a barrier due to perceived education, 95 respondents provided a written explanation of the barrier they experienced. Three themes emerged from these written explanations: (1) Hiring and Promotion Practices, (2) Culture, and (3) Comments that could not be placed in a Theme, but are Important. **Figure 52** displays the distribution of the themes that emerged. Accompanying the figure is **Table 8** displaying the distribution of the themes that emerged.

Figure 52

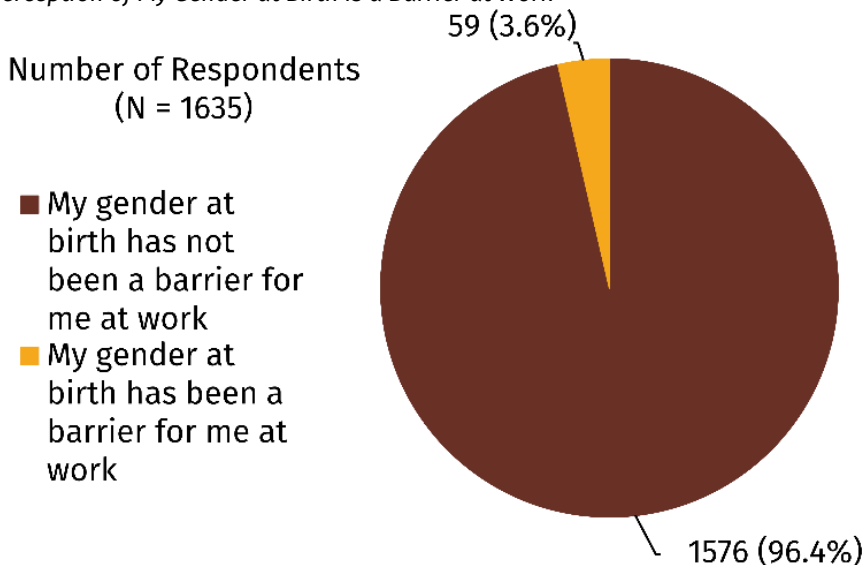
Distribution of Themes: Barriers Faced based on Educational Background



**Table 8***Sample Comments: Barriers based on Educational Background*

Themes	Sample Comments
Hiring and Promotion Practices Subthemes <ul style="list-style-type: none"> • Educated outside of Ontario/Canada • Experiential learning is not recognized • Limited mobility • Pay and/or Title • Education is not recognized 	<ul style="list-style-type: none"> • My previous courses (AQs outside of Canada) were not recognized • Although I have worked in the business community for over XX years in numerous positions including management and vice-president my salary is limited at WCDSB as I do not have a university degree. Perhaps instead it should be acknowledged that I have a life-degree instead • Because I am a PSW and not a qualified EA, even though I have been in an EA role for the past 3 years, I can not take a permanent position with the board as an EA . There are not alot [sic] of postings for permanent PSW positions so I have been working temporary assignments with the board so far • There are no opportunities for promotions. It is a dead end position
Culture	<ul style="list-style-type: none"> • I have been confronted/reminded (with a negative tone) by teachers that I am an Educational Assistant and am lower in the hierarchy than teachers • Some schools have a feeling of teachers being higher valued than support staff. • If you're not a teacher in this board, you get treated very differently • In this paradigm, relative level of education is synonymous with relative value and respect of each individual. A person without a University degree in this organization gets less holidays, is paid less and is a minority to the University educated majority
Important Comments that Do Not fall Under a Specific Theme	<ul style="list-style-type: none"> • I am over qualified for the job I am currently doing but I decided to do this to support my family. My professional career was too demanding. I have gone for other opportunities within the board but have felt looked down about for the fact that I am doing a position currently that is so much "lower" than my skill set • I believe the board already knows whom they are hiring before the post for some jobs

When respondents were asked if there were barriers at work, 3.6% of respondents reported having experienced barriers based on the perception of their gender. Refer to **Figure 53**.

**Figure 53***Perception of My Gender at Birth is a Barrier at Work*

Of the 59 respondents who identified a barrier due to perceived gender, 29 respondents provided a written explanation of the barrier they experienced. Three themes emerged from these written explanations: (1) Culture, (2) Hiring and Promotion Practices, and (3) Intersectionality with Sexuality. **Figure 54** displays the distribution of the themes that emerged. Accompanying the figure is **Table 9** displaying the distribution of the themes that emerged.

Figure 54*Distribution of Themes: Barriers Faced based on Gender*

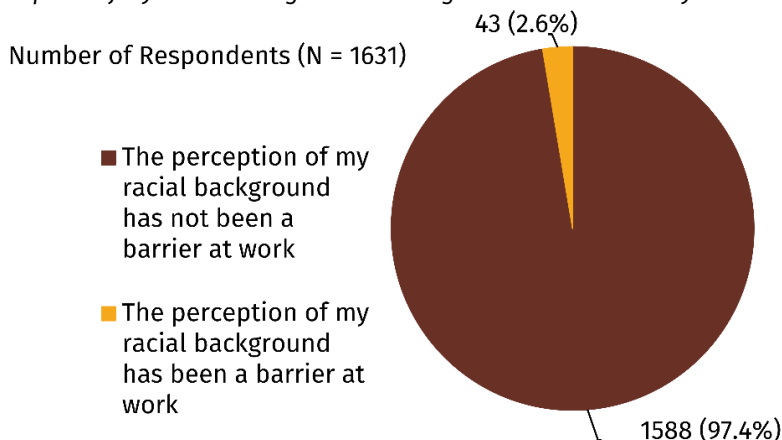
**Table 9***Sample Comments: Barriers based on Perceived Gender*

Themes	Sample Comments
Culture/Lack Voice	<ul style="list-style-type: none"> • 90% male department - female voice is lost • As a female teacher, male teachers are preferred most of the time to help diversify the workplace • Being young and female, has at times come with condescending or inappropriate comments from male colleagues • It is acceptable, among certain staff members of the WCDSB (including those in HR), to dismiss the concerns of men including but not limited to false accusations. These individuals are willing to believe the worst due to the gender I was born with at birth, even when there is no evidence to support this view. Facts, instead, will be twisted to support an anti-male narrative
Hiring/Promotion/Compensation Practices	<ul style="list-style-type: none"> • In my early years of teaching, an administrator asked outright about starting a family and implied that having children would hurt my ability to take on any sort of leadership role. This person no longer works for the board • I was passed up for a position in favour of a male - and this was shared with me by the supervisor • Men are seen more easily and earlier in their careers as having leadership potential by school and board staff, parents and the wider community
Interaction between Sexuality	<ul style="list-style-type: none"> • ...it is heartbreaking that amazing staff who live and show their true lives of being LGBTQ are leaving our system to become Administrators at our local Public Board; over the years there have been several sadly.

When respondents were asked if there were barriers at work, 2.6% of respondents reported having experienced barriers based on the perception of their racial background or Indigenous status/ancestry. See **Figure 55**.

**Figure 55**

Perception of My Racial Background or Indigenous Status Ancestry is a Barrier at Work



Of the 43 respondents who identified a barrier due to race or Indigenous status/ancestry, 15 respondents provided a written explanation of the barrier they experienced. Three themes emerged from these written explanations: (1) Culture, (2) Hiring and Promotion Practices, and (3) Reverse Racism/Discrimination. **Figure 56** displays the distribution of the themes that emerged. Accompanying the figure, **Table 9** provides sample comments.

Figure 56

Distribution of Themes: Barriers Faced based on Race or Indigenous Status/Ancestry

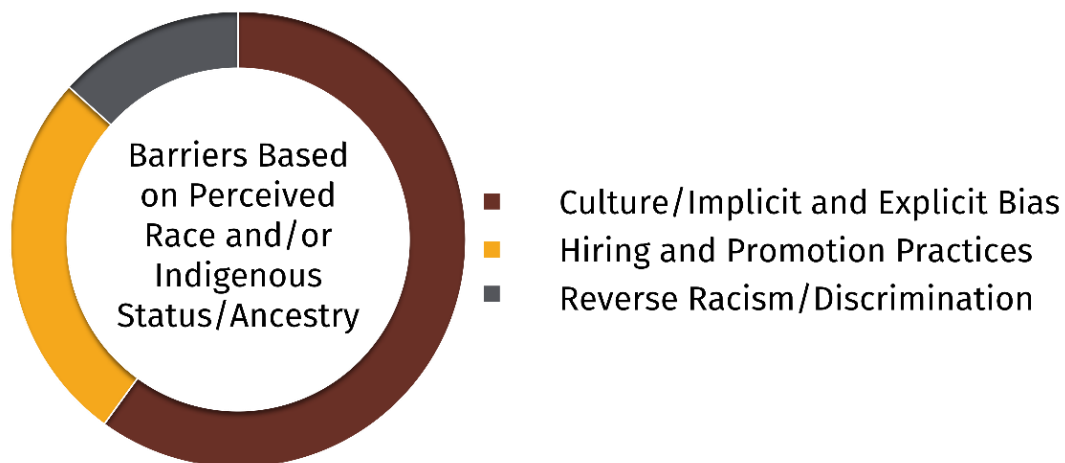



Table 10
Sample Comments: Barriers based on Race and/or Indigeneity

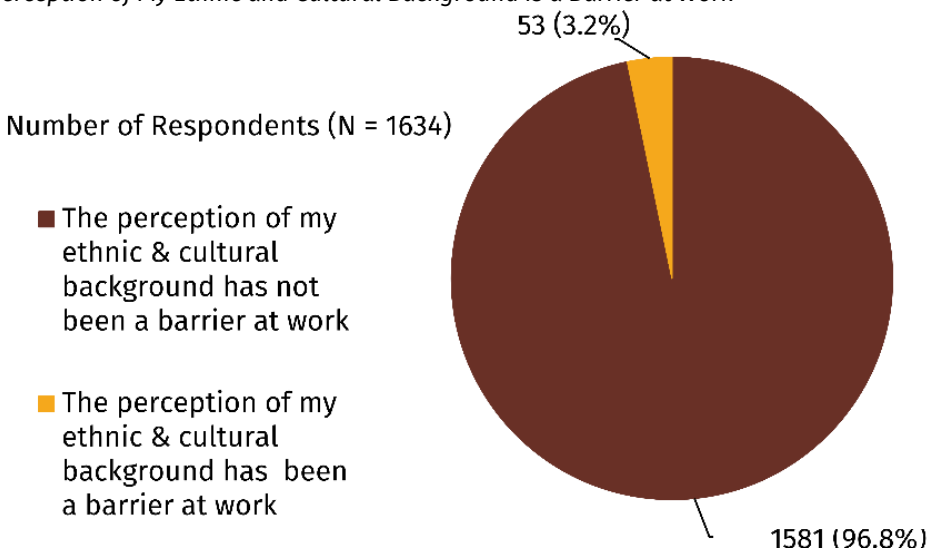
Themes	Sample Comments
Culture/Implicit and Explicit Bias	<ul style="list-style-type: none"> I receive the same treatment (lack of respect, not taken seriously, more workload than someone in the same position as me). Regardless of what school. Elementary or secondary. This causes me to have trust issues with my coworkers and staff I encounter. I often get the "what are you doing here" looks. This has placed a strain on me mentally. I often feel I have to work twice as hard for a little piece of recognition As a black male, I am treated with constant disrespect at my current school. I am faced with systemic discrimination. More job expectations/duties are placed on me than someone in the same position as me
Hiring and Promoting Practices	<ul style="list-style-type: none"> The need for a pastoral reference from Catholic parish in light of history of family that has attended a Catholic residential school for movement into administration or senior level. Too many moral and personal compromises to obtain reference How come there is only a handful of people (you cant count them in one hand) that are of colour in leadership. You d**** right colour matters if you want to work at board. 95 percent that I see with my eyes there are white. I am not reflected in the staff, very alienating. Nepotism is rampant with the Board, which means you need to look a certain way in order to be part of the club.
Reverse Discrimination	<ul style="list-style-type: none"> I am not of indigenous ancestry. As a result, I have not been treated the same as those with indigenous ancestry. I have observed my colleagues being afforded special opportunities (as simple as fewer duties, fewer responsibilities assigned, additional support, different class sizes) simply because they were indigenous We need to be careful that we are not bringing in reverse discrimination. Everyone is important and should feel welcome

When respondents were asked if there were barriers at work, 3.2% of respondents reported having experienced barriers based on the perception of their ethnic and/or cultural background. Refer to **Figure 57**.



Figure 57

Perception of My Ethnic and Cultural Background is a Barrier at Work



Of the 53 respondents who identified a barrier due to ethnicity, 12 respondents provided a written explanation of the barrier they experienced. Three themes emerged from these written explanations: (1) Culture, (2) Hiring and Promotion Practices, and (3) Important Comments that Do Not Fall Under a Specific Theme. **Figure 58** displays the distribution of the themes that emerged. Accompanying the figure, **Table 11** provides sample comments.

Figure 58

Distribution of Themes: Barriers Faced based on Ethnicity




Table 11

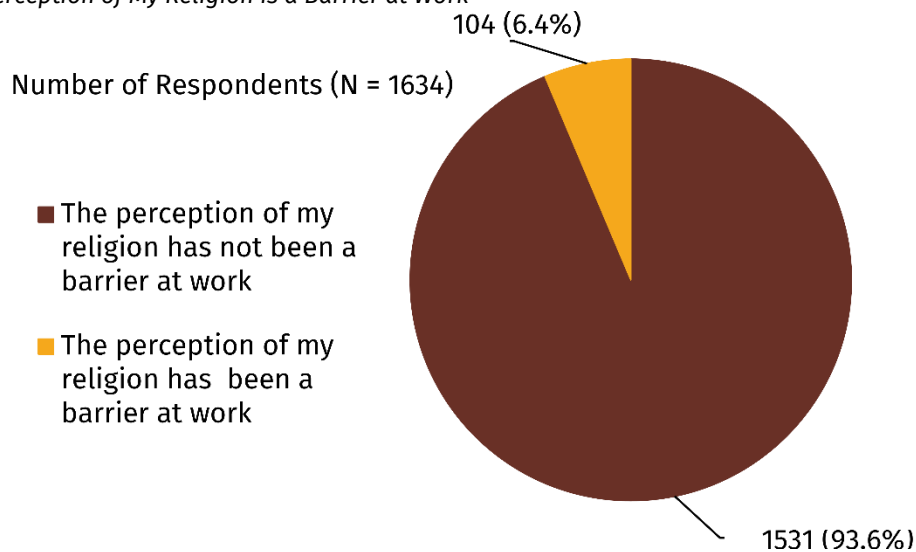
Sample Comments: Barriers based on Ethnicity

Themes	Sample Comments
Culture/Implicit and Explicit Bias	<ul style="list-style-type: none"> Being bullied by a group of European descendants!!! I have been asked what my culture is (out of context) and when I have kindly declined to answer (because I didn't feel it was appropriate) staff have responded in a defensive manner Well, I AM loud. And I'm .. I guess that makes me a stereotype.
Hiring and Promoting Practices	<ul style="list-style-type: none"> It's an open secret that the WCDSB is exclusive. It's almost as if it is working hard to not progress with diversity or it would do cluster hires for visible minorities in teaching and non-teaching positions Whites benefit from being perceived as having cultural fit whereas non-whites are disadvantaged and perceived as having less or no cultural fit. This also means Whites tap into the pockets of power more easily as power is already held by other Whites who are in their social networks
Important Comments that Do Not Fall Under a Specific Theme	<ul style="list-style-type: none"> It's who you know a lot of the time- before what you know

When respondents were asked if there were barriers at work, 6.4% of respondents reported having experienced barriers based on the perception of their religious background. Refer to **Figure 59**.

Figure 59

Perception of My Religion is a Barrier at Work





Of the 104 respondents who identified a barrier due to religion, 57 respondents provided a written explanation of the barrier they experienced. Four themes emerged from these written explanations: (1) Culture: Disrespect toward Catholic Values/Practices (2) Culture: Disrespect toward Non-Catholics and (3) Important Comments that Do Not Fall Under a Specific Theme. **Table 12** provides sample comments. Accompanying the table is **Figure 60** displaying the distribution of the themes that emerged.

Table 12

Sample Comments: Barriers based on Religion

Themes	Sample Comments
Culture: Disrespect toward Catholic Values/Practices	<ul style="list-style-type: none"> • It is challenging to be a practicing Roman Catholic when many of the staff and majority of the students are not • It sounds silly, but those of us who are believers in Jesus Christ at a catholic school have been made to feel lesser than or put down for participation in church/ choir/ Alpha Groups etc. • Really dislike when staff swear around me. It bothers me. It goes against my Christian values and walk with Christ. I strongly believe there shouldn't be swearing within a "Catholic" board. It is unattractive especially within a Catholic Board. It doesn't make sense to me and I find it very rude. I absolutely dislike when staff within WCDSB community swear, especially in the workplace.
Culture: Disrespect toward Non-Catholics	<ul style="list-style-type: none"> • Non-Catholic Christians are not always welcome to participate in communion at Mass/ Liturgies. Inclusive Catholic priests make more of an effort to include Non-Catholics in at least receiving a blessing, but we should also be permitted to participate with our own private beliefs as long as we do so respectfully. • Not being catholic has challenges in a faith based community. I accept others and sometimes don't feel accepted myself
Hiring and Promotion Practices	<ul style="list-style-type: none"> • A pastoral reference within a certain time period is required upon hiring. References that exceed a time frame are no longer relevant • As a non-practicing Catholic, I am unable to move on to any positions of higher responsibility without a pastoral reference. Many staff that would be great in administrative positions will be passed over for others who have this reference
Important Comments that Do Not Fall Under a Specific Theme	<ul style="list-style-type: none"> • I never changed my last name because my husband is not Catholic. I was afraid this would not be accepted, even though I am a practicing Catholic and very active in my church community.

**Figure 60**

Distribution of Themes: Barriers Faced based on Religion



CURRENT EQUITY STRATEGIES AND ACTIONS

Developing an equity, diversity, and inclusion lens and practice is an ongoing process. Waterloo Catholic District School Board has been committed to the elimination of barriers and discrimination throughout the system. For the last few years, we have intentionally and actively strengthened our understanding of bias, privilege, discrimination, anti-Black racism and aligned our equity strategies with Ontario's Equity and Inclusive Education Strategy. Listed below the strategies and actions we have taken and continue to take to eliminate systemic bias and create an even more inclusive, respectful, supportive, and healthy environment for all employees and the students and their families.

Table 13

Waterloo Catholic District School Board's Equity, Diversity, and Inclusion Actions

School and Classroom Practices			
Action	2020/2021	Fall 2021	Ongoing
Our WCDSB Culturally Relevant and Responsive Pedagogy (CRRP) subcommittee (i.e., part of the Equity, Diversity, and Inclusion Committee) engaged in a Practitioner Inquiry with the Ministry of Education and several other school districts.	✓	✓	
The K-12 Indigenous and Equity Consultant led virtual art sessions with five classes from St. Isadore. Art supplies were purchased to create over 200 kits to support Indigenous art and learning.	✓		



The Grade 4 to 10 Literacy Consultant began the Diversity Book Club which consists of 20 teachers and the K-12 Indigenous and Equity Consultant. The purpose of this group is to bring culturally diverse literature to the class to be read and discussed. This is separate from the library collection.	✓	✓	✓
Ontario Youth Apprenticeship Program (OYAP) partnered with the Build a Dream and Waterloo Catholic District School Board to invite our young women to a free virtual career discovery expo to encourage young women to pursue careers in the trades.	✓	✓	
WCDSB promoted the Niagara Peninsula Aboriginal Area Management Board (NPAAMB) and OYAP “Opportunity Knocks” conference. It explored the trades for Indigenous students. From the NPAAMB catchment areas (i.e., Brantford, Fort Erie, Hamilton, Kitchener-Waterloo Region, Niagara Falls, and St. Catharines), 113 registered high school students attended various workshops. OYAP and Edge Factor developed and created an Indigenous Project Promo Video on Soft Skills that served our students. Again this fall, WCDSB promoted the NPAAMB and OYAP “Opportunity Knocks”, a conference held on November 18 - 20, 2021 which explores the trades for Indigenous students.	✓	✓	
The K-12 Indigenous and Equity Consultant has reached out to schools to identify a First Nations, Métis, and Indigenous (FNMI) representative. Over 85% of the schools responded with at least one staff member who volunteered to serve on the committee.		✓	✓
We have begun working on the Board Improvement and Equity Plan for Student Achievement (BIEPSA).		✓	✓
The Diversity Book Club has begun assembling book-club kits for each grade that include a variety of books that students can choose. These kits will include support materials (i.e., lesson plans, discussion questions, identification of potential triggers, and TedTalk links) for teachers to use. The Diversity Book Club members will test run the kits in their classrooms first and tweak the kits before making the kits available to all classes.		✓	✓
The K-12 Indigenous and Equity Consultant, the FNMI representatives, and the Equity Officer will bring FNMI information regarding curriculum supports and community programs to teachers and their students. The K-12 Indigenous and Equity consultant will			✓



facilitate meetings and support the committee through Google classroom.			
Leadership, Governance, and Human Resources Practices			
Action	2020/2021	Fall 2021	Ongoing
The Director and the senior team have embraced equity and have led from the top. They engaged in many conferences, workshops, trainings, and initiatives.	✓	✓	✓
March 2021, an Equity Officer joined the board to serve directly under the Director. The Equity Officer is responsible for identifying and addressing systemic issues and gaps related to equity, diversity, and inclusion across the board. Further, the Equity officer is responsible for notifying, advising, and making research-informed recommendations to the Director, to ensure the effective and enhancement of strategies and programs that advance equity, diversity, and inclusion.	✓	✓	✓
Members of the Human Resources department and the Equity, Diversity, and Learning Committee revised the Administrative Procedures Memorandum (APO028). The purpose of this revised memo was to ensure hiring decisions for all positions are made in accordance with applicable laws, policy/program memorandums, collective agreements, and terms of employment. This memo also promotes an equitable and diverse workforce that represents the community it serves by establishing a fair, consistent, and transparent policy for all hiring and promotion decisions.	✓		
The Director and Superintendent of Human Resources hosted a leadership meeting for teachers who identify as part of an underrepresented group who may be considering pursuing leadership/administrative positions. The meeting was divided into two sections. First, a group of panellists spoke about their journeys to leadership positions and answered questions. Second, in small groups, teachers had an opportunity to discuss some of the perceived barriers to entering leadership positions. All participants were offered the opportunity to follow up with HR or the director about their leadership aspirations.	✓		
The Director and the Superintendent of Human Resources hosted a meeting to help potential candidates prepare for the interview process. The Superintendent of Human Resources is working with		✓	✓



members of the Equity committee to continue to review policies and practices around hiring and promoting, with a particular focus on eliminating barriers for individuals who belong to underrepresented groups, especially in leadership positions.			
To attract diverse job candidates, members of Human Resources are exploring novel places to advertise job postings, including job posting sites that serve professionals who belong to groups who have been racially and/or socially discriminated against.	✓	✓	✓
Data Collection, Integration, and Reporting			
Action	2020/2021	Fall 2021	Ongoing
The Workforce Census was administered Spring 2021.	✓		
The Student Census was administered Fall 2021.		✓	
The Workforce Census analyses, report writing, and dissemination began Fall 2021.		✓	✓
The Student Census analyses, report writing, and dissemination has begun Spring 2022.			✓
Because we now invite job candidates to self-identify if they are from a group that has been racially and/or socially discriminated against, we now track identity information to inform us about who is applying for positions at the board, who is applying for promotions, etc.		✓	✓
Organizational Culture Change			
Action	2020/2021	Fall 2021	Ongoing
November 23 rd , 2020, WCDSB hosted a Spiritual Development Day with an equity lens. This day explored the theme of <i>Gathered to Become</i> , a prayerful reflection on how God challenges us to change to conform to God's will for the world. There were small group productive conversations throughout the day. The afternoon was dedicated to professional development for all staff in the area of equity. The goal was to develop an equity lens to challenge systematic barriers to success for students from oppressed groups, especially those who are racialized. Kike Ojo-Thompson facilitated that conversation. Staff were then invited to participate in a 30-day challenge in which people could engage in thought-provoking activities that help us mobilize in the struggle to challenge systematic barriers to equity—at home and at work.	✓		
From January through May 2021, the Superintendent of Learning and Leadership offered a leadership series that was open to anyone who wanted to advance their	✓		



leadership knowledge and skills. This series was from an equity lens.			
The Equity Officer and one of our Chaplains co-facilitated a book club hosted by the EDL committee over a 6-week period. The chosen book was <i>White Fragility</i> by Robin DiAngelo. The book sparked critical thinking around race.	✓		
The Equity, Diversity, and Learning (EDL) Committee (now the Equity, Diversity, and Inclusion (EDI) Committee) is an advisory committee to Executive Council (EC). This committee reviewed the Ministry of Education's mandate on anti-racism and made concrete recommendations to EC about ways to minimize the institutional barriers to equitable outcomes. They will continue this work.	✓	✓	✓
The Equity Officer and the K-12 Indigenous and Equity Consultant have provided many trainings, workshops, and presentations for staff throughout the Board. Listed below are a few of the topics covered: <ul style="list-style-type: none"> • Conducting Book Audits • Cognitive Science and Implicit Bias • Confirmation Bias and Education • Cultural Appropriation • Equity and Literature: Mirrors, Windows, and Sliding Doors • Equity and Literature: More than the Single Story • How to be an Anti-Racist • Incorporating Indigenous Content and Education in the Classroom with Cultural Sensitivity • Microaggressions • Neuroscience and Implicit Bias • Territorial Acknowledgements 	✓	✓	✓
The Equity Officer and the Digital Media and Marketing Officer have created a new Equity webpage that will be updated periodically. This page can be accessed at https://www.wcdsb.ca/wellbeing/equity-diversity-and-inclusion/ .		✓	✓
The Lead Social Worker, the Religion Lead and Consultant, and Equity Officer are working together to revise the Safe Spaces webpage for LGBTQ2+ students. Currently, the page provides links to invaluable services such as the OK2BME webpage and the LGBTQ Youth Line. We are hoping to build both an inspiring and educational site that helps students develop pride with guidance from our religious teachings and values.		✓	✓



<p>The new EDI Committee will work on this year's Equity Action Plan for the board. The action plan will include our plan to identify and address inequities in board structures, policies, programs, and practices. We hope as staff become more aware of explicit racism, implicit racism, systemic and institutional discrimination, and that we will see an organizational change to make WCDSB an even more welcoming, healthy place to work.</p>		✓	✓
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RECOMMENDATIONS

After considering both the ongoing equity work being done throughout the school district and the findings from the workforce census, we developed 10 recommendations to continue our equity, diversity, and inclusion work. The workforce census was divided into three sections:

1. Demographics
2. Guarding Minds at Work: Initial Scan
3. Perceived Barriers

Some of the recommendations deal with the overall census data collection procedures and some of the recommendations are addressing specific issues that were revealed through the data.

Recommendation 1

While the workforce census was conducted in the fall of 2019 and spring of 2021, we are still learning how to collect sensitive demographic information such as gender identity, race, and sexual orientation, and make our potential respondents feel comfortable completing the census with honest, open answers. There are three main issues we need to consider before conducting future census collections:

1. What strategies do we need to utilize to increase the response rate, so more members of our board feel comfortable completing the workforce census, including people from equity-seeking groups and temporary staff?
2. Are we using respectful language that is consistent with the Board's Catholic values and best practices in equity as we survey our employees?



3. Are we asking the correct questions to elicit data that will help administrators make data-driven decisions and shape future policies for a more equitable, healthy workforce?

The Equity, Diversity, and Inclusion committee should work with stakeholders (e.g., Executive Council, Managers, Administrators, Union leaders) throughout the board to consider the above questions and revise the workforce census. The revision process can begin now with more formalized meetings and consultations occurring during the year before the census is administered again. **A revised workforce census should be administered every three years. We would recommend the next workforce census be administered in 2024.**

Recommendation 2

While the responses to the ethnicity question showed us many Canadian respondents who are not Indigenous, First Nations, Métis, Inuit, and/or descendants of the Black enslaved, connected their Canadian nationality with their ethnic identity and identified their ethnic identity as Canadian. While we provided a definition of ethnicity, people may have felt their ethnic background is not particularly salient to their identity. Hence, they identified their nationality rather than their ethnicity. It is also possible that folks do not know their ethnic heritage and thus Canadian became their default answer.

The data we did glean is interesting and does speak to our ethnic tapestry as a board. However, it is not clear how to use the data to make data-driven decisions. In future censuses, a question that might yield more useful data is accessing what generation of Canadian someone is. First-generation Canadians might have more of a tie to their ethnic origins than someone who is a 4th or more generation Canadian. **We recommend asking the citizenship, indigeneity, and ethnic background questions with an additional question about the number of generations one's family has resided in Canada.**

Recommendation 3

To understand our workforce demographics, we should be monitoring and evaluating the demographic changes in the Waterloo region, our student body, our teaching workforce, and our overall workforce each year. We cannot wait for workforce census data to guide our decisions. **At point of hire, we should survey new employees about basic demographic**



information (i.e., gender, gender identity, Indigenous status/ancestry, race, ethnicity, nationality). We are aware there might be underreporting, but we would have some data to work with on an ongoing basis. For all new students, we should collect comparable demographic information. We would, of course, offer the option, “Prefer not to answer”. If we were to do this, we would be able to link demographic information to experiences, such as leadership opportunities, seniority, etc. This data would be collected for internal reporting and planning only. Further, **we could formalize the exit interview and again track diversity demographics.**

We would need to work out the operational processes (e.g., automated processes that do not attach people’s names or specific positions to the demographic information) to ensure our data collection does not violate privacy and security guidelines and rules.

Recommendation 4

This recommendation deals with the Guarding Minds at Work: Initial Scan. This scan only contains six statements about common work experiences. The purpose of the Initial Scan is to provide a quick snapshot of stress/satisfaction and mental health in an organization. The results from the Initial Scan are meaningful and was the first step in assessing and addressing psychosocial factors known to have an impact on organizational health and the health of individuals. Because our results appeared in the amber zone (i.e., elevated risk of mental injury) and yellow (i.e., average risk of mental injury, better than 50:50 chance of mental health promotion), the next step is to administer the Guarding Minds at Work Survey.

The Guarding Minds at Work Survey consists of 79 statements in which employees rate on a Likert-type scale. Of the 79 items, 73 of the items assess factors that are known to impact employee psychological health and safety. There are five statements per factor. Results of each statement is meaningful and can help leaders identify where to focus actions for improvement. Six more statements ask for “yes” or “no” replies to specific areas of concern, including discrimination, harassment, bullying, trauma, burnout, and violence. These statements are assessing whether employees have experienced these specific issues in their workplace.



We recommend administering the Guarding Minds at Work Survey (i.e., the complete scan) yearly, except during census years. The precursor questions before the Guarding Minds at Work Survey should be a few organizational demographic questions (e.g., union or employee group, years at the board), and personal demographic information (e.g., gender/sex at birth, gender identity, race, sexual orientation, and age). **We recommend the first administration of the complete scan take place in Fall 2022.**

Recommendation 5

Approximately 7% of our respondents self-reported they have a disability. Of that group, 40% self-reported having a mental health disability (e.g., anxiety, depression). Further some respondents reported their mental health issues were not taken seriously by their supervisor and/or human resources. We must make sure employees are aware of the benefits and programs that support workers with their psycho-social and emotional well-being. Regular reminders that these resources are available could be sent out to our workforce. **Also, it is incumbent on us to develop even more strategies to reduce the stigma around mental health, increase support for employees, and educate supervisors and managers on mental health issues and how to support their staff.**

Recommendation 6

In the section about barriers employees have faced in the workplace, we discovered many employees have had to endure inappropriate jokes, insensitive comments, rudeness, and/or discriminatory behavior. Thus, it appears our workplace culture could be improved through education. **We recommend systematic education and training to further develop the capacities, capabilities, and competencies of all employees to achieve the goals of building a diverse and inclusive workforce. All new employees should take sensitivity training, harassment, anti-racism, and implicit bias training as part of their onboarding.**

Recommendation 7

There were over 300 separate, disturbing comments made by respondents about their work experience and the lack of equity and/or inclusion. While we have a clear harassment policy and formalized process for reporting harassment, we do not have a formal, independent process for reporting and dealing with inappropriate behavior in the workplace that may not



fall under the definition of harassment but does make the work environment unpleasant for employees. Currently, employees are to work with their supervisor to resolve conflict at their workplace. However, simply reporting incidents to a direct supervisor is not sufficient. Quite a few respondents indicated their supervisor was the individual engaging in the inappropriate behavior. **We recommend a method to track and deal with inappropriate behavior that makes employees feel unwelcome.** We hope this will reduce inappropriate and discriminatory behavior in the workplace.

Recommendation 8

There should be many opportunities for all employees to engage in ongoing training that promotes a healthy, fair workplace. **We must continue to build the capacity of leaders, administrators, and staff to develop a deeper understanding of themselves and their positionality.** Positionality refers to how differences in social, economic, and power shape identities and access to society and voice. With that deeper understanding, they will be able to engage in culturally responsive practices in their work.

Recommendation 9

While there is some racial diversity at the board, that diversity does not reflect the diversity in the Waterloo Region or in Ontario. Further, as we look at leadership we see less and less racial diversity. In spring 2021, Executive Council approved the revised Administrative Procedures Memorandum #APO028-Fair and Equitable Hiring Promotions Policy.

We, of course, are adopting the mandate and procedures outlined in the memo. However, we need to be even more intentional in diversifying our workforce. This means not only engaging in equitable practices that increase the number of employees from equity-seeking groups, but also making sure we ensure our workplace is an inclusive work environment where everyone, including individuals from equity-seeking groups, has an opportunity to grow and one's voice is valued, respected, and heard.

An appropriate follow-up to the memo is to provide training to all senior staff, hiring managers, and school administrators to ensure they are well trained to recruit, assess, support, and mentor a diverse workforce.

Recommendation 10



Currently our leadership has committed to adopting an equity, diversity, and inclusion lens. With an equity, diversity, and inclusion lens, we should be always asking the following questions:

- Who is not included in the work we do?
- What could contribute to this exclusion?
- What are we doing currently to promote diversity and inclusion?
- What can we do differently to ensure inclusion?

Our current leadership is not diverse on a few salient dimensions (i.e., race, sexuality, ethnicity). The questions above need to be asked first about the leadership. Many organizations maintain a relatively homogenous group at the top, while professing a need to diversify the organization. An organization creates a diverse and inclusive culture when the senior leadership is diversified. **We recommend leadership intentionally diversifying its ranks, including senior leadership and school administrators. We need specific goals and numbers (i.e., benchmarks) identified and then we need to work toward those goals over the next three years.** To aid in the diversification process, we may need to create strong mentoring programs that are targeted toward employees from equity-seeking groups.

This report does not include a benchmark recommendation, but does task Executive Council with setting aspirational, but obtainable benchmarks for diversifying leadership positions (i.e., school administration and senior staff positions). Some organizations have floated benchmarks of 50% men and 50% women and gender minorities, and 65% White people and 35% racialized people in leadership positions. Such a benchmark might be a good anchor, but Executive Council will need to adjust accordingly knowing there are Catholic denomination rights that present barriers for equity-seeking groups. Catholic School Boards require teachers, school administrators, superintendents of learning, and until very recently directors to be Catholic. The racialized minority population in the Waterloo Region is around 20%. The number of racialized minorities who are Catholic is a smaller percentage, and subsequently the number of racialized minorities who are Catholic and certified to teach is even smaller. These statistical facts need to be considered as Executive Council sets its benchmarks. These statistical facts, however, are not an excuse for keeping the status quo. Also, please note,



Executive Council does not have the same Catholic denomination rights constraints as other leadership positions. Thus, the benchmarks could be different for Executive Council with more visible minorities being included at that level than other leadership positions.



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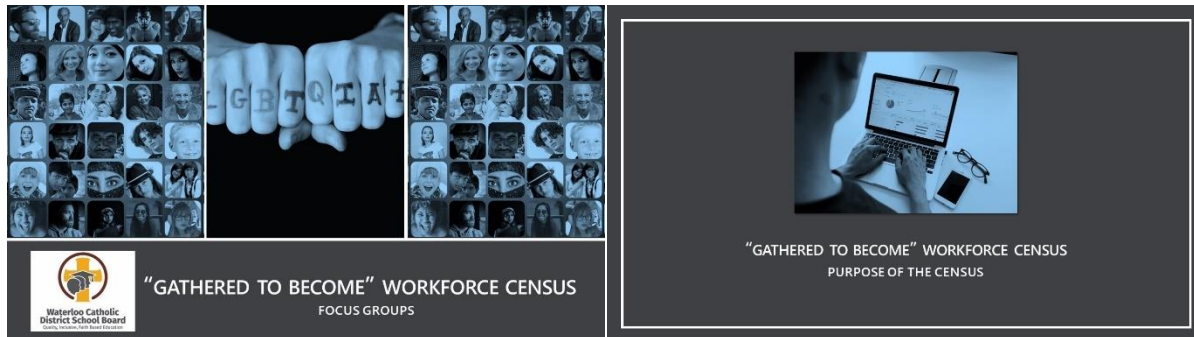
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APPENDIX A: CONSULTATION POWERPOINT SLIDES



WELCOME

- a major strategic direction of the Waterloo Catholic District School Board Multi Year Strategic Plan is to, "Promote a culture of belonging and respect, that supports success for all"
- our first step is to achieve this goal is to discover who we are

Our goal is to ensure we understand the demographic reality of our staff so that we can better support them.

- thank you for joining us today

WHAT IS THE PURPOSE OF THE "GATHERED TO BECOME" WORKFORCE CENSUS?

- the purpose of the census is to collect quality, relevant, anonymous staff demographic data
- this will enable and drive evidence-based decision making within the Waterloo Catholic District School Board

This work is informed by the Ministry of Education's Equity Action Plan.

This work is aligned with the current theme of our 3-Year Pastoral Plan.

WHAT IS THE PURPOSE OF THE "GATHERED TO BECOME" WORKFORCE CENSUS?

- we hope to...

- support staff diversity
- eliminate barriers for staff
- support equitable recruitment, promotion, and retention practices
- guide professional development, training, and succession planning
- inform system policies, procedures, and programs

Ultimately, we strive for a workforce that reflects our student population.

WHAT IS THE PURPOSE OF THE "GATHERED TO BECOME" WORKFORCE CENSUS?

- ultimately, the information we gather from the census will assist in developing plans to support a...

- representative
- equitable
- healthy workplace

- ...where everyone feels a sense of belonging

HOW IS THE "GATHERED TO BECOME" WORKFORCE CENSUS CONNECTED TO STUDENT SUCCESS?

- we plan to implement a comparable student survey
- the system-wide staff and student survey data will inform policies, programs and practices that support more inclusive working and learning environments for staff and students

HAVE OTHER SCHOOL BOARDS COLLECTED IDENTITY-BASED DATA FROM THEIR STAFF?

- other Ontario school boards have collected identity-based data from their staff
- they have begun equity work using evidenced-based data
- we need to begin this work



IS THE "GATHERED TO BECOME" STAFF WORKFORCE CENSUS MANDATORY?

- no
- the survey is voluntary
- however, we encourage all staff to complete the survey to ensure the results closely represent our staff

The higher the completion rate, the better WCDSB can utilize the information to ensure that our existing programs and policies meet the needs of our staff.

DOES THE "GATHERED TO BECOME" STAFF WORKFORCE CENSUS COMPLY WITH THE LAW?

- the information you provide is collected under the legal authority of the Education Act (sections 170, 190, 264, 265) in compliance with 14 and 32 of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and is consistent with the Ontario Human Rights Code

The information will be collected for educational, research, and program and policy development purposes only.



The information will be used, disclosed, and retained in accordance with MFIPPA.

HOW WILL THE PRIVACY OF STAFF BE PROTECTED

- this survey is anonymous and confidential
- when the survey is released, we will provide more details about privacy



"GATHERED TO BECOME" WORKFORCE CENSUS
PURPOSE OF THE FOCUS GROUP

TODAY'S FOCUS GROUP

- you have been invited to participate in a focus sponsored by the equity subcommittee of WCDSB under the direction of Richard Olson
- the purpose of this focus group is two-fold:
 1. to receive feedback on the questions in the census before it is administered
 2. open forum discussion about inequity

PROCEDURE

- many of you have had a chance to review the census; if you have not, we will place the census in the chat for you
- you will have a chance to ask questions about the census items
- you can also let us know if you have concerns about census items
- finally, we ask specific questions about equity/inequity in the school board

GROUND RULES

- participation in the focus group is voluntary
- participate actively
- speak one at a time
- minimize side conversations
- keep focused on the topic or the question

GROUND RULES

- speak as openly as you feel comfortable
- all responses are valid; there are no wrong answers
- please respect the opinions of others, even if you do not agree
- feel free to abstain from discussing specific topics if you are not comfortable



GROUND RULES

Protect the privacy
of others by not
discussing details
outside the focus
group.

FACILITATORS' PROMISE TO FOCUS GROUP PARTICIPANTS

- we will not share your names with anyone outside of this focus group
- while we may share your ideas, stories, and/or opinions with other members of the equity subcommittee, will not share your identifying information
- we will not criticize your opinions

We are here to listen
carefully.



"GATHERED TO BECOME" WORKFORCE CENSUS
REVIEWING THE STAFF CENSUS

LET'S BEGIN: WE REVIEW THE STAFF CENSUS

- **Organizational Demographics**
 - Please select the Union, association or non-union group which reflects your primary job responsibility in the WCDSB.
 - Do you currently hold a leadership position?
 - Do you live in the Waterloo region?
 - Where is your primary work location?
 - What is your primary employment status with the Waterloo Catholic District School Board?
 - How long have you been employed with the WCDSB in any capacity from date of hire?
 - What is your primary work schedule?
 - To which age group do you belong?

LET'S BEGIN: WE REVIEW THE STAFF CENSUS

- **Professional Background: Education**
 - Did you attend elementary and/or secondary school in the Waterloo Catholic District School Board?
 - What is the highest level of education you have completed?
 - Where did you complete your highest level of education?
 - How many years have you been working in the education sector?
 - When do you anticipate retiring from WCDSB?

LET'S BEGIN: WE REVIEW THE STAFF CENSUS

- **Disability**
 - Do you consider yourself to be a person with a disability?
 - What is the nature of your disability? Select all that apply.

LET'S BEGIN: WE REVIEW THE STAFF CENSUS

- **Gender at Birth/Gender Identity/Sexual Orientation**
 - What is your gender at birth? Select all that apply.
 - What is your gender identity? Select all that apply.
 - Indicate the sexual orientation(s) community with which you currently identify

LET'S BEGIN: WE REVIEW THE STAFF CENSUS

- **Citizenship**
 - Were you born in Canada?
 - Which of the following best describes you?



LET'S BEGIN: WE REVIEW THE STAFF CENSUS

• Indigenous Identity

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

LET'S BEGIN: WE REVIEW THE STAFF CENSUS

• Ethnic Origin & Racial Identity

- What is your ethnic or cultural origins(s)? Select all that apply.
- Which racial category best describes you? Select all that apply.

LET'S BEGIN: WE REVIEW THE STAFF CENSUS

• Religion

- What is your religion and/or spiritual affiliation? Select all that apply.

LET'S BEGIN: WE REVIEW THE STAFF CENSUS

• Workplace Culture and Health

- Please indicate your level of agreement with the following statements:
 - I am satisfied with the amount of involvement I have in decisions that affect my work.
 - I feel I am rewarded (in terms of praise and recognition) for the level of effort I put out for my job.
 - In the last 6 months, too much time pressure at work has caused me to worry, "nerves" or stress.
 - In the last 6 months, I have experienced worry, "nerves" or stress from mental fatigue at work.
 - I am satisfied with the fairness and respect I receive on the job.
 - My supervisor supports me in getting my work done.

LET'S BEGIN: WE REVIEW THE STAFF CENSUS

• Barriers

- My AGE has been a barrier for me in the WCDSB Workplace.
- My EDUCATION has been a barrier for me in the WCDSB Workplace.
- My DISABILITY has been a barrier for me in the WCDSB Workplace.
- My GENDER IDENTITY has been a barrier for me in the WCDSB Workplace.
- My SEXUAL ORIENTATION has been a barrier for me in the WCDSB Workplace.
- My CITIZENSHIP STATUS has been a barrier for me in the WCDSB Workplace.
- My INDIGENOUS ANCESTRY has been a barrier for me in the WCDSB Workplace.
- My RACIAL BACKGROUND has been a barrier for me in the WCDSB Workplace.
- My ETHNIC & CULTURAL BACKGROUND has been a barrier for me in the WCDSB Workplace.
- My RELIGION has been a barrier for me in the WCDSB Workplace.



"GATHERED TO BECOME" WORKFORCE CENSUS
OPEN FORUM QUESTIONS FOR CONSIDERATION

OPEN FORUM QUESTIONS FOR CONSIDERATION

- How are you experiencing the WCDSB?
- What are some of areas of inequity that you have noticed or experienced?
- What are some of the areas of inequity important to you?
- What do you believe are the roots causes in inequity in the WCDSB?

OPEN FORUM QUESTIONS FOR CONSIDERATION

- How does the Catholic context inform this discussion about inequity?
- What recommendations or suggestions would you make to address these root causes in inequity?
- What would you like to see as a result of this census?
- Are there any questions we haven't asked and that you would like to discuss?



"GATHERED TO BECOME" WORKFORCE CENSUS
THANK YOU FOR PARTICIPATING!



APPENDIX B: FREQUENT ASKED QUESTIONS INFORMATION PAGE

Frequently Asked Questions

What is the purpose of the “Gathered to Become” Workforce Census?

The purpose of the census is to collect quality, relevant, anonymous staff demographic data to enable and drive evidence-based decision making within the WCDSB. This work is collected under the legal authority of the [Anti-Racism Act](#), informed by the [Ministry of Education’s Equity Action Plan](#), and is aligned with the current theme of our [3-Year Pastoral Plan – “Gathered to Become”](#).

Our goal is to ensure we understand the demographic reality of our entire staff community so that we can better support them. This information will assist in developing plans to support a representative, equitable and healthy workplace where everyone feels a sense of belonging.

This will be accomplished by implementing strategies to support staff diversity, eliminate barriers for staff, support equitable recruitment, promotional and retention practices, guide professional development, training and succession planning, inform system policies, procedures and programs, and ultimately strive for a workforce that reflects our student population.

How is the “Gathered to Become” Workforce Census connected to student success?

A major strategic direction of the [WCDSB Multi Year Strategic Plan](#) is to “Promote a culture of belonging and respect, that supports success for all”. The plan provides key action items that contribute to the accomplishment of this objective, with one of the actions focusing on the implementation of a system wide staff and student survey. The data we collect will inform policies, programs, and practices that support more inclusive working and learning environments for staff and students.

How will staff benefit from participating in the “Gathered to Become” Workforce Census?

By completing the survey, staff will be informing and contributing to important decisions within WCDSB and help to make the workplace better for all staff.

Have other school boards collected identity-based data from their staff?

Several other Ontario school boards have already engaged in this work or are currently collecting identity-based data from their staff.

What types of questions will be included in the “Gathered to Become” Workforce Census?

The survey will include identity-based questions as recommended by [Ontario’s Education Equity Action Plan](#) (list of questions types begin in page 31). Specific areas of focus will include (but will not be limited to) age, disability, ethnicity, gender and gender identity, immigration status, language, racial identity, religion, and sexual orientation.



Who developed the “Gathered to Become” Workforce Census?

The Census was developed by the WCDSB Research department in accordance with the [Anti-Racism Act](#) and the [Data Standards for the Identification and Monitoring of Systemic Racism](#). Drafts of the Census were reviewed by the WCDSB Equity Committee, various minority focus groups, and shared with representatives from the Diocese of Hamilton. Resources considered through this stage were: [Data Standards for the Identification and Monitoring of Systemic Racism](#), [Ontario Human Rights Code](#), [Ontario’s Education Equity Action Plan](#), [Ontario’s 3-Year Anti-Racism Strategic Plan](#), [2017 Anti-Racism Act](#), [the 2016 Canadian Census](#), and Census questions from other school boards in Ontario.

Is the “Gathered to Become” Staff Workforce Census mandatory?

No. The survey is completely voluntary. However, we encourage all staff to complete it to ensure the results most closely represent our staff and provide the system with useful information for planning purposes. The higher the completion rate, the better WCDSB can utilize the information to ensure that our existing programs and policies meet the current needs of our staff. No program, service or benefit shall be withheld because a staff member chooses not to participate.

Does the “Gathered to Become” Staff Workforce Census comply with the law?

The information you provide is collected under the legal authority of the [Anti-Racism Act](#), in compliance with the [Municipal Freedom of Information and Protection of Privacy Act \[MFIPPA\]](#) and is consistent with the [Ontario Human Rights Code](#). The Ontario Human Rights Code permits proactive initiatives to enhance inclusion in the workplace. The “Gathered to Become” Workforce Census is one such initiative, as the results will indicate where, and what inclusion initiatives are appropriate. The information will be collected for educational, research, and program and policy development purposes only. The information will be used, disclosed, and retained in accordance with MFIPPA.

How will the privacy of staff be protected during the collection?

The survey is completely anonymous and confidential. Anonymity is one of the requirements of collecting self-identification data in accordance with the guidelines provided by the [Ontario Human Rights Commission](#) and privacy legislation. Staff will not be asked to provide their first or last name, employee number, date of birth, school name, or IP address. Staff need to be logged into the WCDSB StaffNet to access the survey URL link only, but no login information will be linked to survey responses (i.e., your email address will not be automatically collected). Staff also have the option to complete the survey on their own personal device. Responses will be stored on encrypted and secure third-party servers and kept confidential.

How will the privacy of staff be protected during reporting?

Summary reports about the results of the Census will not include any data or information that could potentially identify an individual staff member. As mentioned above, your responses are de-identified from the point of collection, and therefore, the report will not contain individual identifiers (e.g., names). In addition, all responses will be grouped together (i.e.,



suppression will be applied) in instances where there are fewer than 10 individuals to maintain anonymity. Reports will not contain any raw survey data (e.g., spreadsheet with a complete record of responses by respondent) and will not be combined with additional questions unless there are groups of 10 or more individuals. For example, a respondent might be the only staff member in the Board when you consider their age, race, and ethnic background – we would not report this unless there is at least 10 individuals with the same combination of demographic identifiers.

Who will be invited to complete the “Gathered to Become” Workforce Census?

All WCDSB staff from all roles and work sites will be invited to complete the survey.

When will staff be invited to complete the survey?

Staff may complete the survey starting Monday May 10th, 2021 @9am and the survey will remain open for at least 4 weeks.

How will staff access the “Gathered to Become” Staff Survey?

To complete the survey, staff will visit the “Gathered to Become” Workforce Census webpage located on the StaffNet homepage and click use the survey link from there – StaffNet is only used to ensure that only WCDSB Staff are accessing the anonymous survey link. The survey can be accessed on any type of device (e.g., desktop computer, tablet, mobile phone). We encourage all staff to complete the survey online if possible. However, for staff who are unable to complete the survey online, a pdf copy of the survey can be downloaded and printed from StaffNet and returned via courier to the Catholic Education Centre, Attention: “Gathered to Become” Workforce Census.

How long does it take to complete the “Gathered to Become” Workforce Census?

The survey takes approximately 10 – 15 minutes to complete.

What will happen to my response data after I complete the survey?

All responses will be collected using Qualtrics (a green survey tool that the WCDSB has an established data privacy agreement with). Qualtrics uses transport layer security (TLS encryption) for all transmitted data, which means that your survey responses are safely recorded on the secure Qualtrics servers which are located in Canada. All individual survey responses will be stored on these secure servers for a maximum of 5 years.

Information is collected under the authority of the [Anti-Racism Act](#) and the [Municipal Freedom of Information and Protection Act](#) and will inform reports to Board and the MYSP. Public-facing reports will ensure that individuals will not be if there are fifteen or more respondents in a reporting category.

Do staff need to answer every question of the survey?

No. Staff are welcome to leave any question blank for any reason. If a staff member chooses to skip a question, the data will still be included for all other questions for which they provided responses.



Do staff have the option to save their responses and resume the online survey at a later time?

No. The online survey cannot be saved for an individual respondent as names will not be collected, IP addresses will not be tracked, and the survey may be accessed by different respondents on the same device. The electronic survey was designed to be completed at one time. However, the full survey is available on the website to view and download prior to completing the survey if a staff member would like to consider the questions ahead of time.

Can I withdraw my consent after my response is submitted?

Yes. Staff may withdraw their consent to the continued use of their personal information at any time during the collection and over the period during which their personal information is held by the WCDSB.

Staff may withdraw consent, and request WCDSB to delete or stop using their personal information. Staff can withdraw their consent by contacting the Data Privacy Officer or the Research Coordinator. A withdrawal of consent does not require the Board to re-conduct analyses that may have already used the responses (the withdrawal does not have retroactive effect).

How will the results of the “Gathered to Become” Workforce Census be shared?

The overall results will be compiled into summary reports and shared publicly with all WCDSB staff and the Board of Trustees as soon as they are available. Results will be presented in such a way that no individual staff member could be identified in any way.

Who will ensure follow-up actions after the “Gathered to Become” Workforce Census has been shared?

As with all other major Board initiatives, the Equity officer will work collaboratively with the Senior Team to identify system needs and identify next steps once the data has been analyzed and the results have been shared.

What if staff have questions about the survey and/or the process?

We welcome any thoughts and/or questions that you may have at any time. Please contact WCDSBResearch@wcdsb.ca.



APPENDIX C: STAFF CENSUS (PAPER FORMAT)

WCDSB "Gathered to Become" Workforce Census

"Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice heard. Only with belonging is diversity realized." - Liz Fosslien

As a Catholic learning community, we are inspired and guided by the Gospel in our pursuit of equity and justice as a value rooted in our faith. In our Catholic/Christian tradition, we have a moral imperative to act intentionally to ensure those we serve – staff, students and communities – are treated with respect and dignity as brothers and sisters in Christ.

Accordingly, the Waterloo Catholic District School Board's (WCDSB) vision commits us to being the “heart of the community”, offering “success for each and a place for all.” In support of our vision, the current theme of our three-year pastoral plan is Called to Belong: “All of one in Christ Jesus.”

As an important step in making our vision come to life, in support of our pastoral plan, and in alignment with the Ministry of Education Equity Action Plan, you are invited to participate in our "Gathered to Become" Workforce Census.

Why a workforce census?

- The purpose of the Census is to ensure we understand the demographic reality of our entire staff community.
- This information will assist in developing plans to support a representative, equitable and healthy workplace where everyone feels a sense of belonging.
- Ultimately, our goal is for our students to see themselves and their classmates reflected in their school experience. That is, in their curriculum, but also in the teacher, administrative and support staff who serve in our schools.

The Workforce Census is anonymous and voluntary.

- Participation in the Census is entirely ANONYMOUS and VOLUNTARY.
- You will not be asked to provide your name, contact information, employee number, or any information that can identify you. As well, no identifying information (e.g., email address, IP address) will be automatically collected through the online tool.



- In addition, all reports will be grouped to further maintain anonymity. We will not be analyzing and reporting census results of individuals or small groups of individuals (e.g., groups less than 10 individuals).
- While completing the Census if, at any time, you wish to withdraw from the process, you can simply exit the Census and your responses will not be recorded.
- For your responses to be included, you MUST select "Submit" at the end of the survey.

The Census has been reviewed and shared with senior staff, school administrators and other stakeholders. It will take 10 to 15 minutes to complete and will be available starting May 10th, 2021 @9am to June 4th, 2021 @ 4pm.

Once the Census data has been collected and analyzed, a report will be produced and shared with the Board of Trustees and with all staff.

Our hope is that all employees will complete the Census to help us achieve our goal of achieving greater workforce equity. In the Waterloo Catholic District School community, we are all "Gathered to Become!"

Contact

If you have any questions about the "Gathered to Become" WCDSB Workforce Census or need assistance completing it, please contact the WCDSB Research Department:
WCDSBResearch@wcdsb.ca.

By participating in the workplace census, you are agreeing to the anonymous and voluntary collection of your responses as it relates to staff equity.

Do you consent to these terms and conditions?

- No
- Yes

If "No", skip to the end of survey



Organizational Demographics

Please select the UNION, ASSOCIATION OR NON-UNION group which reflects your primary job responsibility in the WCDSB. (Choose one only.)

- APSSP (EWA0)
- CPCO
- CUPE
- International Language Instructors
- OCSOA
- OECTA
- OSSTF
- PASS
- Senior Manager
- Unifor
- Another: _____

Do you currently hold a LEADERSHIP POSITION?

(e.g., consultant, manager, supervisor, secondary school program head, association or union representative, secondary school department head, administrator/senior administrator, etc.)

- No
- Yes

If “Yes”, then display question

Are you currently in a TEMPORARY assigned leadership position?

- No
- Yes

Do you LIVE in the Waterloo Region?



- No
- Yes

If “Yes”, display question

In which part of the Waterloo Region do you live?

- Cambridge
- Kitchener
- Waterloo
- Townships

Where is your primary WORK LOCATION?

- Elementary school (including alternative schools, e.g., Section 23)
- Secondary school (including alternative schools, e.g., Don Bosco, Section 23)
- Itinerant / multiple locations - schools
- Catholic Education Centre (CEC Continuing education facilities)
- Dutton Drive / office / warehouse
- Other non-school based locations
- Another: _____

What is your primary EMPLOYMENT STATUS with the Waterloo Catholic District School Board?

- Casual, occasional, temporary, contract or supply employee
- Permanent full-time employee
- Permanent part-time employee

How LONG have you been employed with the WCDSB in any capacity from date of hire?

- 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

What is your primary WORK SCHEDULE?

- Days
- Mornings
- Afternoons / Evenings
- Weekends

To which AGE GROUP do you belong?

- Younger than 20 years
- 20-24 years
- 25-29 years
- 30-34 years
- 35-39 years
- 40-44 years
- 45-49 years
- 50-54 years
- 55-59 years
- 60-64 years
- 65 years or older

Professional Background

Did you ATTEND elementary and/or secondary SCHOOL in the Waterloo Catholic District School Board?



- No
- Yes

What is the HIGHEST LEVEL of education you have completed?

- No school degree, certificate or diploma
- Secondary school diploma or equivalent certificate
- College certificate, diploma or equivalency
- Trade certificate of qualification, Journey-person or Red Seal
- Undergraduate Degree
- Bachelor of Education
- Certificate or diploma above bachelor's level
- Other Professional Degree (e.g., LL.B./J.D., CPA)
- Master's Degree
- Doctorate
- Another: _____

WHERE did you complete your highest level of education?

- In Ontario
- In Canada
- Outside of Canada
- Both inside Canada and outside Canada

HOW MANY YEARS have you been working in the EDUCATION SECTOR?

- | | |
|--------------------|----------------------|
| • Less than 1 year | • 16-20 years |
| • 1-5 years | • 21-25 years |
| • 6-10 years | • 26-30 years |
| • 11-15 years | • More than 30 years |

**For future planning and succession, WHEN do you anticipate RETIRING from WCDSB?**

- 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
 - Do not know / undecided
-

Disability

The term "disability" covers a broad range and degree of conditions. A disability may have been present at birth, caused by accident, or developed over time. There are physical, mental and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities, and other conditions (Ontario Human Rights Code). Having a disability is the perception of the individual and is not necessarily linked to official documentation. Responding to this question does not constitute notice to the employer about the existence of a condition or disability.

Do you consider yourself to be a person with a DISABILITY?

- No, I do not consider myself to be a person with a disability
- Yes, I do consider myself to be a person with a disability
- I am not sure
- I prefer not to answer

If "Yes", display question

What is the NATURE of your disability? Select all that apply.

- ☐ Addiction
- ☐ Chronic Medical Condition or impairment
- ☐ Chronic Pain
- ☐ Developmental / Intellectual / Cognitive Impairment
- ☐ Hearing
- ☐ Learning



- ☐ Memory
 - ☐ Mental Illness
 - ☐ Neurological
 - ☐ Physical / Functional / Mobility
 - ☐ Speech Impairment
 - ☐ Seeing / Sight / Visual Impairment
 - ☐ Another: _____
 - Choose not to answer
-

Gender at Birth/ Gender Identity / Sexual Orientation

The following questions are based on the topic of biological, sex gender identity and sexual orientation.

Under the Ontario Human Rights Code, people are protected from discrimination and harassment because of gender identity and gender expression in employment, housing, facilities and services, contracts, and membership in unions, trade or professional associations.

When children are born, they are assigned their gender, either “male” or “female”. This is determination is normally based on external genital organs at birth.

What is your GENDER AT BIRTH? (Select all that apply)

- ☐ Female
- ☐ Male
- ☐ Another: _____
- ☐ I am not sure
- ☐ I do not understand this question
- ☐ I prefer not to answer

Gender identity refers to a person’s internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be congruent with one’s biological sex. It is different from and does not determine a person’s sexual orientation.

What is your GENDER IDENTITY? (Select all that apply)



- ☐ Female
- ☐ Male
- ☐ I do not identify as either male or female. Please indicate how you identify:

- ☐ I am not sure
- ☐ I do not understand this question
- ☐ I prefer not to answer

Sexual orientation refers to a person's sense of romantic, emotional and sexual attraction to people of the same or different gender/sex. It covers the range of human sexuality from lesbian and gay, to bisexual and heterosexual (Ontario Human Rights Code).

We acknowledge that the LGBTQ acronym has changed over the years and in this survey, we are using LGBTQ2+AI (e.g., Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Two spirited, Intersex, Another).

Typically, an ally is a person who is not part of the LGBTQ2+AI minority (i.e., the individual is both heterosexual and cisgender) who supports equal civil rights, gender equality, and the LGBTQ2+AI social and political movements. This person challenges homophobia, biphobia, and transphobia.

Are you an ally to the LGBTQ2+AI community?

- Yes
- No

Indicate the SEXUAL ORIENTATION(s) community with which you currently identify:

- Heterosexual
- Belong to the LGBTQ2+AI Community (e.g., Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Two spirited, Intersex, Another)
- I am not sure
- I do not understand this question
- I prefer not to answer

If "Belong to the LGBTQ2+AI Community", display question



I identify as:

- ☐ Lesbian
 - ☐ Gay
 - ☐ Bisexual
 - ☐ Transgender male/Trans male
 - ☐ Transgender female/Trans female
 - ☐ Queer
 - ☐ Questioning
 - ☐ Two spirited
 - ☐ Intersex
 - ☐ Another: _____
-

Citizenship

Were you born in Canada?

- No
- Yes

If “No”, display question

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

- Before 1990
- Between 1990 and 1994
- Between 1995 and 1999
- Between 2000 and 2004
- Between 2005 and 2009
- Between 2010 and 2014
- Between 2015 and 2021
- I do not know



Which of the following best describes you?

- A Canadian citizen
 - A landed immigrant / permanent resident
 - A refugee claimant
 - A temporary worker (in Canada on a work permit)
 - Not listed above
-

Indigenous Identity

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

- ☐ No
 - ☐ Yes, First Nations
 - ☐ Yes, Métis
 - ☐ Yes, Inuit
-

Ethnic Origin & Racial Identity

What is your ETHNIC or CULTURAL ORIGIN(s)? Select all that apply.

Note: 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. The list provided is based on the most common ethnic origins from the 2016 Canadian Census.

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Afghan | <input type="checkbox"/> British Isles origins |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Canadian |
| <input type="checkbox"/> American | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Arab | <input type="checkbox"/> Colombian |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Croatian |
| <input type="checkbox"/> Austrian | <input type="checkbox"/> Czech |
| <input type="checkbox"/> Barbadian | <input type="checkbox"/> Danish |
| <input type="checkbox"/> Belgian | <input type="checkbox"/> Dutch |
| <input type="checkbox"/> Bosnian | <input type="checkbox"/> East Indian |



- ☐ Egyptian
- ☐ English
- ☐ Eritrean
- ☐ Ethiopian
- ☐ Filipino
- ☐ Finnish
- ☐ First Nations
- ☐ French
- ☐ German
- ☐ Greek
- ☐ Guyanese
- ☐ Hungarian
- ☐ Iranian
- ☐ Iraqi
- ☐ Irish
- ☐ Italian
- ☐ Jamaican
- ☐ Japanese
- ☐ Jewish
- ☐ Korean
- ☐ Kurd
- ☐ Laotian
- ☐ Lebanese
- ☐ Lithuanian
- ☐ Macedonian
- ☐ Maltese
- ☐ Métis
- ☐ Mexican
- ☐ Newfoundlander
- ☐ Norwegian
- ☐ Other African origins
- ☐ Other European origins

- ☐ Pakistani
- ☐ Palestinian
- ☐ Polish
- ☐ Portuguese
- ☐ Punjabi
- ☐ Romanian
- ☐ Russian
- ☐ Salvadorean
- ☐ Scottish
- ☐ Serbian
- ☐ Slovak
- ☐ Slovenian
- ☐ Somali
- ☐ South Asian origins
- ☐ Spanish
- ☐ Sri Lankan
- ☐ Sudanese
- ☐ Swedish
- ☐ Swiss
- ☐ Syrian
- ☐ Trinidadian/Tobagonian
- ☐ Turk
- ☐ Ukranian
- ☐ Vietnamese
- ☐ Welsh
- ☐ West Indian
- ☐ Yugoslavian
- ☐ Another: _____
- ☐ I am not sure
- ☐ I do not understand this question
- ☐ I prefer not to answer

People are often described as belonging to a certain “race” based on how others see and behave toward them. These ideas about who belongs to what race are usually based on physical features such as skin colour. Ideas about race are often imposed on people by others in ways which can affect their life experiences and how they are treated. Race is often confused with ethnicity, but there can often be several ethnicities within a racialized group.

In our society, people are often described by their race or racial background. For example, some people are considered “Black,” “East Asian,” “Middle Eastern” or “White,” etc.

**Which RACIAL CATEGORY best describes you? Select all that apply.**

Note this question asks 'Which racial group(s) best describes how others see you? If you have a mixed background, select all that apply.

- ☐ Black (African, Afro-Caribbean, African-Canadian descent)
- ☐ East/Southeast Asian (Chinese, Korean, Japanese, Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)
- ☐ Indigenous (First Nations, Métis, Inuk/Inuit)
- ☐ Latino (Latin American, Hispanic descent)
- ☐ Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- ☐ South Asian (South Asian descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- ☐ White (European descent)
- ☐ Another race category: _____
- ☐ I am not sure
- ☐ I do not understand this question
- ☐ I prefer not to answer

Religion

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

What is your RELIGION and/or SPIRITUAL AFFILIATION? Select all that apply.

- ☐ Agnostic
- ☐ Atheist
- ☐ Christian - Catholic
- ☐ Christian - non-Catholic
- ☐ Buddhist
- ☐ Hindu
- ☐ Indigenous Spirituality
- ☐ Muslim
- ☐ Jewish



- ☐ Sikh
 - ☐ No religious or spiritual affiliation
 - ☐ Another religion or spiritual affiliation (please print in the box below):

 - ☐ Questioning
 - ☐ I am not sure
 - ☐ I do not understand this question
 - ☐ I prefer not to answer
-

Workplace Culture and Health

The following questions contain statements about common work experiences. When responding, keep the following in mind:

- Answer based on your own current experiences in your current job
- Choose the answer that is true MOST of the time.
- This survey is concerned with your thoughts, opinions and feelings. If you are unsure of an answer, select the option that you believe to be most likely true.
- These questions use the term “supervisor”, however your role/workplace may use a different term to describe this role. Please respond keeping in mind the term appropriate for your workplace.

Please indicate your level of agreement with the following statements:

I am satisfied with the amount of involvement I have in decisions that affect my work.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

I feel I am rewarded (in terms of praise and recognition) for the level of effort I put out for my job.



- Strongly agree
- Agree
- Disagree
- Strongly disagree

In the last 6 months, too much time pressure at work has caused me to worry, "nerves" or stress.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

In the last 6 months, I have experienced worry, "nerves" or stress from mental fatigue at work.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

I am satisfied with the fairness and respect I receive on the job.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

My supervisor supports me in getting my work done.

- Strongly agree
- Agree
- Disagree
- Strongly disagree



If “Are you currently in a TEMPORARY assigned leadership position?” is “Yes”, or

If “Do you currently hold a LEADERSHIP POSITION?” is “Yes”, display question

In my leadership role, my staff supports me in getting my work done.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Barriers

Workplace equity means there is a feeling of inclusion, belonging, and opportunity for all employees regardless of age, education, disability, gender identity, sexual orientation, citizenship status, indigenous ancestry, racial background, ethnic or cultural background or religion.

It is the vision for the WCDSB to ensure that there is equity in all aspects of the workplace including hiring and promotion practices.

With this vision in mind, please indicate whether any of the following have been barriers for you in the WCDSB workplace:

The perception of my AGE has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____



If “Yes”, display question

Explain (maximum 500 words):

The perception of my EDUCATION has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____

If “Yes”, display question

Explain (maximum 500 words):

The perception of my DISABILITY has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____

If “Yes”, display question

Explain (maximum 500 words):



My GENDER AT BIRTH has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____

If “Yes”, display question

Explain (maximum 500 words):

The perception of my GENDER IDENTITY has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____

If “Yes”, display question

Explain (maximum 500 words):



The perception of my SEXUAL ORIENTATION has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____

If “Yes”, display question

Explain (maximum 500 words):

The perception of my CITIZENSHIP STATUS has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____

If “Yes”, display question

Explain (maximum 500 words):



The perception of my INDIGENOUS ANCESTRY has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____

If “Yes”, display question

Explain (maximum 500 words):

The perception of my RACIAL BACKGROUND has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____

If “Yes”, display question

Explain (maximum 500 words):



The perception of my ETHNIC & CULTURAL BACKGROUND has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____

If “Yes”, display question

Explain (maximum 500 words):

The perception of my RELIGION has been a barrier for me in the WCDSB workplace. Select all that apply.

- ☐ No
- ☐ Yes, for Hiring
- ☐ Yes, for Opportunities for placement / growth / professional development
- ☐ Yes, for Opportunities for promotion
- ☐ Yes, for Inclusion
- ☐ Yes, for Another: _____

If “Yes”, display question

Explain (maximum 500 words):



If you wish to discuss any barriers you are facing in your workplace, please contact your superintendent, supervisor, association and/or union.

Thank-you for taking the time to complete the WCDSB "Called to Belong" Workforce Census!

Thank-you for taking the time to participate in the WCDSB "Gathered to Become Workforce" Census. Your response has been recorded.

If you if you have questions or would like to withdraw your consent, please contact the WCDSB Research Coordinator (WCDSBResearch@wcdsb.ca).

