

AGENDA: 5:30 pm

1. Call to Order
2. Approval of the Agenda
3. Positive Culture and Well-Being Report: Update to Suspension and Expulsion Data Appendix
4. Report and Findings: Value for Money Audit – Sick Leave and Performance Appraisals
5. Resolution into Private Session – as per the Education Act, Section 207.2
(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee and;
(d) decisions in respect of negotiations with employees of the board
6. Meeting resumes in public
7. Staffing Update
8. Human Resource Department Updates (Nil Report)
9. Adjournment



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: M. Prendergast/ P. Sovran

DATE: January 30, 2018

PREPARED BY: M. Prendergast

RE: Positive Culture & Wellbeing Report – Update to Suspension/Expulsion data appendix

Action

Monitoring

Background:

In November 2017, the Human Resources Committee received the Positive Culture & Well Being report which included data related to suspensions and expulsions. Staff have been reviewing the data in the “Other” Category and provide the following update to the appendix (attached).

In past years we did not track what suspensions fell into the “Other” category so the data is available for the 2016-2017 school year only. The Ministry categories for suspensions changed in September 2012 with the passing of Bill 13, the Accepting Schools Act, changing and making amendments to the Education Act. PPM 145 followed in December 2012 and came into existence in February 2013 requiring Boards to make revisions on existing policies and guidelines on progressive discipline. The current policy will be reviewed this spring to look at alignment between the Board Policy 6.4 Student Behaviour and Discipline and the corresponding directive “Suspension, Expulsion and Programs for Long – Term Suspended or Expelled Students Directive.”

The board data is generated through OnSIS reporting of suspension and expulsion data that is submitted to the Ministry of Education by August 31st of each school year. This is done through Power School at the school level which inputs data into OnSIS. Part of the review of our policies and procedures will look at data entry, reporting categories and compliance with the Education Act. Currently there are 7 activities **that may lead** to a suspension and 8 categories **where a principal shall suspend** and do an investigation pending possible expulsion. One of these categories includes “Other”. OnSIS has a code for each of these categories and we must use the assigned codes from the Ministry and categories in the Education Act.

Appendix C - Suspension and Expulsion Data

Suspensions

Note: Suspension data from OnSIS.*

Suspensions

School Year	Total	Number Students Identified as Exceptional
2014-2015	3164	212
2015-2016	3210	360
2016-2017	3573	221

Total Suspensions by Category

Category	2014-2015	2015-2016	2016-2017
Suspension must be considered (Ed Act, 306)			
Utter Threat to inflict bodily harm	110	127	136
Possess Alcohol/Drugs	143	96	90
Influence of Alcohol	22	20	14
Swearing at a teacher or authority	161	181	245
Vandalism	48	37	49
Bullying	100	89	140
Fighting/Violence	191	593	772
Oppose Authority (deleted 2017)	189	295	<10
Habitual Neglect of Duty (deleted 2017)	<10	20	<10
Other - Board-set Infraction	2032	1632	2069 * see below
Other - Code of Conduct			881
Other – Sharing of Images			<10
Other - Board policy (deleted 2017)			117
Other – Equity Policy (deleted 2017)			61
Other –Using Social Media negatively			51
Other – Behaviour (Spitting, biting) (deleted 2017)			248
Other – Act Harmful to Physical/ mental well being			683
Other – Influence of Drugs			26
Expulsion must be considered (Ed Act, 310)			
Robbery	<10	0	<10
Motivated by Prejudice, Hate, Bias	<10	0	<10
Possession of Weapon	11	35	17
Sexual Assault	0	<10	<10
Trafficking in weapons or drugs	0	<10	<10
Alcohol to a Minor	0	0	0
Threaten/ Cause Bodily Harm - Weapons	<10	<10	<10
Physical Assault requiring medical	<10	13	17

*OnSIS reporting of suspension and expulsion data is submitted to the Ministry of Education by August 31st of each school year.

Expulsions

Note: Expulsion data is HWDSB records of hearing (to be verified through OnSIS)

Expulsions**

School Year	Total	Number Students Identified as Exceptional
2014-2015	30	<10
2015-2016	18	0
2016-2017	22	<10

**Expulsions from all schools in HWDSB

Total Expulsions by Category

Category	2014-2015	2015-2016	2016-2017
Alcohol to a Minor	0	0	0
Board/School Code of Conduct	0	<10	10
Bullying	0	0	<10
Sexual Assault	<10	0	0
Physical Assault	<10	<10	<10
Committing Robbery	<10	0	<10
Motivated by Prejudice	0	0	0
Possess Alcohol/Drugs	0	0	0
Possession of a Weapon	<10	<10	<10
Threatening Bodily Harm	<10	<10	<10
Trafficking in Weapons or in Illegal Drugs	<10	0	<10
Uttering a Threat	0	0	0



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: January 30, 2018

PREPARED BY: Jamie Nunn, Superintendent Human Resources
 Stacey Zucker, Associate Director, Support Services
 Gytis Grabauskas, Senior Manager of Human Resources

RE: Report and Findings: Value for Money Audit – Sick Leave and Performance Appraisals

Action

Monitoring

Background

The Ontario Auditor General carried out a Value for Money Audit (VFM) which included the Hamilton-Wentworth District School Board in the summer of 2017.

The VFM audits are intended to examine how well government ministries, organizations in the broader public sector, agencies of the Crown and Crown-controlled corporations manage their programs and activities. These audits are conducted under subsection 12(2) of the Auditor General Act, which requires that the Office report on any cases observed where money was spent without due regard for economy and efficiency or where appropriate procedures were not in place to measure and report on the effectiveness of service delivery. This report provides conclusions, observations and recommendations flowing from the VFM audit of School Boards' Management of Financial and Human Resources.

As part of the VFM Audit, the Ontario Auditor General visited four school boards in southern Ontario—Toronto Catholic District School Board (Toronto Catholic), Hamilton-Wentworth District School Board (Hamilton-Wentworth), Halton Catholic District School Board (Halton Catholic), and Hastings and Prince Edward District School Board (Hastings and Prince Edward). Upon completion of the Audit, the Ontario Auditor General wrote a report which contained 11 recommendations, consisting of 23 actions, to address their findings. For the purpose of this report, we will focus on two key areas of opportunity: Sick Days and Teacher Performance Appraisals.

A detailed copy of the report can be found at the following weblink:

http://www.auditor.on.ca/en/content/annualreports/arreports/en17/vl_312en17.pdf

Sick Leave:

Findings

The audit confirmed what has been reported in the Finance and Facilities reports to the Board that sick day usage has continued to increase. The audit confirms that sick days for school board employees increased 29% over the last five years. This has been a significant contributing factor to the Board's financial pressures. As reported in the audit, from the 2011/12 school year to the 2015/16 school year, the increase in employee sick days in HWDSB was 40% with increases in sick days for each employee group.

The recommendation flowing from the audit:

To reduce the rising direct and indirect costs associated with sick days, we recommend that school boards develop and implement effective attendance support programs that can include timely and accurate absence reporting, tracking and data analysis, and early identification of illness or injury to allow for early intervention for the safe return to work.

We agree that attendance support is an important focus and have committed to implementing our plan to better manage sick leave. As was reported to the Finance and Facilities Committee, we are implementing the following six strategies in an attempt to align HWDSB's absenteeism rates to those of the provincial average.

- Creating a positive work environment
- Supporting staff through the Total Attendance Support program
- Improvements within Human Resources, specifically Disability Management, as it relates to sick leave management
- Supporting employees who have a pattern of absences
- Following up on potential abuse of sick leave
- Ensuring that the Board is following the collective agreements
- A quarterly monitoring report to the Finance and Facilities Committee.

Creating a positive work environment

The Total Attendance Support Program is a prevention and early intervention strategy and is meant to highlight the resources and services available to staff who are struggling with their attendance. Providing awareness of the supports available will empower employees the opportunity to utilize these resources.

As part of the Board's strategic direction to create a positive work environment, the Total Attendance Support Team, received approval from Executive Council in September to formally change the department name to Employee Support and Wellness (ESW). This name change allows for the Board to move away from the negative connotation to the terms Disability Management or Total Attendance Support.

Supporting staff through the Total Attendance Support program

By providing continuous training, the Board continues to work with all Management to illustrate the intent of the program; to be supportive, not punitive. Training has focused on Managers being able to provide support and resources as required.

The ESW Team developed resources, tools and partnerships that support staff and will potentially have a positive impact on sick leave. Partnerships with the Canadian Cancer Society, Hearing Society, Heart and Stroke Foundation have been established to support our employees who are struggling with both personal concerns and family related concerns. The Board is actively establishing a partnership with the Acquired Brain Injury Program at Hamilton Health Sciences in the attempt to expand supports to our employees who have suffered non-occupational concussions.

Internal partnerships have been created. With the assistance of IIT, the ESW team has created the ESW webpage that highlights the resources, supports and tools available to employees. It is understood that not all employees will seek assistance from Administration, ESW or their Unions but will be more comfortable seeking information on their own. As we continue to grow our resources and partnerships, we will continue to populate this site so that all employees are able to access the resources available.

In addition to establishing external partners, the Board has also expanded our partnership with Lifeworks, our Employee Assistance Provider (EAP). In September, the Board launched the EAP APP that allows all employees to access EAP services, both Life and Perks, on their mobile devices. In order to dispel some of the myths around EAP, the ESW Team has been attending staff meetings at both elementary and secondary schools to help bring attention to the services that EAP provides.

Improvements within Human Resources, specifically Disability Management, as it relates to sick leave management

Over the course of the first full year of the TAS program, the ESW team has sought feedback from Administration, Management and our Union partners to determine what improvements were required. As a result, further training and resources have been developed and implemented.

During the September OLM training was provided to all Administration on how to conduct a TAS meeting and which support documents are to be provided to employees. Support documents have been centralized for ease of access by Administration. TAS processes have been clearly mapped out, outlining key dates and the roles and responsibilities. As concerns arise, these processes continued to be fine-tuned each month and excommunicated to Administration.

The ESW Team has sought feedback from our internal partners on how we can continue to improve our processes for the 2017/2018 school year and based on the positive feedback, we have implemented the following improvements. For all absences that all medically supported, sick leave will be entered by central resources, this eliminates the potential overpayment situations for employees and allows Administration to focus on the business operations of the school. To provide clarity on how sick leave is accessed, the ESW team has clearly documented the two paths in which an employee can access sick benefits and has shared these with Administration.

We continue to work closely with Facilities Management (FM) to streamline our WSIB processes and provide training to all Facility Operation Supervisors (FOS). In September 2017, all FOS's have been trained on how to offer modified duties and the necessary support documents have been created and provided to the Facility Management. It is anticipated that with the more diligent adherence to legislation, the Board will see a reduction in our absence rates as well as our WSIB cost. The Board will be providing this training to all Administration at the December OLM.

Supporting employees who have a pattern of absence

To support Administration with attendance concerns, the ESW team has implemented a five (5) day absence report. This allows the ESW Team, in association with Administration, to track absences and ensure a more expedient follow-up with employees. By using this report, we hope to reduce the amount of non-medically supported absences.

On a monthly basis, the ESW Team reviews the TAS reports that are provided to Administration for patterned employee absences, and previously supported employees. The ESW Team offers additional supports to these Administrators and employees, such as coaching and resources, and are attending these support meetings in certain circumstances.

Following up on potential abuse of sick leave

As in previous years we continue to monitor inappropriate use of sick time and take the appropriate steps to recover, educate and if necessary discipline for misuse. For the 2017/2018 school year we have taking the additional approach of formally recommending the termination of an employee based on frustration of contract or alternately the formal permanent reduction of an employee's status based on excessive sick use.

Ensuring that the Board is following the collective agreements and terms and conditions

We continue to honour the provisions of our Collective Agreements and work collaboratively with our Union partners to discuss issues pertaining to attendance though joint labour-management meetings or informal communications in solving daily issues.

Teacher Performance Appraisals

Background

According to the *Education Act, 1990*, new teachers are part of the New Teacher Induction Program. The purpose of the New Teacher Induction Program is to provide support and professional development for the new teachers in the areas of classroom management, curriculum implementation, and instructional strategies. These new teachers must be appraised by the principal or vice-principal twice within the first 12 months of their hiring date. If a teacher

does not receive two satisfactory appraisals during the first 12 months, he or she will be re-appraised during the next 12 months. Those who are unsuccessful in completing the New Teacher Induction Program cannot continue in the profession. After 24 months of teaching, the teacher is considered to be experienced. Experienced teachers must be appraised by the principal or vice-principal every five years after they complete their initial new-teacher appraisals. Principals and vice-principals are to be appraised once every five years from their hiring date.

Findings: Teacher Performance Appraisals

The entire Apprise process is an area of opportunity for us as a school board. We have struggled to meet the standard of performing two performance appraisals within 12 months for newly hired teachers (NTIP). In HWDSB, more than 35% of new teachers were appraised after they had already completed their first year of teaching. In addition, the Audit noted cases where teachers who had not been assessed twice within 24 months remained as new teachers until the two appraisals were completed.

In regards to our permanent teachers, as reported in the Audit, only 76% of teachers have their Teacher Performance Appraisal completed within 5 years. In comparison the compliance rate for the timely completion of principal and vice-principal appraisals was 68% in HWDSB.

Observations: Teacher Performance Appraisals

We believe in the important role the performance appraisal plays in supporting the professional growth of our newly hired staff, permanent teachers and Principals and Vice-Principals. As a result of the growth in school enrolment and the increase in hiring permanent teachers in both elementary and secondary, administrators have had a greater number of evaluations to do within a school year. Upon review of our data, we noted a number of teachers began leaves of absences within the time period of their evaluation year. Administrators have also been completing a large number of evaluations that should have been completed between 2015 and 2016 as provincial job action prohibited the completion of appraisals during this time period.

Most recently at our November OLM, we spent time with our administrators reviewing the importance of the NTIP and TPA process and established our criteria to ensure a greater number of appraisals are being completed within the appropriate timeframes. Superintendents continue to follow up and support their administrators as they implement their school plans to complete the necessary appraisals.

Conclusion

Staff look forward to bringing recommendations to the Human Resources Meeting in March 2018 in regards to sick days and Teacher Performance Appraisals.



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: January 30, 2018

PREPARED BY: Jamie Nunn, Superintendent of Human Resources
Gytis Grabauskas, Senior Human Resources Manager

RE: Staffing Update

Action

Monitoring

Background

In October, the Human Resources team presented the Human Resources Committee with update on staffing for each of the Board's union groups for the previous school year. The following report summarizes our continued hiring efforts to date.

Staff Observations:

Secondary Teacher Staffing

HWDSB hired 15 FTE new secondary teachers for September 2017 as a result of retirements and resignations. Since this time, we have hired an additional 55 (3 line) permanent teachers to fulfil our vacancies. We will begin a hiring process in early spring for additional secondary occasional teachers.

Elementary Teacher Staffing

The Board added 25.20 FTE permanent staff as a result September reorganization. Since this time, we have hired 7 additional elementary teachers as a result of retirements and resignations. We have also hired 17 new occasional French speaking teachers for both short term and long term assignments. Similar to secondary, we will begin a hiring process in early spring for additional elementary occasional teachers.

Support Staff

Our support staff play a valuable role within our schools. We are interviewing in early February for additional CUPE staff, Educational Assistants and Principals and Vice-Principals. We have recently completed a hiring process for Designated Early Childhood Educators.