

AGENDA: 5:30 pm

1. Call to Order
2. Approval of the Agenda
3. Positive Culture and Well Being
4. October 31st Enrolment Projections and Staffing
5. Employee Support and Wellness Update
6. 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 member, an employee or prospective employee of the board or a pupil or his or her parent or guardian
7. Meeting resumes in public
8. Adjournment



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: November 5, 2018

PREPARED BY: Sharon Stephanian
Superintendent of Student Achievement, Equity & Well-Being

RE: See Attached: Positive Culture Report

Action

Monitoring

Executive Summary

Topic: Positive Culture and Well-Being Report

Context

HWDSB's Board of Trustees have approved new Strategic Directions for 2016-20 and staff has developed an Annual Plan for 2018 - 19. The five priorities are *positive culture and well-being*, student learning and achievement, effective communication, school renewal and partnerships.

Mission: We empower students to learn and grow to their full potential in a diverse world.

Commitment: We are committed to learning, equity, engagement and innovation

Priority: [Positive Culture and Well-Being](#) – *We will build our student and staff well-being through positive climate strategies.*

Summary

The following report includes:

- The review of the 2017-18 implementation of the HWDSB Annual Plan, Positive Culture and Well-Being, and the current implementation of the 2018-19 HWDSB Annual Plan
- Appendix A: Understanding the *Middle Years Development Instrument (MDI)*
- Appendix B: Student Voice Surveys (elementary/MDI and secondary)
- Appendix C: *Staff Positive Culture Voice Survey* and High Priority School Summaries
- Appendix D: Gateway Program

Highlights

Celebrations

Reflecting on our 2017-18 Annual Plan and Positive Culture and Well-being Data, we can celebrate:

- The first school board in Canada to implement the *Middle Years Development Instrument (MDI)* in all Grade 4 to 8 classes.
- A 4% decrease in bullying at secondary schools and a 6% increase in the feeling that extra help was available to succeed.
- Improved conditions in High Priority Schools as measured on the *Staff Voice Survey*.
- Closing the gap in conditions between High Priority and Non-High Priority Schools as measured on the *Staff Voice Survey*.
- Continued staff learning in the area of equity and inclusion.
- Aligned the HWDSB approach to mental health with that of the province.

Opportunities

Reflecting on our 2017-18 Annual Plan and Positive Culture and Well-being data, we have opportunities in 2018-19 to:

- Build on successful practices to address bullying through a review of differentiated approaches used by schools.
- Build on equity learning through the application of an Anti-Racism, Anti-Oppression Framework in schools and departments and the implementation of a Staff Census.
- Build on the mental health strategy (*We Help*) by responding to needs identified in the *MDI* and *Secondary Positive Climate* surveys.

Learning

Reflecting on our 2017-18 Annual Plan and Student Achievement Data, we learned that:

- Equity and inclusion learning has been foundational to going deeper in creating inclusive conditions.
- *High Priority Schools Plan* shows promise in several areas according to the responses on the *Staff Voice Survey*
- Administrators require additional support to lead positive culture and well-being improvement within the Continuous Learning and Improvement (CLI) process.

curiosity • creativity • possibility

Note: Suspension and expulsion data will not be finalized until the ONSIS deadline on October 31, 2018. We are currently validating the data for submission and will bring a Safe Schools Monitoring Report to Program Committee with Suspension and Expulsion data.

Staff are **on target** to have the number of students who feel safe, supported and accepted increase by June 2020.

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HWDSB Annual Plan Report

Name of Report: Positive Culture and Well-Being Report

Date: November 2018

Priority: Positive Culture and Well-Being 2017-18

We will build student and staff well-being through positive climate strategies and supportive relationships.

Goal #1: All HWDSB students and staff feel safe, supported and accepted

Strategy: Communities use site specific data from the Positive Culture and Staff Voice Surveys to create their School or Service Department Annual Plans.

*If communities review the voices of students and staff related to climate for themes **then** schools and service departments (with system support) will be able to address identified needs.*

In 2017-18 student and staff voice related to Positive Culture and Well-Being was gathered in both elementary and secondary schools. For the first time in elementary schools the *Middle Years Development Instrument (MDI)* (**Appendix A**) was piloted in grades 4 to 8. This tool allows us to gather data in 5 areas which include:

- Social and emotional development measures
- Physical health and well-being measures
- Connectedness measures
- Use of after school time measures
- School experiences measures

Elementary Student Survey

The goal in using the MDI is to respond to findings and to support school and system leaders to make decisions that lessen inequity and improve educational opportunities for elementary students. Eighty-five elementary schools participated in the MDI for a total of 13,483 students. As this is the first year of administration of this survey, the data will act as a baseline measure however the tool has been administered in British Columbia so comparisons to their provincial data will be possible. Each elementary school has sufficient responses to receive site specific school data which will inform their School Annual Plan for 2018-19 and 2019-20. (**Appendix B**)

Secondary Student Survey

Secondary Schools participated in the *Secondary Positive Climate Survey*. All secondary schools participated and each school will receive site specific data which will inform their School Annual Plan for 2018-19 and 2019-20. The previous administration of the survey, only 5 schools received site specific data. Overall, 6673 secondary students participated, representing an additional 1589 students. Compared to 2016-17, students felt marginally safer at their school, reporting 4% less bullying. Students reported a 6% increase in believing there was extra help available at their school, but 1.3% less students felt there was a caring adult at the school. Students reported feeling less accepted by their peers and by adults in their school indicating we have some work to do around equity and inclusion for our secondary students (**Appendix B**).

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Staff Voice Survey

The *Staff Voice Survey* was made available to all staff in HWDSB. A total of 2038 staff responses were received from all schools and service departments at HWDSB. This represents a decline from the previous administration of the survey and as result only some schools and service departments will receive site specific data and the system-level data is made available to all schools and service departments. There were no significant changes on any of the measures for staff. We are maintaining the status quo, however, High Priority Schools (HPS) have shown improvement in a number of areas related to school culture and are closing the gap with non-High Priority Schools. **(Appendix C)**

In addition to the three formal surveys, additional voice was gathered from Principals, Education Centre Staff, Consultants, Superintendents, Service Managers and members of the Hamilton-Wentworth Principals Council (HWPC) related to Positive Culture and Well-being. This additional information was gathered through:

- focus groups held with Superintendents, System Principals and Service Leaders regarding the Annual Plan
- Completion of the School Conditions Survey that went out to 20 High Priority School Administrators in May and June of 2018
- A brief survey of HWPC members open to Administrators in April and May 2018.

Generally, staff indicated support for the importance of the positive culture and well-being work but the need for additional support in how to engage in work that impacts culture and well-being. Administrators indicated an understanding of the complexity of the work along with a need for support in establishing targets and determining strategies for improvement.

During the 2017-18 school year the *Middle Years Development Instrument (MDI)*, *Secondary Positive Climate Survey* and *Staff Voice Survey* were deployed. 2018 -19 will be a year to respond to the learning from these surveys before deployment in 2019 - 20 so our schools and service departments have adequate time to work on improvements.

Strategy: *Continue to engage System Leaders in equity and inclusive professional learning.*

*If we invest in people through targeted learning related to equity and inclusion **then** we will see the principles of equity and inclusion reflected in school and service department plans.*

HWDSB continued to engage in Deep Diversity learning with Shakil Choudhury. Supervisors, Managers, and System Principals engaged in three, half day learning sessions with a focus on the application of previously learned material. Measurement of the learning and impact could not be reliably gathered since over 50% of the learning group had changed from when Deep Diversity Learning began.

In addition, Managers, System Principals and Executive Council engaged in learning led by Patrick Case, Assistant Deputy Ministry, Education Equity Secretariat, on the new Ministry of Education, *Equity Action Plan*. This learning supported the team in reviewing the key areas of the action plan for reflection on next steps.

Areas include:

- School and Classroom Practices
- Leadership, Governance and Human Resource Practices
- Data Collection, Integration and Reporting
- Organizational Cultural Change

Among other actions from this review was the recommendation (supported by Trustees) to assign dedicated resources to this area which resulted in hiring a Human Rights and Equity Officer to work across departments within HWDSB.

Approximately 200 Elementary and Secondary administrators engaged in two, half day sessions on bias, in-groups/out-groups, microaggressions and affirmations as part of foundational learning related to equity and inclusion. Shakil also supported a half day of learning with 50 staff including Human Resources staff, Human Resources Advisory Team, Supervisors, Managers, Executive Council and Union Leaders with a focus on

applying learned concepts to support inclusive hiring practices. This has set the foundation for the development of the 2018 - 19 Staff Census.

In addition, administrators were gifted with a replica Wampum Belt in September, 2017 as their commitment to care for the Wampum Belt and use it as a tool for learning as part of the HWDSB commitment to responding to the Truth and Reconciliation Commission Calls to Action. This was followed by learning over a series of months including:

- Understanding the Land Acknowledgement
- Examining bias, stereotypes, and misconceptions
- Principal Conference – Reconciliation and Indigenous Education
- Sharing practices of how the Wampum Belt has impacted culture and learning in schools
- Dr. Susan Dion speaking on the real historical timelines

Administrators also engaged in learning on how to integrate equity and inclusion into classroom practice as an introduction to *Culturally Responsive Pedagogy*. Twenty-seven schools have indicated an interest in being involved in a related learning pilot in 2018-19.

Due to conflicts with HWDSB staff schedules, involvement in the McMaster Community Engagement Course was deferred to 2018-19.

Strategy: *Review and implement the Mental Health Strategy*

If we review our Mental Health Strategy for alignment with Provincial School Mental Health Assist, then we will address the 5 main areas of the 2018 – 2021 Mental Health Strategy (Organizational Conditions, Capacity Building, Implementation of Mental Health Promotion and Prevention Programming, Supporting Specific Populations and Enhancing System Coordination).

Staff worked closely with Dr. Kathy Short as the Director of School Mental Health Assist to review HWDSB areas of focus with attention toward the development of a 2018 – 2021 Mental Health Strategy which is aligned with provincial directions. Professional learning in support of mental health and well-being included a variety of topics.

Organizational Conditions

- Launch of *We Help* – System “brand” for Positive Culture and Well-being delivered in all five Family of Schools and at the Education Centre serviced over 370 staff. The focus of *We Help* is on creating climates which foster help seeking and help providing behavior. Learning sessions involved administrators and mental health leads in schools. The *We Help* Newsletter was launched to support communication related to *We Help* sharing and learning.

Capacity Building

- *Applied Suicide Intervention Training Skills* - ASIST (Elementary and Secondary) that targeted learning for school teams related to suicide intervention delivered over 4 sessions resulting in 88 individuals trained (66 educators, 22 administrators). This training continues in 2018-19.
- *Fostering Positive Attendance* sessions in schools - 30 EAs learned about how to support regular attendance in schools.
- *Mentally Health Classrooms* learning was a 2 day (2 hours each) learning sessions provided 60 staff with common language foundations, how to recognize emerging mental health concerns, and what factors promote well-being for staff.

Implementation of Mental Health Promotion and Prevention

- *Beyond Behaviour Management for Supporting Social Emotional Development* of children learning was delivered in after school sessions over 3 evenings, five book clubs and two day sessions reaching 179 staff. The training provided learning for staff in understanding what skills children need to be successful: Attachment, Belonging, Self-Regulation, Collaboration, Contribution and Adaptability.
- *Kids Have Stress Too* – Psychology Foundation of Canada – HWDSB created and implemented learning modules which integrated the Kids Have Stress Too program into curriculum. Feedback data was gathered in assistance with Research and Analytics, report pending.

Supporting Specific Populations

- *Anxiety Support Training* was delivered this year to provide learning about how to support children with anxiety. This half-day session involved 30 Administrators, 30 Educational Assistants and 20 SEAC members.
- *Working with Grieving Schools* half-day training was delivered to 30 staff to help educate school staff about how to support individuals and environments who have experienced a loss.
- *Mood and Anxiety Understanding* training was delivered to 120 staff in order to support learning around mood disorders and provide effective classroom strategies. Two, 2-hour sessions were delivered over two days.
- *Racialized Youth* focus continued in 2017-18. Building off of the previous year's work, staff identified the need to bring together students from the 2016-17 cohort to review their recommendations and then prioritize next steps. Making space for the voices of racialized students needed to remain the focus and guiding principle of our work. An additional secondary school joined the initiative. Supported by the community facilitators, students at both schools came up with a summary report outlining school and board level recommendations and a plan as to how these recommendations could be implemented moving into next year.
- The system Positive Space Committee Chairs met over the course of 2017-18 to confirm work that was completed and to plan for staff learning on creating inclusive conditions for LGBTQI2S+ students and staff.

Enhancing System Coordination

- A structure was designed to support input from students, staff and parents, related to mental health and well-being. An Assistant Manager of Social Work Services was hired in order to realign the work between social work and mental health and the Social Work Department was moved into the Equity and Well-Being area of Learning Services to enhance alignment.

In 2018-19 staff need to determine approaches to monitor and measure the impact of the work connected to mental health and well-being, beyond that of the survey every two years.

Strategy: *Intensive focus on positive culture and well-being in high priority schools*

*If we have enhanced learning in High Priority Schools related to culture **then** we will better understand and address the staff and student culture needs in these schools.*

As part of the High Priority Schools (HPS) Strategy, Superintendents of Student Achievement visit these schools with a greater frequency (every two weeks) in order to learn more about their needs and to monitor progress. In 2017-18 staff monitored and assessed differences in our High Priority Schools through multiple methods such as the Staff Voice Survey, a comparative analysis of the MDI, and a comparative analysis of the School Conditions Survey. There were gains in outcomes for our HPS Strategy. Across these measures our High Priority Schools have seen increases in positive culture and well-being. Results from the School Conditions Survey demonstrate that the focus on positive culture and well-being has shifted leadership practices and how we understand school effectiveness and the role of school culture. (**Appendix C**)

The following conditions in High Priority Schools improved in 2017-18:

- Trust and relationships
- Professional development aligned to the Board Annual Plan
- Time and resources for professional development
- Staff engagement
- Personal efficacy
- Collective efficacy

Staff **did not** meet the target to have every school and department improve the number of staff and students feeling safe, supported and accepted by August, 2018.

Priority: Positive Culture and Well-Being 2018-19

We will build student and staff well-being through positive climate strategies and supportive relationships.

Goal: All students and staff feel, safe, supported and accepted.

Target #1: The number of students who feel safe, supported and accepted will increase by June 2020.

Strategy: *Provide professional learning for staff on how to use student survey data, and anti-racism and anti-oppression strategies.*

*If we invest in staff through professional learning opportunities focused on understanding voice data (MDI, Positive Climate, Staff Voice) and refine equity learning through understanding of an anti-racism, anti-oppression framework, **then** leaders have opportunities to understand the nature of student to staff (school) relationships in order to influence positive feelings of safety, support and acceptance.*

In response to administrator voice gathered in 2017-18, supports will be provided around reviewing survey data and using that data to develop school targets and related strategies. In October, 2018, school administrators worked with the creators of the MDI tool to “unpack” and understand what students are telling them through the survey. Administrators will identify strengths, surprises and next steps. This data will inform next steps in the Positive Culture and Well-being priority of the School Annual Plan. In November, 2018, secondary administrators will be supported in a review of their school *Student Positive Climate Survey* data including an identification of strengths, surprises and next steps. Both elementary and secondary administrators will have the opportunity to also review the system-level *Staff Voice* data.

In October, 2018, Service Leaders had the opportunity to review the system-level and service department *Staff Voice* data and consider how that data can be used within the context of Service Department Annual Plans, which will be shared with Superintendents, Associate Directors and the Director.

With the solid foundation provided through Deep Diversity Learning and in response to student voice (e.g. survey and racialized youth group) administrators, service leaders and executive council will be engaging in learning around the application of an anti-racism/anti-oppression framework to our decision making and activities in schools and departments. Application of this learning is anticipated to positively impact relationships and climate.

These strategies will be monitored through the collection of data from administrators 4 to 6 weeks after the learning session(s) to determine the impact on practice.

Strategy: *Leverage effective practices in schools that enhance student-staff relationships, including a focus on students identifying a caring adult, through the mental health strategy, We Help.*

*If we implement We Help strategies for administrators, **then** they will report increased competence and confidence in supporting students with well-being.*

After completing learning related to data analysis, elementary and secondary administrators will be supported in working through target setting and the continuous learning and improvement process with a focus on positive culture and well-being. All schools will focus on enhancing the student-staff relationship through the application of strategies explored as part of the *We Help* initiative (mental health strategy). This work will take place over a series of learning sessions involving school mental health leads and public health nurses in High Priority Schools.

In addition, a shared leadership team of administrators will review existing approaches to addressing behavior covered under safe schools legislation, including approaches to addressing the varied forms of bullying.

Progress in this area will be monitored by SOSAs through school visits to monitor the School Annual Plan

In addition, as the voice surveys will not be administered in 2018-19, staff will establish standard progress measuring tools to support the monitoring and measuring of improvement in relationships as means of monitoring progress toward the Board Annual Plan goal and target.

Strategy: *Implement the next phase of the High Priority Schools plans.*

Year two of the *High Priority Schools Plan* builds on year one with a focus on: leadership, resources, learning, and partnerships.

Leadership

The practice of applying a 'best-fit' criterion when assigning Principals and Vice-Principals will continue in 2018/19. A focus for improving leadership practice related to positive culture and well-being within the School Annual Plan will be a focus. Staff will also "dig deeper" to better understand how High Priority Schools compared to non-High Priority Schools in terms of culture for students and what can be learned around the improvements from a staff perspective.

Resources

With a focus on providing resources where they are most needed, two Early Child Development Support Educators (DECE with mental health experience) have been assigned to High Priority Schools. The scope of services available include:

- Supporting classroom educators with programming and environmental changes based on the developmental needs of the students;
- Supporting the creation of Behaviour Support Plans and Safe Intervention Plans;
- Recommending proactive strategies for individualized students based on analyzing collected data;
- Modelling strategies and scaffolding next steps;
- Provision of professional development for educators;
- Collaborating with parents/caregivers by sharing the strategies that have shown success;
- Collaborating with other HWDSB service departments and community partners to better meet the needs of the whole child.

Learning

Administrators and SOSAs will continue to learn more about identifying and removing barriers to success in HPS. The bi-weekly SOSA visits will continue as a learning opportunity as well as a monitoring visit. Learning from the School Conditions Survey will continue.

Community Partners

HWDSB continues to value and nurture the long-standing partnerships already in place. The new Public Health Nurse deployment model began in 2018-19 and we continue to sit at the Public Health table to connect to other partners. Staff are also exploring a partnership with the Offord Centre at McMaster University, which will focus on successful transitions to school. In addition, during 2018-19 there is an enhanced focus on partnerships which support nutrition programs in order to maximize resources across High Priority Schools.

Staff are **on target** to have the number of students who feel safe, supported and accepted increase by June 2020.

Target #2: The number of staff feeling safe, supported and accepted will increase by June 2020.

Strategy: **Provide professional learning on anti-racism and anti-oppression strategies.**

If we invest in staff through professional learning which refines equity learning through understanding of an anti-racism, anti-oppression framework, then service leaders have opportunities to understand the nature of relationships in order to influence positive feelings of safety, support and acceptance.

HWDSB continues to be committed to ensuring safe, supportive and welcoming environments for staff. Similar to school leaders, service leaders will also participate in learning around the application of an anti-racism/anti-oppression framework to our decision making and activities in their department. Application of this learning is anticipated to positively impact relationships and climate.

This strategy will be monitored through the collection of data from administrators 4 to 6 weeks after the learning session(s) to determine the impact on practice.

Strategy: Develop and implement a staff census to understand the diversity of our employee community

In order to understand the diversity of our staff and the extent to which our demographics are reflective of the community we serve, staff will collaborate with union leaders on the development of the *HWDSB Staff Census*. This work will build upon a learning session facilitated by Shakil Choudhury in June, 2018. As of October, the Staff Census Committee has met three times with a goal of survey implementation in March, 2019. This will be the only HWDSB system survey administered in 2018-19.

Strategy: Develop and implement a strategic wellness and absence management plan.

HWDSB will develop a Strategic Plan for HWDSB's absence program that redefines the program at all levels of the organization including the establishment of program goals and objectives. The program will detail who is responsible for the absence program, how stakeholders are trained, how HWDSB supports employees in the event of an absence, and who is responsible at various stages of an absence (at the school or system level). The Strategic Plan will address key timelines for reporting data and supporting all employees. Benefits of such a Strategic Plan include the development of an Employee Attendance Management Program to assist employees with regular attendance at work in a supportive manner and provide the appropriate training and resources to supervisors that will enable them to be supportive of employees in this process. At this point in time an Attendance Review was completed by a third party and HWDSB will be working with an outside firm in the first 12-18 months in order to develop the strategy and implement it effectively.

Staff are **on target** to have the number of staff who feel safe, supported and accepted increase by June 2020.

Appendix A – Understanding the Middle Years Development Instrument (MDI)

The MDI was developed to measure five dimensions that constitute well-being in middle childhood and early adolescence: Social and emotional development, physical health and well-being, connectedness, after school time and school experiences.

Responses on the MDI are scored to calculate two indices:

1. The *Well-Being Index* comprises optimism, happiness, self-esteem, absence of sadness, and general health. Scores on the Well-Being Index inform us on the proportion of children who are reporting low well-being, medium to high well-being, or thriving.
2. The *Assets Index* describes the protective factors and positive influences students possess that help mitigate the challenges and barriers to well-being, including adult relationships, peer relationships, nutrition and sleep, and after-school activities. Outcomes of the Assets Index may be used to inform systems decision making by highlighting the strengths in our schools and communities, as well as the discrepancies between student perceptions and service delivery, to best support children in our district.

Appendix B – Elementary Student Survey Data

HWDSB

Positive Culture and Well-Being Report
Appendix B - Student Survey Data

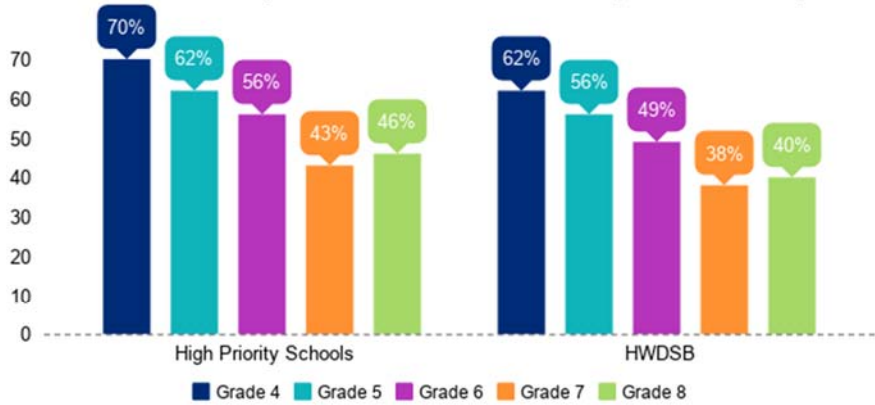


The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 to Grade 8 about their thoughts, feelings and experiences in school and in the community. The MDI is not an assessment for individual children. Instead, it is a unique and comprehensive population-based measure that helps us gain a deeper understanding of children's health and well-being during middle childhood.

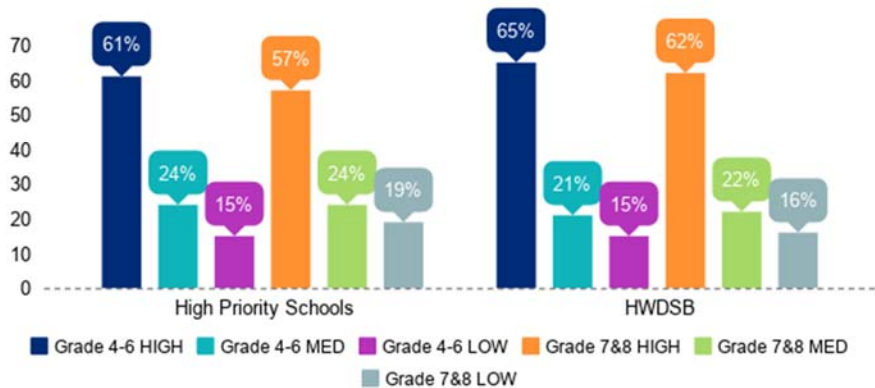
How Many Students Answered the MDI?



Number of Important Adults in School (Two or More)

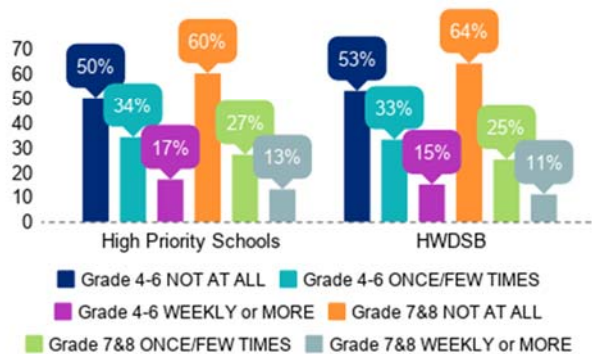


Peer Belonging at School

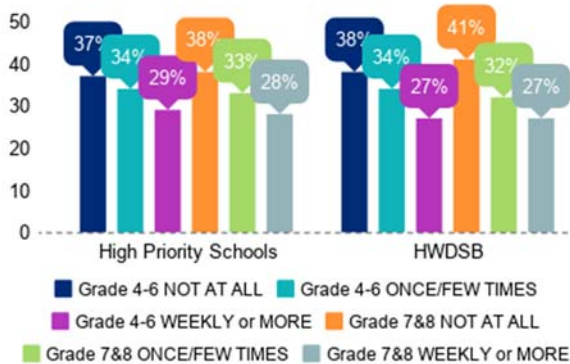




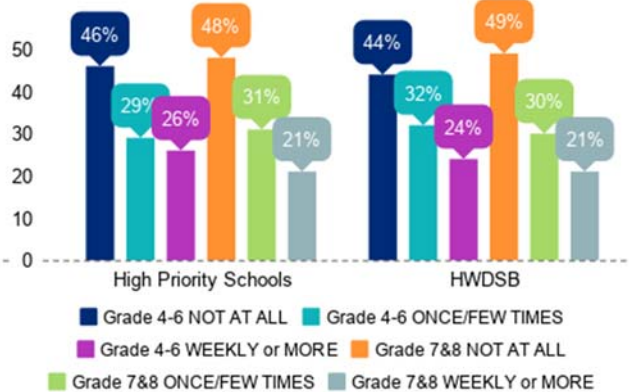
In One Year: PHYSICAL Bullying at School



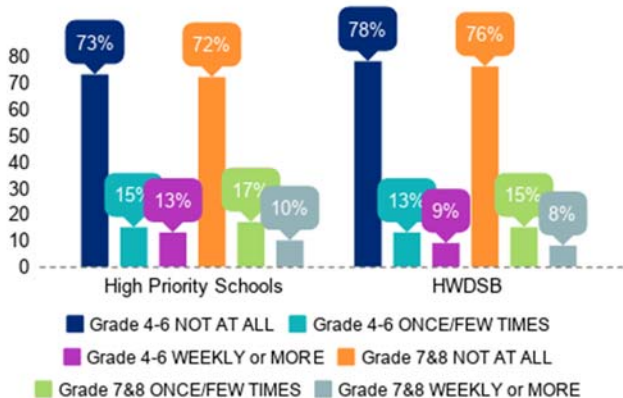
In One Year: VERBAL Bullying at School



In One Year: SOCIAL Bullying at School



In One Year: CYBER Bullying at School



Example of the MDI Dashboard:

Cyber Bullying

Not at all this year	72%
Once or a few times	17%
About every month	4%
About every week	2%
Many times a week	5%

*Note: due to combining percentage scores across grades and responses, these numbers may not perfectly add up to 100%

Appendix B – Secondary Student Survey Data



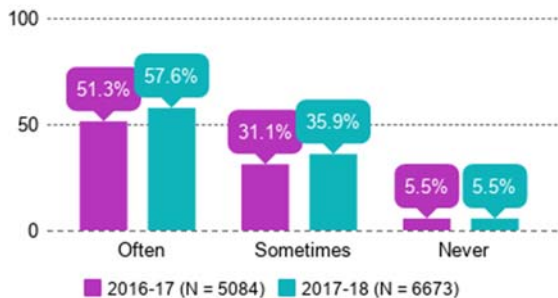
Positive Culture and Well-Being Report
Appendix B - Student Survey Data



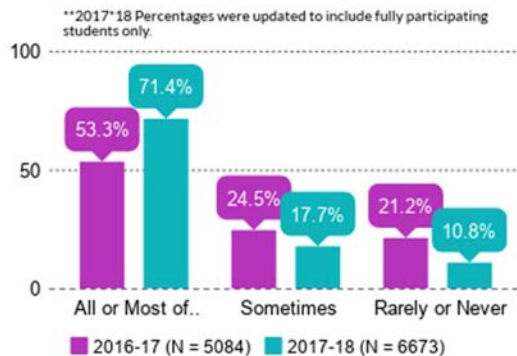
ALL HWDSB STUDENTS AND STAFF FEEL SAFE, SUPPORTED AND ACCEPTED

TARGET: Every school and department will improve the number of staff and students feeling safe, supported and accepted by the August 2017 baseline.

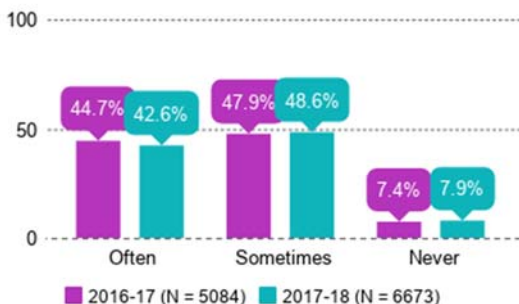
"Extra help is available at my school when I need it."



***"I feel safe at this school."



"My school is a friendly and welcoming place."

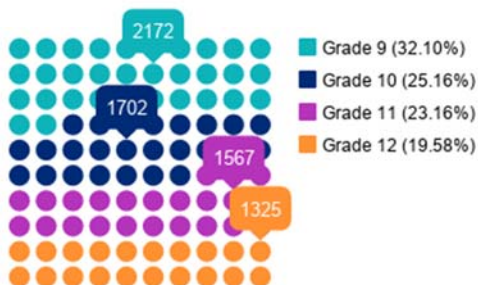


"There is an adult at school who cares about me."

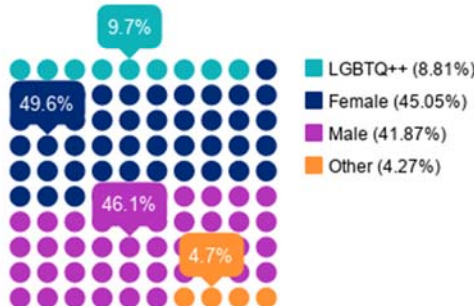


We had our highest number of secondary students answer this survey ever! 1589 more students than 2016-17. We interpret changes from last year to this year with caution due to a much larger sample.

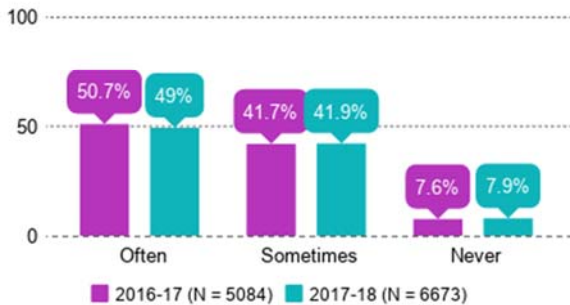
Grade Breakdown 2017-18



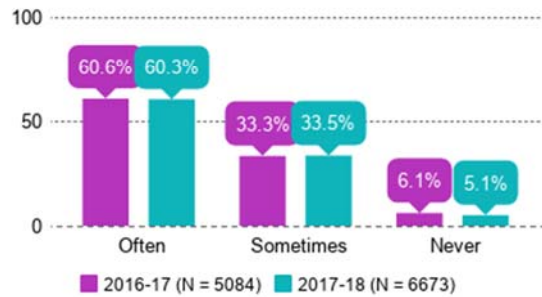
Gender Identity 2017-18



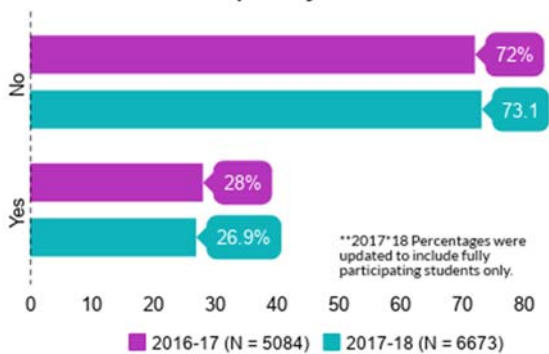
"I feel accepted by students at my school."



"I feel accepted by adults at my school."



***"Have you been bullied/harassed in the past year?"



"I feel like my school is a safe and welcoming place where students from many races and cultures, sexual orientations and disabilities feel like they belong."

There still isn't a lot on mental health here folks Mental Health goes beyond symptoms and bullying. Mental Health stretches to stress and anxiety.

"A sad truth is that at my school is also racism. I don't experience it personally very often, but many students I know have experienced derogatory marks about their race, ethnicity, gender or other things from other students. There have been school-wide attempts to diminish these incidents, but they still prevail."

"Most of the time it is extremely welcoming and accepting, but there are some moments. It tries to get the high school community as involved as possible, yet it does not advertise these events properly or in a way that people notice."

"I find our school is a welcoming environment . I've come out at school and everyone has accepted it without question I found a group of LGBTQIA students who I am good friends with. I know where I can go to talk to a staff member and not be judged for my gender."

Appendix C – Staff Voice Data and High Priority Schools



Positive Culture and Well-Being Report
Appendix C - Staff Survey Data



From 2016-17 to 2017-18 there was no overall significant changes in any of the measures on the Staff Survey across the board



We did see **significant** improvements in our High Priority Schools!

Changes from 2016-17 to 2017-18 in our High Priority Schools



The data challenged some of the beliefs between HPS and Non-HPS.

Appendix D – Gateway Program

Note: Suspension and expulsion data will not be finalized until the ONSIS deadline on October 31, 2018. We are currently validating the data for submission and will bring a Safe Schools Monitoring Report to Program Committee with Suspension and Expulsion data.

Vincent Massey (VM): 42 Credits Granted
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Suspended students (6 – 20 days) accessing Gateway VM 2017-2018: **22**

Expelled students continuing from the 2016-2017 school year: **4**

Students expelled in 2017-2018 from all schools accessing VM: **9**

Total number of expelled students accessing VM: **(4 + 9) 13**

Total # of students (suspended and expelled) accessing Gateway VM in 2017-2018: **35**

Of the 13 expelled Students serviced during the 2017-2018 school year at VM:

3 successfully returned to a HWDSB school other than their home school (2017-2018, Sem 2)

1 successfully returned to their home school (2017-2018, Sem 2)

2 successfully returned to their home school (for 2018-2019)

2 successfully transitioned to System Programming (1: 2017-2018, Sem 2); (1: 2018-2019)

1 student transferred from VM to KW Dec 2017

4 students will return to the program to start the 2018-2019 School year

King William (KW) : 35 Credits Granted

Suspended students (6 – 20 days) accessing Gateway KW 2017-2018: **16**

Expelled students continuing from the 2016-2017 school year: **3**

Students expelled in 2017-2018 from all schools accessing KW: **13**

Total number of expelled students accessing KW: **(3 + 13) 16**

Total # of students (suspended and expelled) accessing Gateway KW in 2017-2018: **32**

Of the 16 expelled Students serviced during the 2017-2018 school year at KW:

2 returned to a HWDSB school other than their home school (2017-2018, Sem 2)

3 transitioned to a HWDSB system programming (1 – CCE; 2 – SAE) (2017-2018, Sem 2)

2 transitioned to a HWDSB system program (2018-2019)

1 student transitioned OOB (DSBN expulsion program)

8 students will return to the program to start the 2018-2019 School year

Elementary Gateway

Suspended students (6 – 20 days) accessing Elementary Gateway 2017-2018: **31**

Expelled students continuing from the 2016-2017 school year: **0**

Students expelled in 2017-2018 from all schools accessing Elementary Gateway: **2**

Total number of expelled students accessing Elementary Gateway: **(0 + 2) 2**

Total # of students (suspended and expelled) accessing Elementary Gateway in 2017-2018: **33**

Of the 2 expelled Students serviced during the 2017-2018 school year at Elementary Gateway:

1 returned to a HWDSB school other than their home school (May 2018)

1 transitioned to CTCC Delta Woodview (start Sept 2018)



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: November 5, 2018

PREPARED BY: Jamie Nunn, Superintendent of Human Resource Services

RE: Employee Support and Wellness Update

Action Monitoring

Background

HWDSB has experienced a higher than average absenteeism rate over the past five (5) years to the point whereby the Board is experiencing 14.38 days off per employee per year (2017), which is 2.3 days above the District School Board average. This has resulted in higher sick benefit costs and higher replacement costs, in addition to the indirect costs associated with high absenteeism.

In May 2016, HWDSB launched its new wellness initiative, the Total Attendance Support Program.

For the past several months, staff have been working to implement many of the recommendations from the recent Audit from Workplace Medical Corporation.

Total Attendance Support Program

While Board staff develops a new Policy, we will continue to follow the parameters of the Total Attendance Support Program. On a monthly basis, the Employee Support and Wellness Team (ESW Team) continues to review the reports that are provided to Administration for patterned employee absences, and previously supported employees. The ESW Team continues to offer additional supports to these Administrators and employees, such as coaching and resources, and attend support meetings in certain circumstances.

To support Administration with attendance concerns, the ESW team continues to monitor staff who are absent for five (5) days. This allows the ESW Team, in association with Administration, to track absences and ensure a more expedient follow-up with employees.

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 employees for misuse.

Monitoring the Data

Board staff monitor attendance data on a monthly basis. Most recently, staff reviewed the absences across all HWDSB employee groups for the month of September 2018 compared to September 2017 and there were 195 less sick days used this year. Board staff are optimistic about this reduction in days taken as they feel the implementation of the various recommendations from the Audit this past summer has had an impact on sick leave usage.

Next Steps

Board staff are in the final stages of hiring a third party to support the development and implementation of a strategic wellness and absence management plan. This Consultant will be in place by the middle of November and will be instrumental in supporting the Board with the development of the new Attendance Management Policy and Procedure. Board staff will present a draft Policy to the Human Resources Committee in early 2019.