

AGENDA: 5:30 pm

1. Call to Order
2. Approval of the Agenda
3. Human Resource Services Division Update
4. Staff Census & Employment Equity Audit
5. Staffing and Operations Update
6. Employee Incident and Reporting Summary 2018-2019
7. 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
8. Meeting resumes in public



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: Tuesday, September 24, 2019

PREPARED BY: Jamie Nunn, Superintendent of Human Resource Services

RE: Human Resource Services Division Update

Action

Monitoring

Background

The Human Resources Division is comprised of five departments: Professional Development, Employee Support and Wellness, Occupational Health and Safety, Labour Relations, and Staffing and Operations. Each department is led by a manager who support a team of staff who, in turn, work collaboratively to support the needs of our employees.

Appendix A provides the structural overview of the Human Resource Services Division.

Division Goals and Work Plan

The Human Resource Services Division is committed to enacting and supporting the five (5) priorities within the Board's Strategic Directions. All Human Resource Services staff play a pivotal in the implementation of the HWDSB Annual Plan.

As a team, we will:

- Foster a culture of trust, integrity and respect for ourselves and with all employees
- Promote a culture of wellness, safety and inclusion
- Enhance existing communication practices within the department and to all employees and stakeholders
- Recruit, onboard and retain a highly skilled workforce reflective of the Hamilton community
- Engage and promote positive, proactive labour relations practises with all employee groups

With both the HWDSB Strategic Directions and our division goals in mind, the Human Resources Leadership team is finalizing our targets and strategies within our Work Plan to ensure we successfully implement our goals for the year ahead.

Operating Structures and Supports

Having clear processes and structures in place to support employee relations is critical. The following outlines our operating structures and supports:

Staffing and Operations:

The Superintendent of Human Resource Services is responsible for managing the staffing processes identified in the respective Collective Agreements for the identified teacher bargaining units. This role will entail all

aspects of staffing support for the hiring and replacement of teaching staff as prescribed by the Collective Agreements. The processes will continue to be supported by the Staffing Officers. Any disputes related to staffing that fall outside of the formal staffing processes will be directed by the Superintendent of Human Resource Services. The Superintendent of Human Resource Services will continue to have responsibility for coordinating and supporting the staffing requirements of all Collective Agreements in consultation with Executive Council.

Occupational Health and Safety:

The Superintendent of Human Resource Services will have responsibilities associated with the Central Joint Occupational Health and Safety Committee. The Manager of Occupational Health and Safety Committee will continue to support the system in the management of health and safety functions.

Professional Development

The Staff Development department supports many of the organizational learning needs across the system. The department is part of the Human Resources team, but also strongly supports the Board Leadership Development Strategy (BLDS), existing simultaneously in both the Human Resources and academic worlds. The team leads our onboarding program monthly for newly hired employees in addition to ensuring ongoing and progressive learning opportunities for staff in every employee group across the district, both during and after the workday.

Labour Relations:

We value our relationships with our unions and consider them our partners. The Manager of Labour Relations, supported by the Superintendent of Human Resource Services, has the responsibility for coordinating and supporting all labour relations meetings with all employee groups every six weeks.

Grievance Process:

Grievance processing will continue as per current practices with the Manager of Employee and Labour Relations and respective Labour Relations Officer hearing all Step 1 Grievances. The Superintendent of Human Resource Services supported by the Manager of Labour Relations will address all Step 2 Grievances.

Negotiations:

The Superintendent of Human Resource Services will have responsibility for coordinating and leading negotiations of Collective Agreements. All collective agreements expired on August 31, 2019.



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: Tuesday, September 24, 2019

PREPARED BY: Jamie Nunn, Superintendent of Human Resource Services
Sharon Stephanian, Superintendent of Equity & Well-Being
Yohana Otite, Human Rights and Equity Officer

RE: Workforce Census & Employment Equity Audit

Action

Monitoring

Background

During April, 2019 Hamilton-Wentworth District School Board staff were engaged in the completion of our first Staff Census. The HWDSB Staff Census was a voluntary, anonymous and confidential way to collect and analyze demographic data about HWDSB staff. Staff have completed a preliminary analysis of the data and ultimately, the census will publicly report on and use the staff demographics data for evidence-informed decision making to support workplace inclusion and equity.

Staff Census

The Staff Census is a critical step to ensuring employment and workplace equity is to gain a clearer understanding of who we are as a staff community. The staff census will assess the diversity of the HWDSB's staff through a survey of the employee population. This will help HWDSB to identify and monitor systemic disparities. The data will support evidence-informed decision making to create strategies that will enable the Board to eliminate barriers and advance the fair treatment of everyone in HWDSB. This aligns with HWDSB's strategic directions and commitment to create inclusive workplaces where all staff and students feel safe, supported and accepted.

The staff census is split into two broad categories of questions:

1. Organizational demographics: These are questions related to the employee's position within HWDSB (e.g., employment status, length of employment, employee groups etc.)
2. Identity-based data: These refer to the socio-demographics information about a person including, but not limited to, their race, ethnicity, sexual orientation and gender identity and so on.

Staff continue to meet with the Census Steering Committee which includes membership from HWETL, OSSTF (including ESL and occasional), OCTU, HWDECE, COPE, HWOTL, PASS, HWPC, and Exec. Council on next steps related questions generated from the data and communication of the results to the system.

Employment Equity Audit

Staff are currently engaged in an Employment Equity Audit to explore issues of equity, diversity, and inclusion. This audit will examine our employment policies and practices to identify any potential barriers to hiring,

advancement, and full inclusion of employees.

The Employment Equity Audit will:

- Review HWDSB's human resource policies and practices for staff hiring to identify systemic barriers and biases
- Review compliance with equity-related legislation
- Review promotion processes
- Review current practices to promote workplace diversity and inclusion to identify gaps, and
- Make recommendations for removing the identified barriers and creating a more diverse workforce and inclusive work environment.

The Equity Audit will also hear from employees through a series of focus groups, and one-on-one interviews. The Equity Audit is currently being conducted by a third party consultant, Turner Consulting Group Inc. The consultants will review the Board's policies, consult with staff, analyze the results, and make recommendations to address the identified issues.

Next Steps

A full report on the Staff Census will be forthcoming during the Positive Culture and Well-being Report presented to the Program Committee in December 2019.

A full report on the Employment Equity Audit and the recommendations provided by Turner Consulting will be forthcoming to the Human Resources Committee in March 2020.



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: Tuesday, September 24, 2019

PREPARED BY: Jamie Nunn, Superintendent of Human Resource Services
Paul Baldwin, Manager, Staff and Human Resource Operations

RE: Employee and Staffing Update – September 2019

Action

Monitoring

Background

In September of each year, the Staffing and Operations department provides the Human Resources Committee an update on staffing for each of the Board's union groups for the previous school year. In addition, this report presents an update regarding any changes in staffing for September 2019.

Staff Observations:

Elementary Teacher Staffing

At the June Board meeting, Trustees approved 2277.6 FTE elementary teachers based on projected elementary enrolment at the time. As a result of retirements and resignations, the Board hired 46 full-time equivalent (FTE) elementary teachers for the start of the 2019-2020 school year.

Since the start of the school year, the Board had 480 more elementary students than projected at reorganization and this resulted in an increase in elementary staffing to meet the Ministry class size requirements and the HWETL/HWDSB Collective Agreement. The Board added 26 FTE permanent staff as a result September reorganization.

Secondary Teacher Staffing

In the 2018-2019 school year, the Board hired 34 teachers (13 FTE) for the start of semester two. This met contractual obligations with OSSTF to maintain 2018-2019 staffing FTE approved by the board in June 2018 (1009.77 FTE). Throughout the school year, 54 secondary teachers either retired or resigned. HWDSB declared 99 teachers (80 FTE) redundant as of August 31, 2019 to staff in accordance with the approved staffing level of 917.33 FTE for the 2019/20 school year. At the time of this report, 56 (51.83 FTE) teachers have been recalled from redundancy to their permanent teaching line entitlement. The remaining 43 teachers are either working in long-term occasional contracts or on a leave of absence.

Secondary Occasional Teachers

Throughout the 2018-2019 school year, HWDSB hired 122 secondary occasional teachers to the secondary roster. These additional staff supported daily assignments throughout the system and greatly reduced the number of unfilled secondary positions. We added 15 secondary occasional teachers to the secondary LTO Preferred list for the 2019-2020 school year.

Support Staff

Our support staff play a valuable role within our schools. The following represents the staffing update for our support staff for the 2018-2019 school year:

Educational Assistants, COPE (including Occasional staff)

Throughout the 2018-2019 school year, 106 Educational Assistants were hired to the occasional Education Assistant list. As a result of resignations and retirements, 29 staff were moved from the supply list into a permanent position September 1, 2019. In total, 340 supply staff are on the list for short-term, daily work assignments for this school year. At the time of this report, 125 Educational Assistants have been placed into long-term occasional assignments.

Child and Youth Care Practitioners, COPE

The Board hired 24 Child and Youth Care Practitioners this summer. Further interviews are scheduled for late September to hire an additional 5 practitioners.

Designated Early Childhood Educators, DECE (including Occasional staff)

Throughout the 2018-2019 school year, 32 Designated Early Childhood Educators were hired to the occasional supply DECE list. Because of resignations and retirements, nine probationary staff were moved from the supply list into a permanent position effective September 1, 2019. In total, 140 supply staff are available as of September 2019. 38 DECEs have been assigned to an LTO assignment to start the school year leaving 101 people on the short-term supply list.

Office Clerical Technical, OCTU (including Occasional Staff)

Throughout the 2018-2019 school year, 59 Office Clerical and Technical staff were hired to the occasional supply list. As a result of resignations and retirements, 12 probationary staff were moved from the supply list into permanent positions. In total, the school year list started with 152 supply staff available for both LTO and short term casual work. In total, 87 supply staff are available for daily supply list, as 65 staff have been placed into LTO assignments.

Canadian Union of Public Employees, CUPE (including Supply Staff)

Throughout the 2018-2019 school year, 39 CUPE staff were hired to the occasional supply list. As a result of resignations and retirements, 9 probationary staff were moved from the supply list into a permanent position, through the year. In total, 110 supply staff are available in September 2019 for daily work.

Next Steps

Human Resource Services is committed to ensuring we have staff available for occasional and daily supply work within our schools. We are committed to minimize the number of unfilled teaching and support positions and attract staff who have traditionally been marginalized through our staffing processes. As such, we are hiring additional Educational Assistants, Office Clerical and Technical staff, Elementary Occasional Teachers and CUPE caretakers this fall. We will be conducting job fairs at the board office for OCTU and CUPE again this fall. In addition to attending Recruitment Fairs and key events, we are working closely with Corporate Communications and Yohana Otite, HWDSB Human Rights and Equity and Officer to promote and encourage qualified candidates from all interested groups to apply to various postings.

The Board is also working with Turner Consulting to complete an Employment Equity Audit that will review the Board's current hiring practices. We look forward to the recommendations from this Audit.



**EXECUTIVE REPORT TO
HUMAN RESOURCES
COMMITTEE**

TO: HUMAN RESOURCES COMMITTEE
FROM: Manny Figueiredo, Director of Education
DATE: September 24, 2019
PREPARED BY: Jamie Nunn, Superintendent Human Resources
Matthew Kwan, Manager, Occupational Health & Safety
RE: Employee Incident and Reporting Statistics Summary 2018-2019

Action Monitoring

Background

All employers are required to have a process for workers to report instances of workplace violence as defined by the Ministry of Labour. Any incident resulting in health care, lost time or critical injury requires notification to unions/federations, the Central Joint Health and Safety Committee and the Ministry of Labour. At HWDSB, we also chosen to share information with our Central Joint Health and Safety Committee on reports of workplace violence that do not result in health care, lost time or critical injury.

The Ministry of Labour defines workplace violence as:

- a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,
- (b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker,
- (c) a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

The receipt of a violent incident report does not necessarily mean that there was an instance of workplace violence based on the Ministry of Labour definition. This is a mechanism to collect information on incidence that occur in the school system so that incidents can be investigated and corrective actions taken as appropriate.

Definitions

As a follow up to a request on May 7, 2018 by the Human Resources Committee to continue providing data on Violent Incident Reporting Statistics, data has been added for the 2018-2019 school year. The data is reported in four major categories: *First Aid, Health Care, Lost Time and No Injury*. The terms are defined as follows:

1. **First Aid:** Immediate help provided by a qualified first aider to an ill or injured person.
2. **Health Care:** Professional services provided by a regulated health care practitioner, services provided by hospitals and other health care facilities, prescription drugs, services of an attendant,

modifications to a person's home and vehicle^{β-2} and other measures to facilitate independent living as in the Board's (WVSB) opinion are appropriate, assistive devices and prostheses, extraordinary transportation costs to obtain health care, such measures to improve the quality of life of severely impaired workers as, in the Board's (WVSB) opinion are appropriate.

3. **Lost Time:** Incidents where the worker is off work past the date of accident, loss of wages/earnings or a permanent disability/impairment.
4. **No Injury:** Incidents submitted that do not result in first aid, health care or lost time.

Data: Annual Incident Reporting Statistics: 2015-2019

Elementary Schools					
Year	First Aid	Health Care	Lost Time	No Injury	Total
2015/16	25	33	18	1675	1751
2016/17	30	30	13	2466	2541
2017/18	49	36	38	2621	2744
2018/19	87	37	38	2213	2375
Secondary Schools					
Year	First Aid	Health Care	Lost Time	No Injury	Total
2015/16	9	1	5	143	158
2016/17	3	3	6	94	106
2017/18	6	8	4	185	203
2018/19	9	7	14	155	185

Data: Annual Incident Reporting by employee group, Educational Assistants

Elementary Schools					
Year	First Aid	Health Care	Lost Time	No Injury	Total
2015/16	14	20	14	1304	1352
2016/17	25	20	9	1771	1826
2017/18	37	26	26	1787	1876
2018/19	62	23	24	1563	1672
Secondary Schools					
Year	First Aid	Health Care	Lost Time	No Injury	Total
2015/16	3	0	4	113	120
2016/17	0	1	5	62	68
2017/18	3	5	1	142	152
2017/18	7	4	9	109	129

Data: Annual Incident Reporting by employee group, Elementary Teachers Including Occasional Teachers

Year	First Aid	Health Care	Lost Time	No Injury	Total
2015/16	8	11	2	292	313
2016/17	3	7	3	500	513
2017/18	8	11	3	620	642
2018/19	14	9	11	533	567

Data: Annual Incident Reporting by employee group Early Childhood Educators

Year	First Aid	Health Care	Lost Time	No Injury	Total
2015/16	1	2	1	45	49
2016/17	1	2	0	155	158
2017/18	1	0	2	186	189
2018/19	5	0	0	104	109

Data: Annual Incident Reporting by employee group Secondary Teachers Including Occasional Teachers

Year	First Aid	Health Care	Lost Time	No Injury	Total
2015/16	6	1	1	25	33
2016/17	3	2	1	28	34
2017/18	3	3	3	39	48
2018/19	2	3	4	44	53

Data: Annual Incident Reporting by employee group Other Workers (Principals, PSSP, CUPE, PASS, Non-Union CCE, OCTU, Focus on Youth)

Year	First Aid	Health Care	Lost Time	No Injury	Total
2015/16	2	0	0	36	38
2016/17	2	1	1	44	48
2017/18	0	0	2	36	38
2018/19	6	5	3	47	61

The Other Workers category includes all other employees of the board. This set also includes incidents to staff who work outside of the school environment.

Data: Proportion of Incidents Received by Grade (from data collected since January 2019)

Grade	Proportion of Incident Reports
Special Class – Elementary	7.52%
Special Class – Secondary	11.76%
Junior Kindergarten	10.74%
Senior Kindergarten	6.97%
Grade 1	15.99%
Grade 2	20.92%
Grade 3	5.33%
Grade 4	4.86%
Grade 5	4.0%
Grade 6	6.03%
Grade 7	1.57%
Grade 8	3.92%
Grade 9	0.24%
Grade 10	0.07%
Grade 11	0.00%
Grade 12	0.07%

Next Steps

Through Superintendent Blair's leadership, the Board enters year 2 of the Conscious Classrooms training. This training seeks to add skills to help manage challenging behaviours that give rise to workplace incidents. In addition to the four self-contained classes from last year, staff in four more sites will be trained in 2019-2020.

For this school year, the Board introduced Child and Youth Care Practitioners in our schools. School based Board Certified Behavior Analysts (BCBAs) will support and work as team with the Child and Youth Care Practitioners in the administration of assessments and then development of individualized support plans.

The Board is exploring moving from Non-Violent Crisis Intervention training towards Behaviour Management Systems (BMS) for the 2020-2021 school year. BMS is a training system used in approximately 85% of school boards in Ontario to prevent and manage challenging behaviours. Work will be done this year to prepare our trainers and work with the Central Joint Health and Safety Committee on updating board procedures to prepare for this transition.

Our classroom teachers, educational assistants and administrators continue to work through the board procedure outlining our response to students who exhibit a pattern of challenging behavior. Our staff work together to develop plans to replace the behavior and respond to signs of escalation. This is supported with additional training on Non-Violent Crisis Intervention which includes instruction on de-escalation strategies and strategies to protect the student and the staff.