

AGENDA: 5:30 pm

1. Call to Order
2. Approval of the Agenda
3. Violence in the Workplace - Employee Incident and Reporting Statistics
4. Employee Recruitment Update
5. Employee Attendance 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



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: January 21, 2020

PREPARED BY: Jamie Nunn, Superintendent Human Resources
Cindy Francis, Senior Manager of Human Resources
Matthew Kwan, Manager, Occupational Health & Safety

RE: Employee Incident and Reporting Statistics Summary 2019-2020
4-Month Update (September – December 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 have 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 incidences that occur in the school system so they 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 beginning of September 2019 through December 2019. 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 and other measures to facilitate independent living as in the Board's (WSIB)

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 (WSIB) 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.

Annual Incident Reporting Statistics (Workplace Violence) by Panel and Employee Group 2014-2020

The following charts provide a breakdown in the number of incidents reported by both panel and employee group. Our data in the 2019-2020 row is for the first four months of the 2019-2020 school year (September – December 2019).

Overall Annual Incident Reporting by Panel

Elementary Schools (FDK-8)					
Year	First Aid	Health Care	Lost Time	No Injury	Total
2014/15	49	26	17	1472	1564
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
2019/2020 (Sept. 1 to Dec. 31)	52	20	19	1042	1133
Secondary Schools & Programs (9-12)					
Year	First Aid	Health Care	Lost Time	No Injury	Total
2014/15	3	4	7	143	157
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
2019/2020 (Sept. 1 to Dec. 31)	15	5	7	91	118

Annual Incident Reporting by Educational Assistants & Child and Youth Care Practitioners

Elementary Schools					
Year	First Aid	Health Care	Lost Time	No Injury	Total
2014/15	35	21	16	1126	1198
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
2019/2020 (Sept. 1 to Dec. 31)	39	13	12	658	722
Secondary Schools					
Year	First Aid	Health Care	Lost Time	No Injury	Total
2014/15	0	2	4	98	104
2015/16	3	0	4	113	120
2016/17	0	1	5	62	68
2017/18	3	5	1	142	152
2018/19	7	4	9	109	129
2019/2020 (Sept. 1 to Dec. 31)	8	3	1	56	68

Annual Incident Reporting by Elementary Teachers Including Elementary Occasional Teachers

Year	First Aid	Health Care	Lost Time	No Injury	Total
2014/15	10	3	1	273	287
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
2019/2020 (Sept. 1 to Dec. 31)	9	5	7	297	318

Annual Incident Reporting by Designated Early Childhood Educators

Year	First Aid	Health Care	Lost Time	No Injury	Total
2014/15	2	1	0	59	62
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
2019/2020 (Sept. 1 to Dec. 31)	3	1	1	68	73

Annual Incident Reporting by Secondary Teachers Including Occasional Teachers

Year	First Aid	Health Care	Lost Time	No Injury	Total
2014/15	3	2	2	44	51
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
2019/2020 (Sept. 1 to Dec. 31)	7	1	4	33	45

Annual Incident Reporting by Other Workers

The *Other Workers* category includes all other employees of the board including Principals and Vice-Principals, PSSP, CUPE, PASS, Non-Union CCE, OCTU, and Focus on Youth. This set also includes incidents to staff who work outside of the school environment.

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
2019/2020 (Sept. 1 to Dec. 31)	1	3	1	21	26

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

Grade	Proportion of Incident Reports
Special Class – Elementary	6.73%
Special Class – Secondary	11.93%
Junior Kindergarten	11.64%
Senior Kindergarten	11.51%
Grade 1	13.17%

Grade 2	17.38%
Grade 3	10.73%
Grade 4	3.63%
Grade 5	3.88%
Grade 6	4.37%
Grade 7	1.61%
Grade 8	2.27%
Grade 9	0.74%
Grade 10	0.16%
Grade 11	0.08%
Grade 12	0.08%

Next Steps

The Board continues to transition from Non-Violent Crisis Intervention training toward 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. Updates to board procedures concerning Workplace Violence Prevention and the Promoting Staff Safety Through Behaviour Support Plans and Safe Intervention Plans are currently under review.

A number of staff were impacted in the aftermath of the tragic incident at Sir Winston Churchill. This is reflected in the higher Health Care and Lost Time incidents in secondary schools. Support has been offered through the Employee Support and Wellness Department.

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.

Board staff continue to follow up with schools who report a high number of incident reports each month.



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: January 21, 2020

PREPARED BY: Jamie Nunn, Superintendent of Human Resource Services
Cindy Francis, Senior Manager of Human Resource Services
Paul Baldwin, Manager, Staffing and Human Resource Operations

RE: Employee Recruitment Update

Action

Monitoring

Background

The Human Resource Services Division is committed to enacting and supporting the 5 priorities within the Board's Strategic Directions. As a division, Human Resource Services plays an integral role in each of the priorities. One of the major functions within the division is the hiring and recruiting of qualified individuals for various roles within the organization. As such, the Staffing and Operations Department has developed their Annual Plan focused within the following two areas:

- Ensuring qualified and fully-trained educators and staff are within our schools, facilities and Education Centre and available to support both short-term and long-term absences.
- Implementing the goals outlined within Year 3 of Ontario's Education Equity Action Plan. (http://www.edu.gov.on.ca/eng/about/education_equity_plan_en.pdf).

The Ontario Education Equity Action Plan provides a Leadership, Governance and Human Resource Practices framework for board's to ensure practices promote enhanced diversity in hiring and promotion.

Equity Action Plan: Hiring and Promotion Practices Update

The Staffing and Operations team is pleased to share several initiatives underway in effort to strengthen the board's equitable, inclusive, accessible hiring and promotion practices:

- In spring 2019, the board hired Turner Consulting to facilitate a Hiring Practices Equity Audit, from which recommendations will come to strengthen the boards hiring practices.
- We work closely with HWDSB's Human Rights and Equity Officer, Yohana Otite, to promote and encourage applications from a diverse pool of candidates.
- Working closely with the Immigrants Working Centre in Hamilton to facilitate onsite job fairs for both CUPE and OCTU workers.
- Presently working through implementing a new applicant tracking software (Apply to Education) that will modernize recruitment and hiring practices for Principals, Managers and Supervisors, while improving the recruitment experience for external candidates.

In addition to promoting HWDSB locally, we have developed a recruitment strategy that intends to attract a competitive talent pool. As the Staffing and Operations team travel to recruit candidates from across the province, and into Quebec, teams will share the benefits of working for HWDSB in tandem with the many reasons the City of Hamilton is a great place to live. Recognizing that the Greater Hamilton Area is an affordable and attractive community for future candidates is encouraging. The recruitment and outreach strategy include the Staffing and

Operations team and other HR team members attending a variety of job fair venues between December and March annually. This year the team will represent HWDSB at:

- Apply to Education, Connect to Careers job fair in Hamilton and Mohawk College for all school board positions.
- Faculty of Education recruitment fairs at Brock, Lakehead, Laurentian, McGill, Ottawa, Queen's and Western in search of both English and French qualified teachers.

As a next step, our Staffing team will meet with local leaders to explore further opportunities to connect with settlement organizations and create partnerships for internationally trained educators to work within our schools.

Recruitment Update: Fall 2019- Winter 2020

Employee Group	Number of Candidates Interviewed	Number of Candidates with Successful Interview	Number of Candidates in Onboarding Process
Elementary Teachers HWETL - Occasional	165	112	112
Secondary Teachers OSSTF - Occasional	Only recruit for hard to fill subject qualifications such as French and Technological Studies.		
Educational Assistants COPE - Casual	125	56	56
Designated Early Childhood Educators DECE - Occasional	Currently we have a healthy casual pool of candidates. The Staffing Officer does continue to attend job fairs to ensure we continue to promote HWDSB should we need to recruit throughout the school year.		
Caretaking and Maintenance CUPE - Casual	87	45	45
Office and Clerical Workers OCTU - Casual	108	38	38

We continue to work with the Professional Development department to refine and improve our practices around onboarding, ensuring that new hires in all employee groups are welcomed to HWDSB in a consistent and meaningful manner.

Staff Census – progress update

In 2019 Hamilton-Wentworth District School Board conducted a workforce census. The Human Resource Services team is working closely with Research & Analytics to learn from the data collected to remove barriers to employment within HWDSB. We are pleased to share early learning data for your review and reflection. A comprehensive report on our Workforce Census forthcoming for trustees as part of the Positive Culture and Well-Being Report in February 2020.

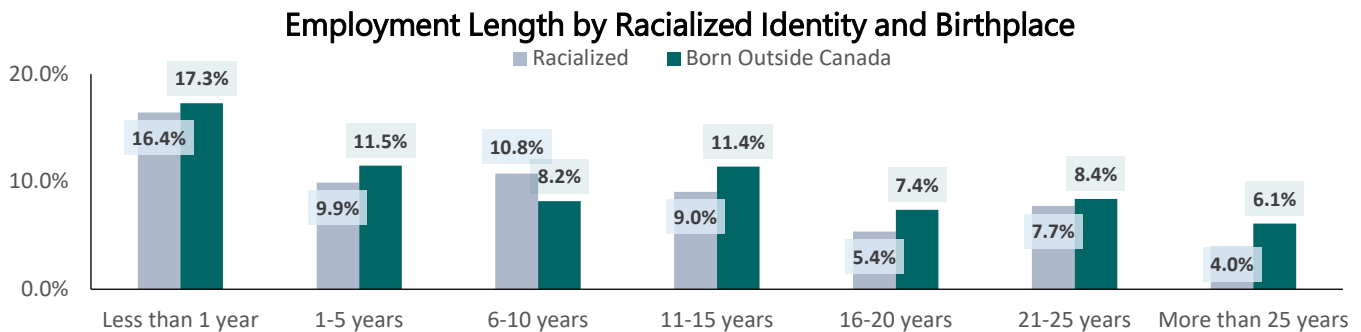
Self-Identified Racialized Persons at HWDSB

At HWDSB, there is an under-representation of self-identified racialized persons at every EEOG (9.0%) compared to the labour market availability of visible minorities in Hamilton (15.8%). However, this finding is consistent with the systemic under-representation of visible minorities employed in the education sector¹. In Ontario, approximately 16.5% of visible minorities work in schools and school boards, compared to approximately 27.3% of visible minorities employed across all industries in the province

¹ This comparison was made with code 6111 from the 2012 North American Industry Classification System. Statistics Canada. 2018. Industry - North American Industry Classification System (NAICS) 2012 (425), Employment Income Statistics (3), Highest Certificate, Diploma or Degree (7), Visible Minority (15), Work Activity During the Reference Year (4), Age (5A) and Sex (3) for the Population Aged 15 Years and Over Who Worked in 2015 and Reported Employment Income in 2015, in Private Households of Canada, Provinces and Territories, 2016 Census - 25% Sample Data (table). *Data Tables, 2016 Census*. Statistics Canada Catalogue no. 98-400-X2016360. Ottawa, Ontario. <https://www150.statcan.gc.ca/n1/en/catalogue/98-400-X2016360>

Employee Classification	% Racialized			
	HWDSB (#, %)	Hamilton	Ontario	
Senior Managers (Executive Council)	0	0%	7.0%	15.5%
Middle and Other Managers	12	8.2%	12.2%	23.2%
<i>Principals and Vice Principals</i>	-	-	2.4%	12.3%
Professionals	127	9.0%	17.9%	30.7%
<i>Secondary school teachers</i>	42	10.0%	6.2%	13.5%
<i>Elementary school teachers</i>	70	7.9%	6.7%	14.9%
<i>Designated Early Childhood Educators</i>	10	13.2%	17.4%	31.9%
Administrative and Senior Clerical Personnel/ Clerical Personnel	16	7.4%	12.0%	26.5%
<i>Educational Assistants</i>	18	8.9%	12.0%	24.1%
Other Sales and Service Personnel	-	-	21.0%	31.3%
TOTAL WORKFORCE	199	9.0%	15.8%	28.1%

Table 3: The count and percentage of respondents who identified as racialized by EEOG (bolded) or NOC (italicized) compared to the workforce availability. Note that 300 respondents did not answer this question on racialized identity.



The percentage of respondents who self-identify as racialized and those born outside Canada was highest for those who were employed within the past year. This data is encouraging as the Staffing Team has made a concrete effort to diversify our promotion and hiring practices within the past three years.

Teachers: Elementary and secondary teachers who self-identify as racialized are well represented at HWDSB compared to the labour market availability in Hamilton. There are more secondary school teachers (10.0%) who identify as racialized compared to elementary school teachers (7.9%), although in both cases, the representation at HWDSB exceeds that of teachers in Hamilton who self-identify as being of a visible minority. Compared to the province, HWDSB has a smaller representation of teachers who identify as racialized.

Management Staff: There is a smaller proportion of racialized persons in leadership positions (7.7%) compared to non-leadership roles (9.1%) at HWDSB, and the disparity is paralleled in the comparator data. The gap between HWDSB and Hamilton's labour market availability of visible minorities is largest at the Senior Managers EEOG (-7.0%) and narrows in the Middle and Other Managers group (-4.0%).

Hamilton Demographics: In Hamilton's population, 19% self-identified as a being of a visible minority, compared to 9.0% of respondents identifying as racialized on the Staff Census at HWDSB.

Next Steps:

The Staffing and Operations team will continue the work to strengthen the Leadership, Governance and Human Resource Practices framework to ensure practices promote enhanced diversity in hiring and promotion. This will continue through ongoing collaboration with Apply to Education, Turner Consulting, Student Census, Community Partnerships, and University and College Partnerships. As we implement new hiring and promotion best practices training and resource materials will be provided to our hiring managers to ensure HWDSB is attracting and retaining high quality talent for our student learning environments. We look forward to the completion of the Employment Equity Audit and receiving the recommendations from Turner Consulting to form our Action Plan.



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: Tuesday, January 21, 2020

PREPARED BY: Jamie Nunn, Superintendent, Human Resource Services
Cindy Francis, Senior Manager, Human Resource Services
Lori Steacy, Manager, Employee Support and Wellness

RE: Employee Attendance Monitoring Report (September – December 31, 2019)

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 audit confirmed that sick days for school board employees increased 29% over the last five years. The increase in sick days (and accompanying replacement costs) 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, HWDSB employee sick days increased 40% across all employee groups.

In July of 2018, Hamilton Wentworth District School Board (HWDSB) conducted an assessment of the board's absence management programs, practices and procedures. Workplace Medical Corp. (WMC) conducted the assessment with goals to:

1. Evaluate and understand the current state of the existing program, including strengths and gaps.
2. Understand the drivers of the current state of absenteeism at HWDSB.
3. Identify opportunities to fill the gaps, ensuring the absence program was supporting all employees while maintaining a healthy and safe working environment.
4. Ensure the future HWDSB absence and disability management processes are consistent with best practices within the education sector.
5. Provide recommendations to bring the program in line with these best practices.

The assessment provided the Board with recommendations which then became the foundation for the development of the Board's Strategic Wellness and Absence Management Plan. The Board approved the Attendance Management Policy 4.2 in April 2019.

Our Strategic Wellness and Absence Management Plan sets out goals that will significantly impact the implementation of our Strategic Directions by reducing employee absences by a minimum one half day year-over-year. Staff are on track to fully implement the Board Strategic Wellness and Absence Management Plan by January 2020.

Findings

Staff are encouraged to report a slight reduction in sick leave when we compare the number of sick leave absences from September -December 2018 to September - December 2019.

Timeframe	Average Number of Days
September – December 2018	4.53
September – December 2019	4.77
Difference	(0.24)

Progress:

Staff implemented the Employee Support and Attendance Management Procedure in support of the Attendance Management Policy 4.2 on September 1, 2019. In accordance with the procedure, staff have:

- Implemented an Attendance Management Program. Within the program, all employees are supported and individual circumstances are reviewed on a case-by-case basis.
- Implemented a program to review the attendance statistics of all employees on a weekly and monthly basis.
- Developed an early intervention model to support staff who are absent from work five (5) or more consecutive days.

Next Steps

Staff will fully implement our Strategic Wellness and Absence Management Plan and Employee Support and Attendance Management Procedure and will continue to provide monitoring reports to the Board.