

**AGENDA: 5:30 p.m.**

1. Call to Order
2. Approval of the Agenda
3. Equity Audit – Equity Network Dundas (END)
4. Violence in the Workplace – Employee Incident and Reporting Statistics Update
5. Absence Management Strategic Plan and Employee Attendance Update



## EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

**TO:** HUMAN RESOURCES COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** January 19, 2021

**PREPARED BY:** Jamie Nunn, Superintendent, Human Resource Services

**RE:** Letter of Correspondence from Equity Network of Dundas (END)

**Action**

**Monitoring**

### **Background**

The Equity Network of Dundas (END) wrote to the Board on November 9, 2020. END asked the Board to expand the scope of our Employment Equity Audit to review not just our hiring practices but further review how Black, Indigenous, and People of Color (BIPOC) education students and graduates interact with HWDSB schools.

At the November 23, 2020 Board meeting, Trustees resolved that the correspondence be forwarded to the Program Committee for review at a future meeting in terms of hiring practices and that staff reach out through our Director's Office and Equity & Well-being division to further explore potential relationships or partnership with the Equity Network of Dundas.

### **Employment Equity Action Plan**

The Director met with representatives from END on Friday, December 4, 2020 and reviewed our Employment Equity Action Plan and our commitments over the course of the next 18 months. In alignment with Employment Equity Action Plan, and specifically the recommendations listed below, staff will reach out to meet with faculties of education this spring to further share our recent Staff Census and Employment Equity Action Plan and continue to engage with END to support with advocacy to move our work forward.

- It is recommended that the board work with other school boards to use their influence to call on faculties of education to increase the racial diversity of their graduates.
- It is recommended that the board promote teaching as a profession to elementary and secondary students from Indigenous and equity-seeking communities.
- It is recommended that the board engage in targeted outreach recruitment to attract teacher applicants from more diverse backgrounds, in particular Indigenous and racialized teachers.

Further, as outlined in our Action Plan, staff will promote opportunities for BIPOC students to have experiences in the education sector.

### **Next Steps**

Staff will continue to provide monitoring reports on the implementation of the Employment Equity Action Plan at the Human Resources Committee.



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**TO:** HUMAN RESOURCES COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** January 19, 2021

**PREPARED BY:** Jamie Nunn, Superintendent of Human Resource Services  
Cindy Francis, Senior Manager of Human Resource Services  
Lindsay Goerzen, Acting Manager, Occupational Health & Safety

**RE:** Employee Incident and Reporting Statistics Summary 2019-2020  
4-Month Update (September – December 2020)

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**Action**

**Monitoring**

### Background

Hamilton-Wentworth District School Board (HWDSB) is committed to providing and maintaining a safe and healthy work environment for all workers, students and occupants of HWDSB sites. As the employer, we 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 further 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 purpose of Violent Incident Reports is to collect information of employee incidences that occur during the course of work so the supervisor can investigate and implement corrective actions as appropriate. In some instances, the incident was reported as workplace violence, however does not meet the Ministry of Labour's definition, shown above. Although the definition may not have been met, the receipt of the report remains a mechanism to document information, initiate an investigation, and respond accordingly using corrective actions to prevent a reoccurrence.

### Definitions

As a follow-up to a request on May 7, 2018 by the Human Resources' Committee to continue to provide data on Violent Incident Reporting Statistics, data has been added for the beginning of September 2020 through December 2020. 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 health care practitioner, services provided by hospitals and other health care facilities, prescription drugs, services of an attendant, modifications to a person's home or vehicle, as well as 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.

### Staff Observations

Staff carefully monitor incidents reports received and respond accordingly. Given the province issued a Ministerial Order to close all publicly funded schools in Ontario beginning on March 14, 2020 and that Order remained in effect until the end of the school year, a decrease in total violent incidents reported for the 2019/2020 school year is reasonably expected.

Our data in the 2020-2021 row is for the first four months of the 2020-2021 school year (September – December 2020). During this period, a proportion of students participated in remote learning rather than in-class instruction, contributing to a potential decrease in total violent incidents reported.

### Annual Incident Reporting Statistics (Workplace Violence) by Panel and Employee Group 2014-2021

The following charts provide a breakdown in the number of incidents reported by both panel and employee group.

#### Overall Annual Violent 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	2539
2017/18	49	36	38	2621	2744
2018/19	87	37	38	2213	2375
2019/2020	63	29	28	1551	1671
2020/2021 (Sept. 1 to Dec. 31)	26	8	8	609	651
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	30	5	10	177	222
2020/2021 (Sept. 1 to Dec. 31)	4	3	6	62	75

#### 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	1825

<b>2017/18</b>	37	26	26	1787	1876
<b>2018/19</b>	62	23	24	1563	1672
<b>2019/2020</b>	43	20	19	1001	1083
<b>2020/2021</b> (Sept. 1 to Dec. 31)	20	5	7	477	509
<b>Secondary Schools</b>					
<b>Year</b>	<b>First Aid</b>	<b>Health Care</b>	<b>Lost Time</b>	<b>No Injury</b>	<b>Total</b>
<b>2014/15</b>	0	2	4	98	104
<b>2015/16</b>	3	0	4	113	120
<b>2016/17</b>	0	1	5	62	68
<b>2017/18</b>	3	5	1	142	151
<b>2018/19</b>	7	4	9	109	129
<b>2019/2020</b>	18	2	4	125	149
<b>2020/2021</b> (Sept. 1 to Dec. 31)	3	3	4	46	56

**Annual Incident Reporting by Elementary Teachers Including Elementary Occasional Teachers**

<b>Year</b>	<b>First Aid</b>	<b>Health Care</b>	<b>Lost Time</b>	<b>No Injury</b>	<b>Total</b>
<b>2014/15</b>	10	3	1	273	287
<b>2015/16</b>	8	11	2	292	313
<b>2016/17</b>	3	7	3	500	513
<b>2017/18</b>	8	11	3	620	642
<b>2018/19</b>	14	9	11	533	567
<b>2019/2020</b>	13	7	8	412	440
<b>2020/2021</b> (Sept. 1 to Dec. 31)	4	2	1	87	94

**Annual Incident Reporting by Designated Early Childhood Educators**

<b>Year</b>	<b>First Aid</b>	<b>Health Care</b>	<b>Lost Time</b>	<b>No Injury</b>	<b>Total</b>
<b>2014/15</b>	2	1	0	59	62
<b>2015/16</b>	1	2	1	45	49
<b>2016/17</b>	1	2	0	155	158
<b>2017/18</b>	1	0	2	186	189
<b>2018/19</b>	5	0	0	104	109
<b>2019/2020</b>	4	1	0	107	112
<b>2020/2021</b> (Sept. 1 to Dec. 31)	1	1	0	36	38

**Annual Incident Reporting by Secondary Teachers Including Occasional Teachers**

<b>Year</b>	<b>First Aid</b>	<b>Health Care</b>	<b>Lost Time</b>	<b>No Injury</b>	<b>Total</b>
<b>2014/15</b>	3	2	2	44	51
<b>2015/16</b>	6	1	1	25	33
<b>2016/17</b>	3	2	1	28	34
<b>2017/18</b>	3	3	3	39	48
<b>2018/19</b>	2	3	4	44	53
<b>2019/2020</b>	12	1	3	48	64
<b>2020/2021</b> (Sept. 1 to Dec. 31)	1	0	2	16	19

### 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	3	3	4	34	44
2020/2021 (Sept. 1 to Dec. 31)	1	0	0	8	9

### Proportion of Incidents Received by Grade

Grade	Proportion of Incident Reports (Sept 1, 2019 – Aug 31, 2020)	Proportion of Incident Reports (Sep 1, 2020 – Dec 31, 2020)
Special Class – Elementary	6.9%	13.0%
Special Class – Secondary	10.5%	7.7%
FDK Year 1	12.5%	6.9%
FDK Year 2	16.6%	19.9%
Grade 1	11.4%	7.1%
Grade 2	14.1%	4.5%
Grade 3	13.8%	8.7%
Grade 4	2.7%	12.4%
Grade 5	4.7%	6.2%
Grade 6	2.7%	3.2%
Grade 7	1.8%	6.2%
Grade 8	0.9%	1.5%
Grade 9	0.9%	2.4%
Grade 10	0.3%	0.3%
Grade 11	0.1%	0%
Grade 12	0.1%	0%

### Staff Training

The Board has transitioned to Behaviour Management Systems (BMS) from Non-Violence Crisis Intervention (NVCI) training. BMS is a training system that emphasizes on prevention and non-physical intervention strategies. Strategies include gathering information to understand the student and factors which are affecting behaviour, acting on early indicators of escalation, and effectively using calming and de-escalation strategies. Personal safety techniques are included in the training, which involves techniques such as avoidance, releases or blocks to utilize if a student begin to demonstrate physical aggression towards others. Lastly, safe containment methods are provided through training, which is emphasized as an absolute last resort means should there be imminent risk of harm or injury to the student or others. Self-containment is utilized in addition to calming and de-escalation strategies and is used for the minimum amount of time necessary to reduce the imminent risk. Currently, the Board has 23 BMS trainers and further trained approximately 300 educational assistants to date in BMS. Training will continue throughout the school year for identified employee groups.

The Board procedure titled *Promoting Safety through Behaviour Management*, formerly titled *Promoting Staff Safety through Behaviour Support Plans and Safe Intervention Plans*, has been updated and shared with school staff through

principals in December 2020. The procedure incorporates BMS principles, including levels of intervention, debriefing following incidents, and updated student safety plans.

The annual review of the board's Workplace Violence and Harassment Prevention Policy and the Workplace Violence Prevention Procedure is ongoing.

### **Next Steps**

Our staff, including classroom teachers, educational assistants, designated early childhood educators, and other staff supporting students continue to respond to students who are exhibiting challenging behaviours through appropriate interventions, specific to each individual student. For students who demonstrate challenging behaviours which is known to pose an ongoing risk of injury to self or others, staff work together to develop a Safe Intervention Plan (SIP). The SIP outlines a description of the behaviours and indicators of escalation, the planned response using various intervention strategies, and emergency strategies should the behaviour escalate to a point where there is imminent risk of harm or injury to either the staff, student, or others. The SIP is reviewed following a change in behaviour that could increase injury potential and after any incident which results in injury. Staff response is supported through the BMS training and annual health and safety training modules specific to behaviour management.

Further, a child youth care practitioner (CYCP) has been hired to support Occupational Health and Safety, specifically focusing on violence prevention. This CYCP is deployed to schools based on receipt of violent incident reports, current supports in place for the student and identified needs of both school and student. The CYCP works collaboratively with staff who are directly supporting the identified student to understand the function of behaviour and then design, revise and implement a range of prevention and intervention strategies to support the student, with the specific focus on preventing potentially violent behaviour and risk of injury. This includes the use of evidence-based approaches, including applied behaviour analysis, and outcomes that will be measured and analyzed.

To ensure that school-based staff are supported in the use of evidenced-based practices that increase pro-social skills, realignment of staff into a new service area, Behaviour Analytic Services, has recently been undertaken. A behaviour analytic toolkit, with a small number of assessment tools and specific strategies, is also being developed. Service area staff will receive training in all aspects of the toolkit to provide precise intervention with students in schools.

Staff will continue to monitor such reports and respond to support all students and staff. Staff will continue to provide updates to the Central Joint Health and Safety Committee and Human Resources Committee.



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**TO:** HUMAN RESOURCES COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** January 19, 2021

**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

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**Action**                      **Monitoring**

### Background

Staff implemented a HWDSB Strategic Wellness and Absence Management Plan in September 2019 to support staff absenteeism. This plan set out specific goals to support our Strategic Directions and reduce employee absences by a minimum one-half day per year for four years. This year, HWDSB has adjusted our strategic plan in light of the global pandemic and our need to be responsive to staff physical and mental well-being.

### Responding to COVID-19

HWDSB has a COVID Response Team in place that works closely with Public Health to operationalize any system-wide COVID-19 protocols to support staff and student safety and well-being. The COVID Response Team works closely daily with Public Health when positive COVID-19 cases are confirmed in the community and may impact HWDSB staff and students. Through the direction of Public Health, all staff are required to do a daily COVID-19 screening prior to attending work using the “COVID-19 School and Child Care Screening” online tool. If a staff member fails the daily screening, they are not to attend work. The absent staff member works closely Employee Support and Wellness and Public Health to be supported to return to work. Employee Support and Wellness supports staff with accommodation plans, where possible.

### Difference between Personal Illness (Sick Leave) and COVID-19

Personal illness or “sick leave and short-term disability leave” is an entitlement in Collective Agreements and Terms and Conditions of employment. The Collective Agreement grants entitlements for staff to access sick time to attend medical and dental appointments. Employee Support and Wellness continues to support staff on a case-by-case basis related to medical absence and medical accommodation needs in the workplace.

At the beginning of September, Human Resource Services implemented new procedures within our automated absence reporting system (Smart Find Express) to assist with the Staff COVID-19 daily screening process highlighted above. The new absence codes allow for Employee Support and Wellness to support staff with COVID-19 absence related intervention and support.

### Staff Findings: Personal Illness compared to COVID-19

As we continue to implement the Employee Support and Wellness Strategic Plan, we improve our capacity to report on staff absence metrics. The chart below summarizes the number of days of Personal Illness and COVID-19 absences utilized by all permanent staff for the first four months of the school year. From September 1, 2020 to December 31, 2020, there is an increase by .57 days overall for combined personal illness days and COVID-19 related absences for the reporting period.



Time Frame	Average Number of Personal Illness Days	Average Number of COVID-19 Days	Total Average Number of Days
September 1, 2019 to December 31, 2019	4.66	N/A	4.66
September 1, 2020 to December 31, 2020	4.88	0.35	5.23
<b>Difference</b>	<b>0.22</b>	<b>N/A</b>	<b>.57</b>

### Support for Staff

Employee Support and Wellness Department continues to support staff with return-to-work planning and accommodations, both in the physical and remote work environment. Some observations impacting the wellbeing of staff include but are not limited to:

- Staff are experiencing delays within the health care system to access treatment for emotional and physical health conditions, such as; delays with surgical medical procedures, longer wait times to access health care resources, shortage of mental health resources for community to access.
- Pre-existing health conditions that have been exacerbated due to the pandemic and we are seeing a slight increase in personal illness absences resulting in increased sporadic illness absences and extended medical leave of absence and/or increased workplace accommodation needs.
- The toll of the pandemic and the impact it has had on family and work life has impacted everyone's overall wellness differently.

Employee Support and Wellness have also been supporting staff with COVID-19 related absences to early and safe return to work or remote work accommodations based on public health and works closely with the HWDSB COVID Response Team.

### Employee Assistance Program

HWDSB offers all current and newly hired staff an Employee Assistance Program through a third-party provider. The Employee Assistance Program (EAP) provides confidential support and guidance on relationships, finance, retirement or any other subject covered through the EAP. In light of the pandemic, through multiple communication sources, HWDSB continuously provides all staff information on our Employee Assistance Program. Through the EAP, our staff can access free assessments and counselling from trained professionals along with other supports.

### Next Steps

Supporting all staff continues to be a top priority for the HWDSB and our Employee Support and Wellness Department and Human Resource Services Division. The protocols related to COVID-19 have continued to evolve and with the direction and support of Public Health, HWDSB plays a key role in reducing the spread of COVID-19 in our community. In partnership with our labour unions, we continue to provide early intervention wellness resources to support staff with regular attendance at work.