

AGENDA: 5:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. Employee and Staffing Update: Fall Staffing, Reorganization and Recruitment
4. Living Wage
5. Violence in the Workplace: Employee Incidents and Reporting Statistics, 2020-2021
6. Employee Attendance Monitoring Report: September & October 2021
7. Adjournment from public session and Resolution into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 (b) the disclosure of intimate, personnel or financial information in respect of a member of the board or committee



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: November 30, 2021

PREPARED BY: Jamie Nunn, Superintendent, Human Resource Services

RE: Employee and Staffing Update: Fall Staffing, Reorganization and Recruitment

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 recruiting and hiring qualified individuals for various roles within the organization. In November of each school year, the Staffing and Operations department provides the Human Resources Committee an update regarding our staffing levels as both elementary and secondary enrolment has been confirmed.

Staff Observations

Human Resource Services has recently completed one of its largest recruitment efforts in preparation for the start of the 2021-2022 school year largely in part to four factors:

- The Board of Trustees passed a motion in May 2021, requesting that staff use COVID funding and up to 1% of our operational savings in reserves to reduce elementary class size to promote distancing and learning recovery.
- Increased elementary and secondary enrolment
- Additional positions funded through Support and Students funding (central bargaining)
- Employee demographics within certain employee groups.

Elementary

At the time of reorganization, staff opened 90 additional classrooms and hired 110 Teachers and 29 Designated Early Childhood Educators and lowered class size in Fully Day Kindergarten (FDK) to a system average of 22 students per in-person class and lowered class size in Grade 4-8 classrooms to a system average of 23.64 students per in-person class. Of these additional 92 classes, 23 additional classes were added primarily in FDK due to increases in FDK enrolment and 67 additional classes were added to elementary schools to reduce elementary in-person class size to promote distancing and learning recovery in both Grade 1-3 and 4-8.

Secondary

In secondary, since the start of the new school year, we have added 58 lines (9.66 FTE) from both contingency funding and Ministry COVID-19 funding to open classes to ensure collective agreement class size compliance, support students who have selected e-Learning or further support the secondary quadmester model (with supervision or internal class coverage).

Additional Positions

The Board has hired an additional 22 caretakers and 4 temporary Professional Administrative Support Staff (PASS).

Support for Students Funding

At the central bargaining table, funding was provided to school boards to create permanent positions to address special education supports, ELL supports, Indigenous student supports, Early Years special education supports as well as mental health Initiatives. In HWDSB, this funding enabled staff to hire 60 additional permanent positions in the 2021-2022 school year. The Appendix attached to this report summarizes the positions added for the various employee groups.

Recruitment

The Board has successfully recruited and onboarded 681 new employees for all employee groups since January 2021 to November 24, 2021. Please find below a chart that summarizes the hiring for the various casual pool employee groups within schools:

Employee Group	Number of Individuals Hired	Current Pool Size
Elementary Occasional Teachers	228	996
Secondary Occasional Teachers	80	348
Educational Assistants	107	305
Office and Clerical Workers	28	174
Caretaking Staff	71	157
Designated Early Childhood Educators	26	132

Given our current staffing needs, we continue to hire additional occasional Educational Assistants, casual Office Clerical and Technical staff, and casual Caretakers.

Unfilled Daily Positions

Despite the Board's ongoing recruitment efforts to maintain healthy pools of occasional staff, staff are unable to fill all vacancies on a daily basis. For example, in the month of October, on average, staff were able to fill 85% of academic vacancies and 74% of our Educational Worker vacancies (Educational Assistants, Caretakers, Designated Early Childhood Educators, Office and Technical Workers). Human Resource Services identified that we need to continue with progressive recruitment strategies for increasing our Educational Assistant Casual Pool to meet our school(s) immediate needs.

Staff have experienced a rise in unfilled positions this fall for a variety of reasons including:

- HWDSB is within a large urban setting neighboring on school boards that are all actively recruiting for all positions.
- All school boards have received Ministry COVID-19 funding (and potentially used their reserves) to lower class sizes or hire additional staff (many of whom may already be HWDSB occasional/casual employees thus unavailable for HWDSB occasional or long-term occasional work).
- Since we passed our Board budget in June 2021, we are in a permanent hiring stance for all employee groups and will be for the duration of this entire school year. As we continue to hire from our pools, it will reduce the number of staff available for daily occasional work if we are unable to recruit enough staff to backfill these occasional pools (despite ongoing recruitment).
- Occasional/casual staff have made the professional decision to take a leave from work in the education sector at this time given the uncertainties of the pandemic and the return to in-person learning. Staff may also have found temporary seasonal work or similar work, however, in a different sector.
- Compared to teachers, hourly rates differ between school boards for Education Workers.
- Recruiting efforts for some employee groups has been impacted by the Federal Government Canadian Emergency Response Benefit (CERB) program implemented to support families during the pandemic. The Federal Government has transitioned the CERB program to the Canadian Recovery Benefit (CRB) program that is available until December 31, 2021.

Next Steps

Human Resource Services will continue to recruit for both our occasional pools and address gaps in our hiring plan. We are committed to minimize the number of unfilled teaching and support positions and attract staff who have been traditionally marginalized through our staffing processes.

Further the Board will survey all employees who have been hired by the Board since our formal Staff Census in 2018 using a voluntary survey that mirrors our recent Student Census to further understand the demographics of our employees to:

- Further remove barriers in our recruitment strategies within the community.
- Further and strategically recruit from under-represented communities and welcome internationally-trained workers.
- Prepare to implement a focused recruitment strategy aligned to our Employment Equity Audit in the Winter of 2022.

The results of this survey will be shared with the Human Resources Committee in January 2022.

APPENDIX: HWDSB SUPPORT FOR STUDENTS FUND

Employee Group	Purpose	Process	Positions Created
ETFO	Create teacher positions to address special education supports, ELL supports, Indigenous student supports, Early Years special education supports as well as Mental Health Initiatives.	Joint Staffing Committee to meet annually to discuss resulting allocations based on student needs. Require a local agreement with HWETL.	Funding equates to 16.6 FTE
COPE	Funds are to be used for permanent positions to address special education supports, ELL supports, Indigenous student supports, Early Years special education supports as well as Mental Health Initiatives.	No later than 30-days after schools re-open, Board and the Local to meet and discuss allocation of FTE. Additional staff added through this funding should be a part of the June staffing process.	Funding equates to 19 FTE
OSSTF	Create teacher positions to address special education, unique learning needs as well as mental health initiatives. The FTE will be for school-based teaching positions that work directly with students.	Joint Staffing Committee to meet annually to discuss resulting allocations based on student needs.	Funding equates to 7.4 FTE (44 lines)
OSSTF Education Workers (OCTU, PSSP, ESL Instructors)	Funds from this system investment shall be allocated to all publicly funded school boards with OSSTF/FEESO members to create additional OSSTF/FEESO education workers permanent positions to address special education, unique learning needs, mental health initiatives and employees who play a role in promoting safe, healthy and caring schools.	Staff are to be allocated as part of the spring staffing process. A local agreement is not required.	Funding equates to 8 FTE
CUPE	Investment in Student Supports staffing	No later than 30 days following ratification of central terms, each board and local shall meet and engage in consultation to discuss the use of funds and allocation to CUPE bargaining units.	Funding equates to 9 FTE



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TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: November 30, 2021

PREPARED BY: Jamie Nunn, Superintendent, Human Resource Services

RE: Living Wage

Action **Monitoring**

Background

On Monday, January 14, 2013, the Board made a commitment to be a Living Wage employer.

What is a Living Wage?

As defined by the Ontario Living Wage Network (OLWN), living wage reflects what people need to earn to cover the actual costs of living in their community. Different from minimum wage (which is the legislated minimum all employers must pay and is set by the provincial government), the network calculates the rate based on major expenses like rent, transportation, child care and food, as well as things like internet service and 'modest' recreational activities to determine the expenses to a family with two working adults and two children.

On November 1st, 2021, the Ontario Living Wage Network announced Hamilton's living wage is now \$17.20 per hour (an increase of \$0.75 from the hourly rate of \$16.45 determined two years ago).

Staff Observations

Staff have reviewed all local and central collective agreements to determine where hourly rates may be below the new living wage of \$17.20/hour.

Next Steps

Staff will enter into letters of agreement with both our Office, Clerical and Technical Workers (OCTU) Union and Canadian Union of Public Employees (CUPE) Union to increase our hourly rates for occasional staff to ensure we meet our Board's commitment as a living wage employer.



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TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: November 30, 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 Violent Incident Reporting Statistics Summary 2020-2021

Action

Monitoring

Background

Hamilton-Wentworth District School Board (HWDSB) is committed to providing and maintaining a safe and healthy working and learning environment for all workers, students and occupants of HWDSB sites. Further, HWDSB believes in the prevention of workplace violence and actively works to promote a workplace free of violence where all members of our school community feel safe.

Under the Occupational Health and Safety Act, workers have a duty to report the existence of any hazards, including incidents of workplace violence as defined by the Ministry of Labour, to their supervisor. As the employer, we have the duty to provide notification of any incident resulting in health care, lost time or critical injury notification to unions/federations, the Central Joint Health and Safety Committee and the Ministry of Labour. In addition to this duty, HWDSB also shares 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 to support the functions of the committee in identifying and evaluating workplace hazards.

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 a violent incident report is to collect information of the incident that occurred during the course of work. This information includes the details of all steps leading up to, during and following the incident, aggressor information, and category of the incident based on the definition of workplace violence as written above. This information supports the supervisor's investigation, where the supervisor conducts an analysis of the violent incident and implements measures and procedures 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 provided for the 2020-2021 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 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

Throughout the 2020-2021 school year, the Ministry of Education directed school boards to move from in-person to remote learning in response to the current state of the COVID-19 pandemic. Periods of remote learning occurred from January 4, 2021 – February 5, 2021 and from April 19, 2021 – June 29, 2021. During these remote learning periods, in-person learning continued for students with pervasive special education needs or those engaged in treatment programs, as per the Ministry of Education direction. Staff continued to support these students in the self-contained classes across forty-one schools, as well as several in-person elementary and secondary learning session sites. As a large proportion of students were learning remotely, a decrease in total violent incidents reported for the 2020-2021 is reasonably expected.

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	63	18	17	994	1092
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	16	7	12	236	271

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
2017/18	37	26	26	1787	1876
2018/19	62	23	24	1563	1672
2019/2020	43	20	19	1001	1083
2020/2021	42	11	14	794	861
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	151
2018/19	7	4	9	109	129
2019/2020	18	2	4	125	149
2020/2021	12	6	10	187	215

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	13	7	8	412	440
2020/2021	18	6	3	128	155

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	4	1	0	107	112
2020/2021	1	1	0	48	50

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	12	1	3	48	64
2020/2021	4	1	2	44	51

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	2	0	0	29	31

**Proportion of Incidents Received by Grade
(rounded)**

Grade	Proportion of Incident Reports (2020/2021)	Proportion of Incident Reports (2019/2020)
Special Class – Elementary	11.9%	6.9%
Special Class – Secondary	14.1%	10.5%
FDK Year 1	6.2%	12.5%
FDK Year 2	15.9%	16.6%
Grade 1	5.6%	11.4%
Grade 2	8.7%	14.1%
Grade 3	7.3%	13.8%
Grade 4	12.2%	2.7%
Grade 5	4.6%	4.7%
Grade 6	2.4%	2.7%
Grade 7	4.3%	1.8%
Grade 8	1.3%	0.9%
Grade 9	4.5%	0.9%
Grade 10	0.5%	0.3%
Grade 11	0.1%	0.1%
Grade 12	0.1%	0.1%

Staff Training

The Board continues provide Behaviour Management Systems (BMS) training, 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, responding to early indicators of escalation, and effectively using calming and interventions categorized as non-verbal, verbal and physical. Physical intervention strategies are provided in the training as personal safety techniques. These techniques may be in the form of avoidance, block, and/or release for use if a student begins to demonstrate physical aggression towards others. Lastly, safe physical 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. Physical containment is utilized in addition to calming and de-escalation strategies (non-verbal and verbal) and is used for the minimum amount of time necessary to reduce the imminent risk. Training will continue throughout the school year for identified employees, including school administrators, educational assistants, learning resource teachers, classroom instructors of students with a Safe Intervention Plan, and other staff who are expected to encounter a student whose behaviour may present a risk of injury to themselves or others.

Further, staff were provided with a half day of Violence Prevention training as part of a September Professional Activity days. Training modules provided information to staff on workplace violence, how and why to report incidents of workplace violence, strategies to promote safety through student behaviour management, how to develop and use safe intervention plans (SIP), and how to effectively utilize debriefing techniques both on a regular, on-going basis and following serious incidents of workplace violence.

Next Steps

Staff who support students who have a pattern of challenging behaviours continue to respond 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, known triggers 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. In addition, the SIP outlines personal protective equipment (PPE) that is being utilized for protection against injury, and when it is being used. The SIP is reviewed following a change in behaviour that could increase injury potential and after any incident which results in injury through the debriefing and incident investigation process. Staff response is supported through the BMS training, violence prevention training modules specific to behaviour management, and system support through Specialized Services and in consultation with Occupational Health and Safety where appropriate.

A child youth care practitioner (CYCP) continues to support Occupational Health and Safety with the focus on workplace violence prevention. The CYCP works collaboratively with staff who are directly supporting the identified student to implement and model a range of prevention and intervention strategies to support the student in consultation with current Specialized Services supports where applicable, such as Board-Certified Behaviour Analysts (BCBAs), Excellence in Social Learning (ExSL), and Autism and Neurodevelopmental Services (ANDS). Further, the CYCP supports school staff with the setup and adaptation of the physical learning environment through classroom safety audits to mitigate risk of potential injury.

Staff will continue to monitor and track receipt of violent incident reports and respond to support all students and staff. Where an incident resulted in health care or lost time, or where a volume of incidents from a particular site is increasing, Occupational Health and Safety supports the school administrators in the investigation process and implementation of appropriate controls. Staff will continue to provide updates to the Central Joint Health and Safety Committee and Human Resources Committee.

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



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TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: November 30, 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: September and October 2021

Action **Monitoring**

Background

Staff implemented the 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.

Staff Findings: Personal Illness

The average permanent Board employee has been absent for personal illness 2.28 days since the start of the new school year. Relative to the previous school year, this is an increase of 1.38 days of personal illness absences for the period of September 1, 2021 to October 31, 2021. Personal illness absences include absences related to personal illness, medical appointments and dental appointments pursuant to central sick leave collective agreement provisions. The chart below summarizes the number of days of personal illness absence utilized by all permanent staff.

Personal Illness Absence Rates at HWDSB	ACTUAL						PROJECTED		
	2015	2016	2017	2018	2019/20	2020/21	2021/22	2022/23	2023/24
Goal - Average Personal Illness days per employee per year					14.50	14.00	13.50	13.00	12.50
Actual Personal Illness days per employee per year	13.24	13.39	14.38	15.40	9.40	13.72			
September 1, 2020 to October 31, 2020						.90			
September 1, 2021 to October 31, 2021							2.28		

Staff Findings: COVID-19

The average Board employee has been absent .09 days per month related to COVID-19 related absences. Relative to the previous school year this is a decrease of .21 days for COVID-19 related absences for the period of September 1, 2021 to October 31, 2021. The chart below summarizes the number of days of COVID-19 absences utilized by all permanent staff.

Time Period	Average Number of COVID-19 Related Absences
September 1, 2020 to October 31, 2020	0.30
September 1, 2021 to October 31, 2021	0.09

Staff Observations:

The Employee Support and Wellness department (ESW) did some further analysis of the personal illness utilization to assist understanding of the increase of 1.38 days per employee. Some noted observations that have contributed to the increased absenteeism include;

- Increase in short term disability absences related to medical procedures that were rescheduled due to the pandemic; and
- Growth in mental health short term related absences; and
- Growth in sporadic absences less than 5 consecutive days; and
- Employee Assistance Program (LifeWorks) utilization is lower than industry standards for utilization.

Next Steps

Employee Support and Wellness (ESW) will continue to support a safe return to work for all staff recovering from medical procedures or personal illness in accordance with all Board policies and legislation. Further, ESW and immediate supervisors continue to support staff with workplace accommodations when medically supported by an employee's health care provider.