

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

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. Staffing and Recruitment Update
5. Employee Support and Wellness Attendance Report
6. Employment Equity Audit Action Plan- Phase 3 Monitoring Update
7. Adjournment and 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*



## EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

**TO:** HUMAN RESOURCES COMMITTEE

**FROM:** Sheryl Robinson Petrazzini, Director of Education

**DATE:** September 27, 2022

**PREPARED BY:** Jamie Nunn, Superintendent of Human Resource Services  
Cindy Francis, Senior Manager, Human Resource Services  
Chavon Niles, Manager, Professional Development and  
Recruitment Lety Goddard, Manager, Staffing and HR Operations

**RE:** Staffing and Recruitment Update

**Action**

**Monitoring** ☒

### Background

The Human Resource Services Division is committed to 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. Within Human Resource Services, the Professional Development and Recruitment and Staffing and Operations departments co-lead the major functions within the division to recruiting and staffing qualified individuals for various roles within the organization. Since the Ministry of Education announced the COVID-19 school closure on March 12, 2020, the Human Resource Services teams have engaged in full year staffing and recruitment strategies in order to be responsive to support day-to-day and long-term school staffing needs.

### Recruitment and Onboarding

In preparation for the 2022-2023 school year, the staffing team developed and initiated a recruitment and hiring plan in response to needs of our staff demographic, projected growth in student enrolment and additional positions funded through central bargaining, additional Ministry funding and the decisions made by the Board of Trustees through the budget process in the spring of 2022:

The plan was focused on four major commitments:

- Implement a Focus Recruitment program for Black and Racialized employees (as per the recommendations of the Employment Equity Audit),
- Recruit qualified staff who are ready for daily occasional work (following the spring hiring process) give projected increases in student enrolment and current staff demographics,
- Recruit and fulfill additional positions created by various funding sources including: Support for Students Funding (money through central bargaining), Learning Recovery and tutoring funding,
- Continue to seek opportunities in collaboration with community agencies and our Human Rights and Equity Department to diversify HWDSB's workforce.

### Total Workforce

As of September 9, 2022, the total number of employees working for the Hamilton Wentworth District School Board is 8,526 people (5,675 permanent employees; 2,851 occasional or casual staff). This is an increase of 783 total employees from September 1, 2021. The following chart provides a breakdown of this data:

	September 9, 2022	September 1, 2021	Difference
<b>Permanent Staff</b>	5,675	5,472	+ 203
<b>Occasional / Casual Staff</b>	2,851	2,271	+580
<b>Total Staff</b>	8,526	7,743	+783

### Strategic Recruitment Update

During the 2021-2022 school year, we continued year-round recruitment to support the schools/departments operational needs. From February 1 to September 1, 2022, the Professional Development and Recruitment team hired 929 new staff. In 2020, we hired 372 staff during the same period, and 431 new staff in 2021 in the same time. During our spring recruitment process, we hired 274 new staff to join the HWDSB between May 26, 2022 to September 14, 2022.

The following chart summarizes our recruitment efforts from May 26, 2022 to September 14, 2022 including the total number of occasional staff available for daily and long-term assignments.

Occasional Employee Groups	Recruitment Plan Outcomes	Current Pool Size As of September 13, 2022	Available for Daily Occasional Work
Elementary Occasional Teachers	48	1053	873
Secondary Occasional Teachers	23	428	391
Educational Assistants	63	371	223
Office and Clerical Workers	42	172	141
Caretaking Staff	51	159	142
Designated Early Childhood Educators	25	165	116
Unqualified Teachers**	21	131	131

\*\*These staff are working with Ontario College of Teachers (OCT) to either obtain their OCT number as a new graduate and/or internationally trained teachers are working through the OCT accreditation process. These staff are experiencing delays with the OCT.

### Elementary and Secondary Teacher Focus Recruitment Update

HWDSB completed a focus recruitment process for Black and Racialized Elementary and Secondary occasional teachers. The posting was open from May 6, 2022 to June 3, 2022. The Professional Development and Recruitment team co-lead three Focus Recruitment Information Sessions with our local employment partners. In total, 18 teachers were hired through this process. A second focus recruitment job posting for Black and Racialized Elementary and Secondary Principal and Vice Principal Pool is currently ongoing.

We will continue focused recruitment programs during this school year.

### French Recruitment Initiatives

Staff to continue to recruit monthly for qualified elementary and secondary French teachers. The Board was able to secure two separate grants from OPSBA to support French qualified teacher recruitment.

- French Language Proficiency Assessment Toolkit project - The French Language Proficiency Assessment Toolkit project is part of the FSL Teacher Recruitment and Retention Strategy of the Department of Canadian Heritage. This project is led by the Ontario Public School Boards' Association and funded by the Government of Ontario and the Department of Canadian Heritage. Over 3 years, the project aims to develop a French language assessment toolkit that school boards across the province can utilize to support recruitment of French as a second language (FSL) teachers.
- FSL Teacher Recruitment and Hiring Pilot Projects/Collaborative Partnerships - Out of Province Home Stay Project / Web Site Review - Creating an FSL-Friendly Culture- Research and planning for new FSL

teacher “home stay” placements to ensure relocation and community engagement are successful in the first 3-6 months of teaching.

We will share more information in the future regarding this recruitment initiative.

### **In Person Orientation**

HWDSB is re-imaging employee onboarding to ensure a welcoming and inclusive experience for all HWDSB employees that align with the board’s Strategic Direction and Equity Action Plan. As such, we are committed to supporting employees throughout their employee life cycle. In addition to employees completing mandatory training on the HUB, this summer three voluntary in-person employee orientation sessions were offered to new employees who began at HWDSB between January – June 2022. Sessions were offered at different times to accommodate the varying schedules of employees. The invitation was also advertised on the myHWDSB system wide news page. Registration and attendance at each of the sessions was very positive with over 100 employees attending two of the sessions.

<b>Employee Orientation Attendance</b>			
<b>Logistics</b>	<b>July 27, 2022, 9:00 am – 12:00 pm</b>	<b>August 17, 2022, 12:00 pm – 3:00 pm</b>	<b>August 23, 2022, 4:00 pm – 7:00 pm</b>
<b>Number of Participants</b>	~60 employees	~110 employees	~120 employees

Employees participated in a series of presentations/workshops including Human Rights and Equity, *ApplytoEducation* (applying to internal jobs), navigating the HWDSB internal intranet page, retention and advancement, and various information sessions from departments within Human Resources including Staffing and Operations, Employee Support and Wellness, Occupational Health and Safety and Labour Relations.

### **Next Steps – Recruitment**

The Staffing and Operations department and Professional Development and Recruitment departments will continue to work closely together to ensure recruitment and staffing efforts continue to align with school/department operational needs for the duration of the 2022-2023 school year. Both departments, are looking forward to continuing to offer in-person orientation sessions for employees that align with the Board’s Strategic Direction and the Equity Action Plan co-creating a positive culture of wellbeing where all employees feel safe, supported, and accepted.

Further, through continued staff feedback, the Staffing and Operations and Professional Development and Recruitment teams will ensure we build strategies that focus on staff retention and staff long-term advancement strategies opportunities that support staff through their employment life cycle with HWDSB.

### HWDSB Focus Recruitment of Black and Racialized Educators

HWDSB recently completed an Employment Equity Audit (Employment Systems Review) to examine human resource policies and practices related to hiring, advancement, and inclusion of employees from diverse backgrounds. The Employment Equity Audit and its findings are a key part of the HWDSB Equity Action Plan. To support this work, the board has created this Focus Recruitment Strategy. The Focus Recruitment Strategy will support our Employment Equity Plan which aligns with the Equity Secretariate, Ontario's Education Equity Action Plan and PPM 165 goals.

We are hosting information sessions for Black and Racialized prospective teachers interested in teaching at HWDSB. These information sessions are for those who have received their OCT certificate or are in the process of obtaining it.

Information Sessions are vital to HWDSB recruitment and provide candidates with the necessary information to apply. Teacher information sessions also serve as an excellent way to highlight HWDSB, staff, and current or upcoming opportunities.

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#### Focus Recruitment Information Sessions for Teachers

**In-Person:** Tuesday, May 17, 2022 from 5:30 to 7:30 at the HWDSB Education Centre

**Virtual:** Wednesday, May 25, 2022 from 5:30 to 7:30 on MS Teams

Please register for this session at <https://forms.office.com/r/pg8GKgnm7f>

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#### Session Agenda

5:30 to 6:30	<b>Introduction:</b> Life as a Teacher
6:00 to 6:20	<b>Workshop Options</b> (3 x 20 mins sessions) Attendees will choose from five options
6:20 to 6:40	
6:40 to 7:00	
7:00 to 7:30	<b>Wrap-Up</b>

#### Workshop Options Include:

- How to apply to HWDSB opportunities with Apply to Education
- Navigating elementary school interviews
- Navigating secondary school interviews
- How to put together a strong resume and cover letter
- NTIP and mentoring

Learn more about HWDSB's Focus Recruitment Strategy at [hwdsb.info/focus-recruitment](https://hwdsb.info/focus-recruitment)

*You are invited to the HWDSB*

# NEW EMPLOYEE ORIENTATION

## WHEN

Select a date below to register for a session:

**Wednesday July 27**

9:00 am to 12:00 pm

**Wednesday August 17**

12:00 pm to 3:00 pm

**Tuesday August 23**

4:00 pm to 7:00 pm

## WHERE

**HWDSB Education Centre**

20 Education Court, Hamilton ON L9A 0B9



## WHAT YOU'LL LEARN

What a day in the life of a new employee looks like

All about our various departments and how they will be supporting you in your journey at HWDSB

How to apply to jobs and internal postings

How to navigate our key sites and applications such as Easy Connect, Apply to Education, Professional Learning, The Hub (online learning management platform), MyHWDSB and the Employee Web Portal

... and MORE!

Join us on any of the dates listed above for some learning and light refreshments

# HWDSB

curiosity. creativity. possibility.

# HWDSB





## EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

**TO:** HUMAN RESOURCES COMMITTEE

**FROM:** Sheryl Robinson Petrazzini, Director of Education

**DATE:** September 27, 2022

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

**RE:** Employee Support and Wellness Attendance Report

**Action**

**Monitoring** ☒

### Background

This report is to provide an update in terms of the Employee Support and Wellness strategic goals as guided by a [Value for money audit](#) and resulting recommendations provided through a third-party audit conducted by Workplace Medical Corp. (WMC).

The assessment by WMC provided the Board with recommendations which then became the foundation for the development of the Board's Strategic Wellness and Absence Management Plan, which was completed in August 2019. This plan set out goals that support our Strategic Directions by reducing employee absences by a minimum one-half day per year for four years. Please find below a progress report on the implementation of Strategic Wellness and Absence Plan.

Recommendation	Status
1. Develop a forum to govern and manage the Board's absence program	Complete - 2018
2. Reorganize the Employee Support and Wellness (ESW) team	Complete - 2018
3. Implement an absence management software tool	Complete - 2019
4. Create new, where required, and update existing absence policies and related procedures	Complete – 2019-2020
5. Develop an early intervention model	Complete - 2019
6. Utilize absence management tools to support evidence-based absence management approach	Complete - 2019
7. Conduct a full analysis of the Worker's Compensation program	Complete - 2020
8. Make enhancements to the HWDSB occupational health program	Complete – 2021
9. Assess, re-define and rollout the Board's employee health and wellness program	In process 2022 -2024
10. Develop a training program for all absence management stakeholders	Complete and evolving based on needs each year

### Staff Observations

The COVID-19 pandemic has impacted the HWDSB trajectory to improving absenteeism levels. Specifically, and prior to COVID-19, the HWDSB began to experience a decline in the levels of absenteeism because of the implementation of our strategies, over the past year, the levels have increased, as they have across all public sectors.



For reference purposes, personal illness or “sick leave and short-term disability leave” is an entitlement in Collective Agreements and Terms and Conditions of employment. Such agreements provide entitlements for staff to access sick time to attend medical and dental appointments. The Employee Support and Wellness Department provides support to staff on a case-by-case basis related to medical absence and medically supported accommodation needs in the workplace.

### Staff Findings: Personal Illness Absences and COVID-19 Absences

For the duration of September 1, 2021 to August 31 2022, the average permanent Board employee utilized 14.49 personal illness days. Relative to September 1, 2020 to August 31, 2021, this is increase of 1.31 days. The HWDSB attendance rate is a review of personal illness, medical appointments, and dental appointments pursuant to central sick leave collective agreement provisions. The chart below summarizes attendance rate data for both personal illness and COVID-19 absences utilized by all permanent staff:

Average Personal Illness Days	Actual						Projected				
	2015	2016	2017	2018	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
<b>GOAL</b>					14.50	14.00	13.50	13.50	13.00	12.50	12.00
<b>ACTUAL</b>	13.24	13.39	14.38	15.40	9.40	13.18* 13.72**	14.49* 15.68**				

\* Personal Illness only

\*\* Personal Illness and COVID-19 absence days

While HWDSB experienced a decline in attendance rates in 2019/20 school year, the pandemic has increased the levels, which have been experienced by all school boards. Staff reported a greater number of COVID-19 related absences relative to the various waves of the pandemic in the previous school year.

### Next Steps

On September 1, 2022, the Employee Support and Wellness team launched the Staff Wellness Program. As part of this launch, the Board introduced staff to a new Employee and Family Assistance Program (EFAP) through Homewood Health Inc.

A new Strategic Wellness Advisory Committee with cross-sectional representation from all employee groups has been established, with the inaugural meeting taking place in October 2022. The committee’s role is to review and recommend wellness strategies and initiatives using an anti-racist anti-oppressive framework to support staff and foster a culture of wellness across HWDSB. Further, the committee will provide strategic advice on maximizing staff participation and engagement and provide support and strategic direction with the implementation of wellness programs and initiatives to schools/service divisions. As staff wellness and engagement continues to be a key component and focus for the HWDSB, we continue to monitor public health directives and Ministry of Education information as it relates to COVID-19 and any other communicable disease directives.

We will continue to provide supportive assistance for all employees while addressing barriers preventing employees from attending work regularly. Staff will continue to provide employee attendance monitoring reports throughout the year to the Board.



## EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

**TO:** HUMAN RESOURCES COMMITTEE

**FROM:** Sheryl Robinson Petrazzini, Director of Education

**DATE:** Tuesday, September 27, 2022

**PREPARED BY:** Jamie Nunn, Superintendent of Human Resource Services  
Cindy Francis, Senior Manager, Human Resource Services

**RE:** Employment Equity Audit Action Plan – Phase 3 Monitoring Update

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### Action

### Monitoring ☒

#### Background

The Hamilton-Wentworth District School Board completed an Employment Equity Audit (Employment Systems Review) to examine Human Resource policies and practices related to hiring, advancement, and inclusion of employees from diverse backgrounds. In the fall of 2020, HWDSB acted upon the recommendations from this audit and created, *Reflecting our Community: Employment Equity Audit Action Plan*. The Action Plan laid out the 70 recommendations into three phases to see through these recommendations and whereby revise policies and practices, set priorities, and develop resources to continue building a more diverse, inclusive, welcoming and supportive learning and working environment for everyone. The Employment Equity Audit and corresponding Action Plan are a key part of the [HWDSB Equity Action Plan](#).

#### Reflecting our Community: Employment Equity Audit Action Plan

The Employment Equity Audit provided HWDSB with information on what was working well and what required improvement so that it could build on its strengths and remove the identified barriers. Turner Consulting's review identified various issues and gaps for HWDSB that fall into four key priority areas that informed our Action Plan including:

- Priority 1: Diversify the workforce at all levels.
- Priority 2: Create a more inclusive and respectful work environment.
- Priority 3: Create more equitable policies and practices.
- Priority 4: Strengthen the organization's equity infrastructure.

Human Resource Services, in collaboration with Yohana Otite, Human Rights and Equity Officer, have led the implementation of the plan in collaboration with multiple departments, divisions and leaders. The recommendations are organized in one of three stages: January to June 2021, July to December 2021, January – June 2022. The Board approved the Employment Equity Action Plan and its recommendations in December 2020. An Employment Equity Audit Steering Committee continues to meet monthly and provide guidance of the recommendations.

#### Progress

Staff have completed 46 of the recommendations to date. Many of these 46 recommendations are further identified as 'on-going' and are a part of our regular Board practices and procedures. In addition, a further 22 recommendations are in progress to be implemented in the 2022-2023 school year. 2 recommendations have not been initiated at the time of this report.

The HWDSB Employment Equity Action Plan is a living document and continues to be updated by the Employment

Equity Audit Steering Committee and other feedback from staff and student voice. The Committee continues to identify the need for additional recommendations based on the timing of the original Audit. As such, we have reprioritized some recommendations and the timelines between the phases.

Staff are committed, as per recommendation 70 of the Employment Equity Action Plan, to complete another audit beginning in the fall of 2024 to further assess progress and develop a new Employment Equity Plan.

### **Recommendation Highlights**

The implementation of the recommendations of the Employment Equity Audit is significant priority of the Human Resource Services division specifically around implementation of new hiring and recruitment practices, professional development and community relations. In collaboration with multiple departments, staff would highlight the work completed/or on track to complete:

- Removed all financial costs when applying for employment opportunities through Apply to Education,
- Provided a focused recruitment process for Black and racialized elementary and secondary Teachers, vice-principals and vice-principals,
- Continued development (and implementation) of new policy and procedures.
- Continued professional development and anti-racism and anti-oppressive practice training for principals, and vice-principals. Further training will be provided to all Education Centre staff throughout this school year.
- Upon the approval of the Board's Human Rights and Equity Policy and Anti-Black Racism policy, there will be thorough review of all Human Resource Services policies (and procedures) this school year.
- Launched our new Careers website with incorporates the feedback and recommendations from employees and the audit. The Careers website will provide a wealth of information for prospective HWDSB employees including information about accommodations.

### **Next Steps**

Staff will continue to implement the recommendations as per the Employment Equity Action Plan and will provide a further monitoring report to the Board in the spring of 2023.

HWDSB Employment Equity Action Plan - Progress Report  
Reflecting Our Community

SUMMARY	
Complete	46
In Progress	22
Phase 2	1
Phase 3	1

Findings and Recommendations	Recommendation	Recommendation Finding	Division Responsible	January to June 2021	July to December 2021	January to June 2022	Status
Policy and Procedure Review - Paul	1	It is recommended that the next iteration of the Equity Action Plan: <ul style="list-style-type: none"><li>Specify a focus on the groups that experience systemic and persistent discrimination in employment, namely women, Indigenous peoples, persons with disabilities, racialized people, and those who identify as Two-spirit and LGBTQ+, and</li><li>Commit HWDSB to developing an employment equity program that addresses the issues identified through the Workforce Census and Equity Audit</li></ul>	Equity			X	In Progress
Policy and Procedure Review - Heather	2	It is recommended that the Equity and Inclusion Policy be updated to state HWDSB’s commitment to complying not only with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Ministry of Education PPM119, but also with the Accessibility for Ontarians with Disabilities Act.	Equity	X			Complete

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Findings and Recommendations	Recommendation	Recommendation Finding	Division Responsible	January to June 2021	July to December 2021	January to June 2022	Status
Policy and Procedure Review -Heather	3	It is recommended that the Equity and Inclusion Policy clearly state the roles and responsibilities of senior leaders, managers, and school administrators to implement the policy.	Equity			X	In Progress

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Findings and Recommendations	Recommendation	Recommendation Finding	Division Responsible	January to June 2021	July to December 2021	January to June 2022	Status
Policy and Procedure Review - Heather	4	It is recommended that these procedures specify the roles and responsibilities for senior leaders, human resources, staff, managers, and school administrators to implement the procedures and fostering a respectful and inclusive work environment.	Director's Office, Equity and HR	X			In Progress
Policy and Procedure Review - Heather	5	It is recommended that the Religious Accommodation Procedure be updated to: <ul style="list-style-type: none"><li>• Ensure that staff are appropriately referenced throughout the procedure</li><li>• Name the Board’s duty to accommodate Indigenous spiritual practices</li><li>• Clearly state that any reprisal against an employee for requesting or receiving accommodation is a violation of the policy</li><li>• Specify the principles for how requests for accommodation must be dealt with, including good faith, limiting the requests for information, confidentiality, respect for dignity, responding to a person’s individualized needs, and allowing for integration and full participation.</li></ul>	Equity and HR	X			In Progress

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Findings and Recommendations	Recommendation	Recommendation Finding	Division Responsible	January to June 2021	July to December 2021	January to June 2022	Status
Policy and Procedure Review	6	<p>It is recommended that the Persons with Disability Procedures be updated to ensure compliance with the Ontario Human Rights Code by including:</p> <ul style="list-style-type: none"><li>• Examples of accommodations that may be provided to staff with disabilities in the definition of accommodation</li><li>• A definition of undue hardship</li><li>• The principles for how requests for accommodation must be dealt with, including good faith, limiting the requests for information, confidentiality, respect for dignity, responding to a person’s individualized needs, and allowing for integration and full participation.</li><li>• The rights and responsibilities of the board, those in management positions, and those of employees in the accommodation process</li><li>• The requirement that accommodation plans be prepared and documented</li><li>• The duty of managers and school administrators to be alert to the possibility that a person may need an accommodation even if they have not made a specific or formal request</li><li>• The obligation to obtain expert opinion or advice where needed but not as a routine matter and to limit requests for information to those reasonably related to the nature of the limitation or restriction, to be able to respond to the accommodation request</li><li>• The need to keep a record of the accommodation request and action taken</li><li>• The need to communicate regularly and effectively with the person, providing updates on the status of the accommodation and planned next steps</li><li>• The duty for all involved to maintain confidentiality</li><li>• Specify the responsibility of the board to implement accommodations in a timely way, to the point of undue hardship</li><li>• Specify the responsibility of the board to ensure that funding is provided for accommodation, regardless of the ability of an individual school</li></ul>	HR	X			Complete

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Findings and Recommendations	Recommendation	Recommendation Finding	Division Responsible	January to June 2021	July to December 2021	January to June 2022	Status
Policy and Procedure Review	7	It is recommended that the Persons with Disability Procedures be revised to ensure compliance with the Employment Standards of the Accessibility for Ontarians with Disabilities Act by including: <ul style="list-style-type: none"><li>•The duty of the Board to comply with the Accessibility for Ontarians with Disabilities Act</li><li>•The need to include an accommodation statement on job advertisements</li><li>•The requirement that applicants to be asked whether accommodation is needed when they are invited for an interview</li><li>•The requirement that assessment and selection material be provided in accessible formats, upon request, and</li><li>•The requirement that successful candidates be notified of the policies for accommodation of employees with disabilities.</li></ul>	HR	X			Complete



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Findings and Recommendations	Recommendation	Recommendation Finding	Division Responsible	January to June 2021	July to December 2021	January to June 2022	Status
Policy and Procedure Review	8	It is recommended that the HWDSB educate all employees about their rights regarding workplace accommodation and the process of obtaining said accommodation. All employees should understand the Board’s legal obligations under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act to provide accommodation, as well as how accommodation helps employees to perform their best at work. When this information is presented in this context, employees will be less likely to view accommodations as special treatment provided to some employees.	HR	X			Complete
Policy and Procedure Review	9	It is recommended that HWDSB develop a return to work policy and procedures to support the early, safe, and successful return to work of staff who must take leave due to illness or injury.	HR	X			Complete
Policy and Procedure Review	10	It is recommended that the Recruitment and Selection Policy be revised to: <ul style="list-style-type: none"><li>• Specify the legal framework within which the Board hires, including the Ontario Human Rights Code, Occupational Health and Safety Act, and the Accessibility for Ontarians with Disabilities Act, and</li><li>• Specify the Board’s goal of diversifying the workforce to reflect the community served.</li></ul>	HR	X			Complete

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Findings and Recommendations	Recommendation	Recommendation Finding	Division Responsible	January to June 2021	July to December 2021	January to June 2022	Status
Policy and Procedure Review	11	<p>It is recommended that the Recruitment and Selection Procedure be revised to:</p> <ul style="list-style-type: none"><li>• Specify the Board’s requirement to comply with the Accessibility for Ontarians with Disabilities Act by requiring that:<ul style="list-style-type: none"><li>o Applicants be asked whether accommodation is needed when they are invited for an interview</li><li>o Assessment and selection material be provided in accessible formats, upon request, and</li><li>o Specifying that successful candidates will be notified of the policies for accommodation of employees with disabilities.</li></ul></li><li>• Require that new employees receive training on the Accessibility for Ontarians with Disabilities Act</li><li>• Require job advertisements to include an equity and accommodation statement</li><li>• State the need for diversity on hiring committees</li><li>• Expand the definition of conflict of interest to include the appearance of a conflict</li><li>• Include “participation in the appointment, promotion, or hiring of a person with whom members of the hiring panel have a close personal relationship” as a conflict of interest, not simply family members</li><li>• Define “family member” as those related to the employee by blood or marriage, including in-laws</li><li>• State that a conflict of interest also arises when family members or close personal friends are employed in situations where a reporting relationship exists and where the supervisor has influence, input, or decision-making power over an employee’s performance evaluation, salary premiums, special permissions, potential for promotion, conditions of work, and similar matters</li><li>• Require that those participating in the hiring process sign a document stating that they have no conflict of interest</li><li>• Update the list of the grounds on which the Board will not discriminate in hiring to include the complete list of human rights protected grounds: age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, record of offences; sex (including pregnancy and breast feeding), and sexual orientation</li></ul>	HR	X			Complete

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Findings and Recommendations	Recommendation	Recommendation Finding	Division Responsible	January to June 2021	July to December 2021	January to June 2022	Status
Policy and Procedure Review	12	It is recommended that the Accommodation of Staff Policy and Procedure reflect the Board’s duty to accommodate employees based on any human rights protected ground.	HR	X			Complete
Policy and Procedure Review	13	It is recommended that the Accommodation of Staff Policy and Procedure be updated to: <ul style="list-style-type: none"><li>• Include the need to provide individualized accommodation, the need for the inclusion and full participation of the employee in the process, and the need to adhere to the principles of accommodation</li><li>• Specify the Board’s legal obligation to comply with the Accessibility for Ontarians with Disabilities Act</li><li>• Recognize the need to accommodate employees outside of the return to work process</li><li>• State the responsibilities of managers and school administrators to:<ul style="list-style-type: none"><li>o Be alert to the possibility that a person may need an accommodation even if they have not made a specific or formal request</li><li>o Accept the person’s request for accommodation in good faith, unless there are legitimate reasons for acting otherwiseObtain expert opinion, advice, or additional information where needed (but not as a routine matter)</li><li>o Keep a record of the accommodation request and action taken</li><li>o Communicate regularly and effectively with the employee requesting accommodation, providing updates on the status of the accommodation and planned next steps</li><li>o Maintain confidentiality</li></ul></li><li>• State the Board’s obligation to implement accommodations in a timely manner, to the point of undue hardship</li><li>• State the responsibility of the Board to ensure that funding is provided for accommodation, regardless of the ability of an individual school or department to pay</li><li>• Specify the accommodation requirements under the Accessibility for Ontarians with Disabilities Act in the hiring and selection process and</li></ul>	HR	X			Complete
Policy and Procedure Review - connects to 8	14	It is recommended that the HWDSB clarify and provide guidance on the factors that will be considered in the accommodation process, such as seniority, availability, qualifications, and legislative or contractual obligations.	HR	X			Complete

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Findings and Recommendations	Recommendation	Recommendation Finding	Division Responsible	January to June 2021	July to December 2021	January to June 2022	Status
Policy and Procedure Review	15	<p>It is recommended that the Workplace Violence and Harassment Prevention Policy be updated to better align it with the requirements of the Ontario Human Rights Commission and best practices by:</p> <ul style="list-style-type: none"><li>• Specifying that senior leaders and supervisors have the responsibility to create a respectful workplace and address issues that they become aware off, regardless of whether employees make a complaint</li><li>• Specifying that the policy applies to telephone, email, or other communications</li><li>• Listing all of the human rights protected grounds, including gender identity, gender expression, and record of offences</li><li>• Stating that protection also extends beyond the human rights protected grounds to include association or relationship with a person identified by one of these grounds and perception that one of these grounds applies</li><li>• Indicating that people may experience discrimination and harassment based on the intersection of multiple grounds of discrimination (“intersectionality”)</li><li>• Specifying that the organization should take action to:<ul style="list-style-type: none"><li>o Educate employees about the policy</li><li>o Develop a complaint process</li><li>o Hold managers accountable for responding to and resolving complaints of harassment</li><li>o Ensure that all reports of workplace discrimination and harassment are appropriately investigated</li><li>o Provide for the monitoring and evaluation of the application of the policy, such as the collection and analysis of employee comments, feedback from investigators and managers, and information collection through exit interviews to inform the monitoring and review of the policy</li></ul></li><li>• Specifying that managers should take action to:<ul style="list-style-type: none"><li>o Model the behaviours they expect from employees</li><li>o Respond to and resolve complaints of harassment</li></ul></li><li>• Requiring that a report be compiled annually for the leadership team on the number and type of complaints and any trends and systemic issues that need to be addressed, and that the</li></ul>	HR	X			Complete

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Policy and Procedure Review	16	<p>It is recommended that the Workplace Harassment Prevention Procedure be strengthened by:</p> <ul style="list-style-type: none"><li>• Defining and including the following as violations of this policy: failure to accommodate; interference; condonation; poisoned work environment; discrimination; and threats/retaliation</li><li>• Broadening the definition of workplace</li><li>• Updating the list of human rights protected grounds to include sex</li><li>• Including gender-based harassment as a type of sexual harassment</li><li>• Providing examples of harassment</li><li>• Stating that individuals retain the right to pursue remedies through external processes, including under the Human Rights Code and the Occupational Health and Safety Act or by contacting police</li><li>• Clearly articulating the rights and responsibilities of managers, school administrators, and the Board</li><li>• Clearly articulating the rights of complainants and respondents when a complaint has been made</li><li>• Identifying responsibilities to report annually to the Director of Education on complaints made in order to identify trends and systemic issues and to propose proactive measures to address these issues</li><li>• Noting that while the definition states a “course of conduct,” a single significant incident may be sufficiently offensive to meet the definition of harassment</li><li>• Specifying that the policy also applies to discrimination or harassment based on association or relationship with a person identified by one of these grounds and perception that one of these grounds applies</li><li>• Indicating that people may experience discrimination and harassment based on the intersection of multiple grounds of discrimination (“intersectionality”)</li><li>• Ensuring that those assigned to investigate a human rights complaint have sufficient training and understanding of the Ontario Human Rights Code and the Occupational Health and Safety Act to conduct an appropriate investigation, and</li><li>• Delegating the monitoring and evaluation of the application of the policy, such as the collection and analysis of comments and feedback</li></ul>	HR	X			Complete

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Policy and Procedure Review	17	It is recommended that the Workplace Violence Prevention Procedure be strengthened by: <ul style="list-style-type: none"><li>• Defining and including the following as violations of this policy: interference and condonation</li><li>• Expanding the definition of workplace</li><li>• Providing examples of what constitutes workplace violence, and</li><li>• Delineating the monitoring and evaluation of the application of the policy, such as the collection and analysis of comments and feedback from employees, investigators, and members of the school community.</li></ul> Code of Conduct Policy and Procedure The Code of Conduct Policy and Procedure commits the HWDSB to fostering positive school climates where all employees feel safe, included, and accepted. However, the policy does not extend to all Board workplaces.	HR	X			Complete
Policy and Procedure Review - Heather	18	It is recommended that the Code of Conduct Policy and Procedure be revised to address behaviours in all HWDSB workplaces, not only school-based workplaces.	Safe Schools	X	X		In Progress
Policy and Procedure Review	19	It is recommended that the board develop an Equity and Inclusion Lens to be used when developing new or revising existing board policies. Practices not embedded in policy	Director's Office, Equity	X	X	X	Complete
Policy and Procedure Review	20	It is recommended that the board develop policies to clarify and guide the consistent application of its practices, in particular whether educators are permitted to teach in the same school or class as their children and what type of previous teaching experience will be accepted.	HR		X		Phase 2
Recruitment and Selection Processes and Practices - Laura	21	It is recommended that the Board's Careers webpage include information to better support job-seekers, including information on the recruitment process and what to expect if invited for an interview.	HR	X	X		In Progress

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Recruitment and Selection Processes and Practices	22	It is recommended that the Board’s Careers webpage address the various ways in which candidates may submit an application for various job openings, as not all applications are to be submitted to www.applytoeducation.com.	HR, Communications	X	X		Complete
Recruitment and Selection Processes and Practices	23	It is recommended that the language on the Careers webpage be updated to refer to job-seekers as “foreign-trained” rather than as “international applicants”.	HR, Communications	X			Complete
Recruitment and Selection Processes and Practices - Laura	24	It is recommended that the Careers webpage include an FAQ section that answers the question “What information should and should not be included on my resume?”	HR, Communications		X		In Progress
Recruitment and Selection Processes and Practices	25	It is recommended that the requirement for a TB test and a job-related medical note be reviewed, and if not needed, that these requirements be removed from the board’s website	HR, Communications	X			Complete

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Recruitment and Selection Processes and Practices	26	It is recommended that all HWDSB job ads have a similar format and provide job-seekers with the following information: <ul style="list-style-type: none"><li>•Background information about the Board</li><li>•Job duties</li><li>•Education and qualifications, including professional registrations</li><li>•Experience required, e.g., related experience in a public sector environment</li><li>•Skills and knowledge required</li><li>•Location of the position</li><li>•Hours of work</li><li>•Salary range / hourly wage, and</li><li>•How to apply.</li></ul>	HR	X			Complete
Recruitment and Selection Processes and Practices	27	It is recommended that the equity and accommodation statement be included on each job ad.	HR, Equity	X			Complete
Recruitment and Selection Processes and Practices - Laura	28	It is recommended that the proposed FAQ section on the Careers webpage address questions that job seekers may have about requesting accommodation, such as “What is accommodation?” and “Will asking for accommodation affect the Board’s hiring decision?” Examples of the types of accommodations that may be provided could be included to help job applicants understand whether they should be requesting accommodation. Job seekers should also be informed that accommodation will be provided based on any human rights protected ground, including disability, family status, and religion.	HR, Equity, Communications	X			Complete
Recruitment and Selection Processes and Practices	29	It is recommended that the Board allow applicants to submit applications at no cost through Apply to Education to remove the financial and other barriers that using Apply to Education may create for Indigenous job seekers and those from the equity-seeking groups.	HR	X			Complete



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Recruitment and Selection Processes and Practices	30	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.	HR	X			Complete
Recruitment and Selection Processes and Practices	31	It is recommended that the Board promote teaching as a profession to elementary and secondary students from Indigenous communities and the equity-seeking groups.	HR		X	X	In Progress
Recruitment and Selection Processes and Practices	32	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. - <b>Ongoing</b>	HR, Equity		X	X	Complete
Recruitment and Selection Processes and Practices	33	It is recommended that guidance be provided to all those involved in the hiring process about: <ul style="list-style-type: none"><li>• The duty to provide accommodation based on any human rights protected ground, and that the need for accommodation should not be a consideration when making the hiring decision</li><li>• The duty to notify candidates about the availability of accommodation during the recruitment and selection process</li><li>• The duty to provide assessment and selection materials in accessible formats, upon request, and</li><li>• The duty to notify successful candidates of the policies for accommodation of employees with disabilities</li></ul>	HR	X			Complete
Recruitment and Selection Processes and Practices	34	It is recommended that procedures be updated to support employees to accurately describe the interview process and practicums so that candidates are able to determine whether they will require accommodation.	HR	X			Complete
Recruitment and Selection Processes and Practices	35	It is recommended that an equivalent combination of education and experience be accepted for positions that do not require a specific diploma or degree.	HR	X			Complete

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Recruitment and Selection Processes and Practices	36	It is recommended that the Human Resources Department develop, share, and require the use of a Resume Scoring Matrix to support the consistent assessment of applicants to determine who is invited for an interview.	HR	X			Complete
Recruitment and Selection Processes and Practices	37	It is recommended that all competitions include questions to assess the candidate’s ability to work with a diverse group of co-workers, work in a diverse school community, or manage a diverse group of employees.	HR, Equity	X			Complete
Recruitment and Selection Processes and Practices	38	It is recommended that where multiple competitions are held for the same position a bank of interview questions be developed to avoid the use of the same questions in each interview.	HR	X			Complete

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Recruitment and Selection Processes and Practices	39	It is recommended that a Hiring Toolkit be developed to: <ul style="list-style-type: none"><li>• Provide guidance to hiring managers on developing interview questions that focus on assessing the candidate’s skills and abilities to do the job and the need to score each question against pre-determine “look-fors”</li><li>• Educate users about how cultural, gender, and other biases may impact their hiring decisions and the need to focus on the candidate’s skills and abilities to do the job. This should include focusing the interview questions on the skills and abilities to do the job, and not assessing candidates on other factors such as their tone of voice and judgements about them being over-qualified</li><li>• Require that interview panel provide a written copy of the interview questions for the candidate to refer to during the interview, and where possible, allow the candidate to review the written questions a few minutes prior to the interview</li><li>• Include instructions for interview teams that reflects a number of best practices:<ul style="list-style-type: none"><li>o Open the interview by explaining the process to the candidate, including the number of questions to be asked and the time allotted to the interview</li><li>o Guidance on the use of look-fors</li><li>o Guidance on probing</li><li>o Consensus scoring.</li></ul></li><li>• Provide guidance on testing to ensure that tests are consistently administered and scored and to ensure that candidates are asked whether they require any accommodation to complete the test.</li><li>• Address the potential impact of unconscious bias in the hiring process and provide tips for hiring managers to mitigate the impact of bias in</li></ul>	HR	X	X		Complete
Recruitment and Selection Processes and Practices	40	It is recommended that training continue to be provided to managers and administrators involved in the hiring process to help them understand and mitigate the impact of unconscious bias in the hiring process, and their responsibility to hire based on the skills and abilities to do the job.	HR, Equity		X	X	Complete

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Recruitment and Selection Processes and Practices	41	It is recommended that the Board embed in policies and procedures a commitment to including visible diversity on the interview panel, and the Board identify this as a best practice for principals and managers.	HR	X	X	X	Complete
Recruitment and Selection Processes and Practices	42	It is recommended that Human Resources Services serve as a model and leader for the rest of the organization by increasing the diversity of employees within the department. - <b>Ongoing</b>	HR	X	X	X	Complete
Recruitment and Selection Processes and Practices	43	It is recommended that the Board regularly communicate with employees about the hiring process, including any changes to the process, to strengthen employees' confidence that the Board has a fair and bias-free process that supports the equitable assessment of candidates from Indigenous Communities the equity-seeking groups. - <b>ongoing</b>	HR	X	X	X	Complete
Recruitment and Selection Processes and Practices	44	It is recommended that reference checks include a question, appropriate for the position, on equity and diversity. - <b>ongoing</b>	HR, Equity	X			Complete
Recruitment and Selection Processes and Practices	45	It is recommended that a checklist be provided to specify which items should be maintained in the competition files. - <b>ongoing</b>	HR	X			Complete
Recruitment and Selection Processes and Practices - Cindy	46	Given that individuals have up to 1 year after an incident to make a human rights complaint, it is recommended that all competition files be kept for 18 months after the competition closes. - <b>ongoing</b>	HR	X	X	X	Complete
Recruitment and Selection Processes and Practices	47	It is recommended that the Human Resources Department develop tools, resources, and training for staffing officers/coordinators that support the consistent application of policies, equitable hiring as well as the hiring of Indigenous people and those from the equity-seeking groups. - <b>ongoing</b>	HR	X	X	X	Complete

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Recruitment and Selection Processes and Practices	48	It is recommended that the Human Resources Department develop tools, resources, and training for school administrators, and others involved in the hiring process, that support the consistent application of policies, equitable hiring as well as the hiring of Indigenous people and those from the equity-seeking groups. - <b>ongoing</b>	HR	X	X		Complete
Vice Principal and Principal Promotion Process	49	It is recommended that the Board conduct a demographic survey of all applicants to the vice-principal and principal promotion process so that it can track the success of applicants throughout the entire process to identify any barriers to advancement and ways in which the Board can improve the process.	HR, EC		X		Complete
Vice Principal and Principal Promotion Process	50	It is recommended that the Board create a mentoring program to support the advancement of racialized and Indigenous teachers by giving them access to the knowledge and the breadth of experience needed to advance within the organization. - <b>Ongoing</b>	HR, EC			X	In Progress
Vice Principal and Principal Promotion Process	51	It is recommended that the Board develop appropriate training and mentoring programs to support aspiring racialized and Indigenous leaders. - <b>Ongoing</b>	HR, EC, Equity			X	In Progress
Vice Principal and Principal Promotion Process	52	It is recommended that the Board communicate any changes made to the promotion process to all employees to strengthen their confidence in a fair and bias-free process that supports the equitable success of Indigenous candidates and those from the equity-seeking groups.	EC, HR		X		In Progress
Vice Principal and Principal Promotion Process	53	It is recommended that the candidates' responses to interview questions during the promotion process be scored to support advancement based on merit.	HR	X	X		Complete
Vice Principal and Principal Promotion Process	54	It is recommended that members of the interview panel for vice-principal and principal promotions receive training to help them understand and minimize the impact of unconscious bias in the promotion process.	HR, Equity	X	X	X	Complete

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Employee Perspectives - Working Conditions	55	It is recommended that the HWDSB provide appropriate training and ongoing education for all supervisors about their duty to accommodate employees based on any human rights protected ground, in particular disability, religion, and family responsibilities. This training should also help supervisors understand the range of physical and mental disabilities, both evident and non-evident, for which accommodation may be requested and the types of accommodation that may be provided. Emphasis should be placed on explaining the Board's legal obligations	HR	X	X	X	Complete
Employee Perspectives - Working Conditions	56	It is recommended that the Board educate all employees about their rights regarding workplace accommodation and the process of obtaining said accommodation. Emphasis should be placed on explaining the Board's legal obligations under the Ontario Human Rights Code as well as	HR, Communications	X	X	X	Complete
Employee Perspectives - Respectful Work Environment	57	Recognizing that a great deal of inappropriate behaviours can be stopped and their impact minimized if they are immediately addressed, it is recommended that employees have access to training that provides them with the knowledge and techniques for intervening when they do witness or learn about these behaviours. - <b>Fall 2022</b>	HR, Equity			X	In Progress
Employee Perspectives - Respectful Work Environment	58	It is recommended that managers and school administrators be reminded through ongoing communication, training, and other means of their legal duty to foster a respectful work environment, to lead by example, and to act to stop harassment and discrimination when they witness or hear about these behaviours. - <b>Fall 2022</b>	HR, Equity	X	X	X	In Progress
Employee Perspectives - Respectful Work Environment - Laura memo Fall 2022	59	It is recommended that all employees and unions be reminded of the Board's process for receiving and accepting complaints of workplace violence, harassment, and discrimination, and that complaints can be made without going through the grievance process. - <b>Memo Fall 2022</b>	Equity	X	X	X	In Progress
Employee Perspectives - Respectful Work Environment	60	It is recommended that leaders throughout the organization commit to and be provided with, adequate supports, including anti-racism and anti-oppressive practice training, to enable them to demonstrate a greater personal and professional commitment to equity, diversity, and inclusion through behaviours and language that demonstrate inclusion and respect for all employees. - <b>System Leaders Training Fall 2022</b>	Equity, Communications	X	X	X	In Progress

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Employee Perspectives - Respectful Work Environment	61	It is recommended that the Board help to create and provide ongoing support to affinity groups/employee resource groups in order to create safe and inclusive spaces for Indigenous employees and those from the equity-seeking groups for networking and support. Further, the Board should use the affinity groups as a valuable resource to continue its work to identify and remove barriers to employment equity, diversity, and inclusion.	Equity	X	X	X	In Progress
Employee Perspectives - Respectful Work Environment - Paul	62	It is recommended that the Board ensure that it creates inclusive and safe workplaces that allow employees who identify as Two-Spirit and LGBTQIA+ to bring their full selves to work. This should include visual displays of positive spaces as well as training for managers and school administrators about their roles and responsibilities to create inclusive and welcoming spaces for all employees.	HR, Equity, Communications		X	X	In Progress
Employee Perspectives - Respectful Work Environment - Paul	63	It is recommended that the Board develop policies and programs to ensure that its work environment is inclusive of employees who are transgender and gendernon-conforming. As such, the board should develop policies such as a Transitioning at Work Policy, provide gender-neutral washrooms for staff, and train managers and employees.	HR, Equity, Communications			X	In Progress
Employee Perspectives - Respectful Work Environment - Chavon	64	It is recommended that the Board develop and distribute a guide on how to hold inclusive meetings to ensure that employees are not required to repeatedly request accommodations.	Equity	X	X	X	In Progress
Employee Perspectives - Respectful Work Environment - Cindy	65	It is recommended that a communications/learning strategy be developed (which may include a newsletter, lunch and learns, and other informal methods of promoting knowledge, resources, tools, and practices, etc.) with the goal of: <ul style="list-style-type: none"><li>Increasing employee understanding of workplace equity, diversity, and inclusion</li><li>Increasing employee understanding of barriers to hiring, advancement, and inclusion in the labour market generally and within the Board more specifically, addressing the facts and myths associated with workplace equity, diversity, and inclusion</li><li>Defining key terms and concepts, and</li><li>Developing and communicating a business case for workplace equity, diversity, and inclusion that links the organization's diversity and inclusion efforts to operational considerations</li></ul>	HR/Equity	X	X	X	In Progress

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Employee Perspective - Attitudes and Corporate Culture	66	It is recommended that the Board better support employees to understand the need and rationale for its equity, diversity, and inclusion efforts, by sharing this report and the resulting action plan with employees and providing regular updates with respect to implementation. - <b>ongoing</b>	HR		X	X	Complete
Employee Perspective - Attitudes and Corporate Culture	67	It is recommended that the Board develop a strategy to engage employees throughout the organization in equity and inclusion training for all employees, beginning with relevant competencies for senior managers, team leads, and supervisors. Such training, involving both online and face-to-face learning, should involve role play on how to hold difficult conversations and address issues as they arise, as well as evaluation of knowledge and skill retention. Core topics should include dimensions of systemic racism, implicit bias, as well as intersectionality (i.e., how class, race, gender, ability, and sexual orientation intersect within the workplace). Specific training on the issues facing particular equity-seeking groups should also be provided. - <b>Fall 2022</b>	HR, Equity, EC	X	X	X	In Progress
Employee Perspective - Attitudes and Corporate Culture	68	It is recommended that issues of equity and inclusion be embedded into all other training provided to leaders, including classroom management, duty to report to the children’s aid society, etc.	HR			X	Complete
Equity Infrastructure	69	It is recommended that appropriate financial and human resources be allocated to implementing the Employment Equity Plan and leading the Board’s employment equity efforts.	EC, HR, Equity	X	X		Complete
Equity Infrastructure	70	It is recommended that the Board conduct another Equity Audit in 5 years to assess progress and develop a new Employment Equity Plan.	EC, HR			X	Phase 3