

AGENDA: 6:00 p.m.

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. [Human Resources Work Plan](#)
5. Human Resources Structure and Portfolios (no report)
6. [Employee Recruitment and Staffing Update](#)
7. [Employee Attendance Monitoring Report](#)
8. [Workplace Violence Summary – Employee Incident & Reporting Stats](#)
9. 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

Human Resources Committee Workplan.

Cmt Mtg Date	Public
Oct. 23	Human Resources Structure and Portfolios Employee Recruitment and Staffing Update Employee Attendance Monitoring Report Workplace Violence Summary- Employee Incident & reporting stats
Jan. 20	<i>Information Session (50 minutes): People First: HR's Role in Educational Excellence</i> Employee Recruitment and Staffing Update Employee Attendance Monitoring Report
Mar. 24	Employee Recruitment and Staffing Update Employee Attendance Monitoring Report
May. 20	Employee Recruitment and Staffing Update Employee Attendance Monitoring Report

HUMAN RESOURCES COMMITTEE REPORT

October 23, 2025

Employee Recruitment and Staffing Update

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jason Alexander, Executive Officer, Human Resources & Staff Well-Being
Lety Goddard, Senior Manager, Human Resources & Staff Well-Being
Lara Gallagher, Manager, Recruitment and Staffing

Recommendation:

That the Recruitment and Staffing Update be received as information.

Background:

The Human Resource and Staff Well-Being Department is committed to supporting the Multi-Year Strategic Directions. As a Division, Human Resources plays an integral role in each of the priorities. Within Human Resource and Staff Well-Being, the Recruitment and Staffing department leads functions to recruit and staff qualified individuals for various roles within the organization.

Status:

Elementary Teachers

As of September 16th, elementary enrolment in comparison to projections, increased by a total of 102 students. In accordance with the Education Act and its Regulations, HWDSB completed reorganization by October 1, 2025.

Secondary Teachers

Since the start of the school year, 11 teaching lines (equivalent to 3.67 FTE) have been added to ensure compliance with the collective agreement, and 13 teachers have been expanded to full-time (1.0FTE) status.

To support ongoing staffing needs, between August 29 and September 14 the Recruitment and Staffing team posted for the occasional teacher list, and 91 applicants have accepted interviews. In an effort to continuously improve, Human Resources has gathered feedback from principals and vice-principals on difficult-to-fill subjects and reviewed the qualifications of occasional teachers removed during the summer for non-compliance. Based on this review, Human Resources focused hiring efforts on Technological Education (construction, manufacturing, transportation, hospitality, cosmetology), English, Math, Science (general and biology), Teaching

English Language Learners (TELL)/English as a Second Language (ESL), Special Education, and First Nations, Métis, and Inuit Studies (FNMI).

Since the start of the school year, 47 Long-Term Occasional (LTO) positions have been successfully filled. Daily unfilled absences have remained low.

Educational Assistants, Child and Youth Care Practitioners, and ECE Child Minders Staffing

All known EA and CYCP LTOs were filled for the start of the school year, with any unfilled permanent positions temporarily covered by LTOs until the Fall Staffing process, which runs from October 1 to November 14.

Staffing movement within permanent EA positions will begin on November 17, along with any necessary LTOs hired to remaining vacancies. EA and CYCP LTOs continue to be posted and filled as vacancies arise, and coverage of day-to-day EA absences has improved significantly compared to last year.

DECE Staffing

All known LTOs were filled for the start of the year, and additional vacancies continue to be posted and filled, as needed. The DECE reorganization process concluded with a transition day on October 2 and staff beginning at their new schools on October 3. As part of this process, one redundant DECE was recalled.

PSSP Staffing

All permanent positions were filled for the start of the year, with temporary staffing arranged to cover voluntary reductions and additional temporary placements made as required.

Additional Positions

Since September 2025, the Board has posted a total of 39 temporary and/or permanent OCTU positions, 11 permanent CUPE positions, and 19 temporary and/or permanent PASS positions.

Total Workforce

As of September 30, 2025, the Hamilton-Wentworth District School Board employs a total of 8,569 employees, including 6,206 permanent employees and 2,363 occasional or casual staff.

Recruitment and staffing efforts have resulted in overall fill rates of 91%. The fill rates for Teachers is 96%, 74% for education workers, and 91% for CUPE and OCTU positions.

Despite these successes, staffing and recruitment pressures persist, with the Educational Assistants group continuing to represent a key area of focus for recruitment and retention strategies.

Recruitment and Onboarding

We are currently scheduling interviews for Occasional Secondary Teachers, hiring for casual Educational Assistants, and opened hiring for Casual Caretakers and Educational Assistants on October 3, 2025.

Below is an update on our late Summer and early Fall recruitment efforts:

Employee Group	Interview Month	# applied to posting	# invited to interview	# interview accepted	# successful
Occasional Elementary (HWETL)	August	232	108	98	96 41.4% success rate
Educational Assistant (COPE)	September	194	54	43	35 18.0% success rate
Occasional Secondary (OSSTF)	September	235	96	TBA	TBA
EAs (COPE)	October	TBA	TBA	TBA	TBA
TOTAL:		661	258	141	131

Recruitment activity during late summer and early fall has demonstrated strong applicant interest and effective progression through the selection process. In August, the Elementary Occasional Teacher posting received 232 applications, with 108 candidates invited to interview, 98 interviews accepted, and 96 candidates deemed successful. Educational Assistant recruitment in September attracted 194 applications, resulting in 54 interview invitations, 43 interviews accepted, and 35 successful candidates. Secondary Occasional Teacher recruitment in September generated 235 applications, with 96 candidates invited to interview; results from this process are forthcoming. Recruitment for Educational Assistants in October is currently in progress, with data to be confirmed.

In total, 661 applications have been received across all groups, resulting in 258 interview invitations, 141 interviews accepted, and 131 successful candidates, with final staffing outcomes pending.

Next Steps in Recruitment

The Recruitment Team continues to advance HWDSB's strategic hiring priorities through targeted outreach and partnership development. Recent activities include a virtual presentation at L'Université de l'Ontario Français and participation in the Brock and Laurentian Teacher Career Fairs (September 24, 2025). Over the summer, 20 French occasional teachers were successfully hired and onboarded. The Recruitment and French teams will also participate in the University of Ottawa Career Fair. Partnerships now include the Immigrant Women's Centre (IWC), YMCA, Goodwill, CNIB, Wesley Urban Ministries, and Employment Hamilton.

Key initiatives underway include the “*From Casual to Permanent*” learning module for OCTU employees, set to launch on the HUB by November 2025, and the resume of an in-person application and interview workshop, with plans to expand to other casual employee groups. These efforts complement the ongoing creation of the “*Equitable Recruitment*” training module, underscoring the Board’s commitment to innovative and inclusive talent acquisition.

Financial Implications:

There are no incremental financial implications as a result of this report. Staff continue to ensure all recruitment for positions occurs within the budget approved by Trustees.

Strategic Directions:

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Upholding Human Rights, Safety & Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.



HUMAN RESOURCES COMMITTEE REPORT

October 23, 2025

Employee Attendance Monitoring Report

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jason Alexander, Executive Officer, Human Resources and Staff Well-Being

Lety Goddard, Senior Manager, Human Resources and Staff Well-Being

Mary Marchionda, Manager, Employee Support and Wellness

Recommendation:

That the Employee Attendance Monitoring Report be received.

Background:

The HWDSB Strategic Wellness and Absence Management Plan continues to guide efforts to enhance employee well-being and reduce personal illness-related absences and is in alignment with Policy/Program Memorandum 171 which mandates school boards to develop an Attendance Support Program.

Personal illness leaves, including personal medical and dental appointments remains an entitlement under the Central Collective Agreements and Terms and Conditions of employment for school board staff. These provisions allow staff to access paid time off for sick leave, medical and dental appointments. The Employee Support and Wellness (ESW) Department offers individualized support for medical absences including personal illness and WSIB related absences as well as workplace accommodations, ensuring staff are equipped to return to work safely and sustainably.

Status:HWDSB Attendance Rate Summaries: September 2024-June/August 2025

- HWDSB experienced a decrease in employee absence rates related to personal illness from September 2024 to August 2025 in comparison to the same time period in the 2023-24 school year.
- During this period in the 2024-25 school year, the average permanent Board employee utilized 14.09 personal illness days per 1.0 FTE. In comparison, the average was 16.85 days during the 2023-24 school year. This is a decrease of 2.76 days per 1.0 FTE (Appendix I).
- The Board's largest employee groups, Elementary Teachers and Secondary Teachers, continue to see improvements in their attendance rates.
- Appendix II compares the year-over-year change in absence rates based on employee group.

Attendance Duration and Case Management Trends:

- Between September 2024 and August 2025, 606 staff received early intervention program communication and information to support them once they had 6 consecutive days of absence related to personal illness.
- This is a minimal increase from the 537 staff who received this communication during the same time period last year.
- Early intervention includes information on services available through Homewood Health, our Employee and Family Assistance Program (EFAP), as well as reminders on resources and supports available through ESW.
- Between September 2024 and August 2025, 1205 short-term disability cases were initiated. This is a significant increase from the 788 cases initiated between September and August of the 2023-24 school year. Appendix III compares the year-over-year change in short-term disability case incidence between September and April over the past four school years.
- Subsequently, between September 2024 and April 2025, 954 short-term disability cases were closed. This is an increase to the 788 that were closed between September 2023 and April 2024. Case closure rates are now approaching the peak that occurred in the 2022-23 school year. Appendix IV compares the year-over-year change in short-term disability case closure between September and August over the past four school years.
- The top three reasons for personal illness continue to be mental health, physical health and surgery. We continue to support employees with the goal of reducing the duration of the time off.

Next Steps:

ESW will continue to support staff with safe return to work while working with our staff, union leaders, medical practitioners, and Homewood Health to further support and remove barriers which may prevent employees from regularly attending work. These efforts will include continued emphasis on identifying early return-to-work and stay-at-work opportunities.

Current short-term disability case trends will continue to be monitored to guide the strategic direction of the Employee Support and Wellness department in its pursuit of attendance goals. These trends will be studied to further understand what components of the personal illness attendance rates are driving the overall numbers.

Financial Implications:

The financial implications regarding staff wellness and absence management relate to Board employees paid sick leave entitlement and the large portion of positions that require coverage when absent. Full-time staff are entitled to 11 sick days paid at 100% of wages, plus an additional 120 short-term disability days paid at 90% of wages by the Board. The financial ramifications of absence management are primarily observed in replacement costs while providing paid sick leave time to incumbents.

The issue of sick leave and the costs associated with replacement coverage remains a provincial issue and Boards across the Province are struggling with the rising costs. Updates on HWDSB sick leave costs will be provided through Interim Financial Reports presented at future Finance and Facilities Committee meetings.

Strategic Directions:

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Upholding Human Rights, Safety & Well-Being

We will support all students and workers to feel safe and secure in our classrooms and school communities.

Appendices

Appendix I: Overall Rate of Absence Year Over Year – September – August

School Year	Rate of Absence
2023-24 – Sep-August	16.85
2024-25 – Sep-August	14.09
Difference:	-2.76

HUMAN RESOURCES COMMITTEE REPORT

October 23, 2025

2024-2025 Workplace Violence Summary

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jason Alexander, Executive Officer, Human Resources & Staff Well-Being

Lety Goddard, Senior Manager, Human Resources & Staff Well-Being

Chelsea Henry, Manager, Occupational Health and Safety

Recommendation:

That the 2024-2025 Workplace Violence Summary be received.

Background:

Staff provide an annual summary of workplace violence reporting statistics. The data provided in Appendix A reflects reports received from staff where they believe the threshold of workplace violence as defined in the Occupational Health and Safety Act has been met. Data does not address *Criminal Code* or the Ministry of Education definitions of violence.

The reporting period includes data from the last three school years.

To note, a single incident often results in multiple reports of workplace violence from any/all staff impacted.

Status:

As shown in Table 1, incidents resulting in lost time, were lower in 2024-2025 than in 2023-2024 or 2022-2023. The total number of reports received were relatively flat for elementary school staff in 2024-2025 in comparison to previous years but have lowered for secondary school staff in 2024-2025 in comparison to previous years.

We continue to encourage all staff members from all employee groups to report incidents of workplace violence. As we practice this, we may see an increase in reports of workplace violence.

Work to mitigate risks associated with workplace violence continues, based on collaboration with Principals and Vice-Principals and with reviews of Employee Incident Reports (EIRs), as well as in a number of different areas and in collaboration with other Departments, including Special Education, Inclusion and Equity.

Special Education

For the 2025/26 school year, the Special Education Department continues to implement changes to the structure of the Special Education, Inclusion and Equity Division and our approach to supporting students, families and schools. Multi-disciplinary teams continue to support our school staff in their efforts with students.

The Educational Assistant (EA) Onboarding has been designed to provide essential learning for EAs to prepare them to support a diverse population of students. The HWDSB essential skills training for EAs, which includes Professional Development as well as Job Shadowing Opportunities, establishes the importance of sensory friendly environments, a framework for effective skill building and de-escalation, and core foundational skills, with a continued focus on the importance of dignity of each student. We have received positive feedback from our school-based Administrators on this onboarding opportunity and have received consistent positive feedback from the Educational Assistants.

Information and Instruction

Behaviour Management Systems (BMS) Training expanded during the 2024-2025 school year:

- BMS sessions delivered to wider variety of roles to better support staff members in safely responding to challenging student behaviours
- Internal procedure improvement with both components of BMS (part one and part two) being offered to all staff who receive it. Historically, some staff were only provided part one of BMS training and some staff were provided both part one and part two.
- Due to less certifications expiring, there was a decrease in sessions hosted (25.71%) and number of staff trained (21.49%), however, as noted above, the information and instruction being delivered is more fulsome.
- All Educational Assistants (permanent and occasional) and all other identified staff provided paid BMS training.
- Special Education Inclusion and Equity Department – Onboarding Pilot Project for Educational Assistants (as above).

For the 2025-2026 school year, we continue to target training for staff members with the highest risk profiles.

Procedural Changes & Additional Information and Instruction

A review of Board procedures continues into the 2025-2026 school year, which includes consultation with union partners on our processes relating to responding to challenging student behaviour that results in workplace violence incidents. Continuing education regarding workplace violence is being developed to ensure that HWDSB is meeting the minimum requirements at the workplace level with Principals and Vice Principals.

Financial Implications:

There are no incremental financial implications as a result of this report.

Strategic Directions

Upholding Human Rights, Safety & Well-Being

We will support all students and workers to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Appendices:

Appendix A

Table 1: Comparison of Violent Incident Reports by Panel

ELEMENTARY SCHOOL STAFF					
YEAR	First Aid	Health Care	Lost Time	No Injury	Total
2022/2023	337	45	33	3027	3442
2023/2024	236	25	25	2937	3223
2024/2025	234	43	21	2936	3234
SECONDARY SCHOOL STAFF					
YEAR	First Aid	Health Care	Lost Time	No Injury	Total
2022/2023	162	4	12	710	888
2023/2024	105	13	16	970	1104
2024/2025	38	5	7	485	535

Note: Table 1 does not include non-school incidents

Table 2: Comparison of Violent Incident Reports by Occupational Group

ELEMENTARY TEACHERS					
	First Aid	Health Care	Lost Time	No Injury	Total
2022/2023	71	19	14	620	724
2023/2024	50	10	7	646	713
2024/2025	69	15	4	670	758
SECONDARY TEACHERS					
	First Aid	Health Care	Lost Time	No Injury	Total
2022/2023	48	3	10	248	309
2023/2024	31	5	6	291	333
2024/2025	16	2	4	235	257
CHILD AND YOUTH CARE PRACTITIONERS AND EDUCATIONAL ASSISTANTS					
	First Aid	Health Care	Lost Time	No Injury	Total
2022/2023	331	57	42	2588	3018
2023/2024	223	22	26	2628	2899
2024/2025	173	28	19	2221	2441
DESIGNATED EARLY CHILDHOOD EDUCATORS					
	First Aid	Health Care	Lost Time	No Injury	Total
2022/2023	16	2	5	155	178
2023/2024	25	1	1	291	318
2024/2025	5	2	1	200	208

ALL OTHER EMPLOYEE GROUPS
PRINCIPALS AND VICE-PRINCIPALS, PSSP, CUPE, PASS, SUPERINTENDENTS, NON-UNION CCE,
OCTU, PROJECT SEARCH AND FOCUS ON YOUTH

	First Aid	Health Care	Lost Time	No Injury	Total
2022/2023	7	4	3	51	65
2023/2024	12	1	1	53	67
2024/2025	9	1	0	95	105

Table 3: Comparison of Violent Incident Reports received by Grade

GRADE	2023/2024	2024/2025
FDK	23%	24%
GRADE 1	15%	13%
GRADE 2	8%	14%
GRADE 3	7%	8%
GRADE 4	4%	3%
GRADE 5	5%	3%
GRADE 6	3%	4%
GRADE 7	2%	2%
GRADE 8	2%	4%
GRADE 9	0.3%	1%
GRADE 10	0.4%	0.1%
GRADE 11	0.2%	0.4%
GRADE 12	0.1%	0.2%
SPECIAL EDUCATION CLASSES – ELEMENTARY	5%	10%
SPECIAL EDUCATION CLASSES – SECONDARY	25%	13%

Notes:

Data sorted by grade may be skewed in cases where a single incident is reported by multiple staff members who supported response or in circumstances where a single individual is involved in multiple incidents.

Percentage may not add up to 100% due to non-student incidents and staff members not being able to identify the student.