

ADVISORY COMMITTEE ON EQUITY

Thursday, January 28, 2021, 6:00 pm
Zoom Meeting

		Pages
1.	Welcome	5 mins
1.1.	Land Acknowledgement	
1.2.	Approval of the Agenda	
2.	Community Discussion - Open Space	30 mins
2.1.	Opening from Co-Chairs: Topics, Speakers, Community Experts	
2.2.	The ME Project (Student Trustees Joy Liu and Charles Chen)	1
2.3.	Discussion on the Government Issued Province-Wide Shutdown and the Effects on the School Community	
3.	Reports	
3.1.	ACE Report, 26 November 2020	2 mins 3
3.2.	ACE Report, 29 October 2020	2 mins 11
3.3.	Committee of the Whole Report	5 mins
3.4.	Advisory Committee on Extended Day and Child Care Programs	5 mins
3.5.	Superintendent's Report	10 mins
a.	Membership Subcommittee	
4.	Consultation	
4.1.	Human Rights Policy Consultation with ACE (C. Tanner)	30 mins 19
5.	Presentation	
5.1.	Report 20-114, Equitable Recruitment and Hiring Policy (J.McCoy)	30 mins 27
6.	Standing Items	

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|------|---------------------------------------------------------------------------------------|--------|
| 6.1. | Update from Steering Committee
Representatives on Police Involvement in
Schools | 5 mins |
| 6.2. | Valuing Voices: Identity Matters Survey and
Suspension Data Analysis | 5 mins |
| 7. | New Business and Event Announcements | 5 mins |
| 8. | Adjournment | 2 mins |
| 8.1. | Next ACE Meeting: 25 February 2021 | |

Excerpt from the meeting minutes of 12 January 2021, Committee of the Whole

1. Notice of Motion, The ME Project

Moved by Trustee Lyra Evans,

- A. THAT the Ottawa-Carleton District School Board install coin-free menstrual hygiene product dispensers and disposal units in all washrooms accessible to students (including in at least one stall within male washrooms), guidance departments, and physical education departments in all schools with students in grades 4 to 12 prior to September 2022;
- B. THAT the Ottawa-Carleton District School Board, considering environmental impact, variety of preferences, and other factors, ensure the continual supply of free menstrual hygiene products in the aforementioned dispensers from September 2022 onwards;
- C. THAT the Ottawa-Carleton District School Board provide free menstrual hygiene products to students at other appropriate distribution channels where necessary from September 2022 onwards, at the discretion of school administration;
- D. THAT the Ottawa-Carleton District School Board provide age and grade appropriate education to at least grades 4 to 12 students on the proper usage and disposal of menstrual hygiene products, as well as the rationale for their placement; and
- E. THAT the Ottawa-Carleton District School Board carefully consider the needs of all student demographics in the implementation and maintenance of this initiative, e.g. private and unsupervised access, usage of gender neutral language and packaging.



ADVISORY COMMITTEE ON EQUITY REPORT

November 26, 2020

6:00 pm

Zoom Meeting

Voting Members:	Ayan Yusuf Karshe, Nasrin Mirbagheri-Javanfar, Seema Lamba, Bronwyn Funciello, Nicki Dunlop, Carrie-Lynn Barkley, Deepika Grover, Elizabeth Sweeney, Chandonette Johnson-Arowolo (Jaku Konbit), Maria Teresa Garcia (Ottawa Community Immigrant Services), Ryan Doucette (Young Leaders Advisory Council), Kahmaria Pingue (Parents 4 Diversity), Larissa Silver (Youth Services Bureau)
Non-Voting Members:	Rob Campbell (Trustee), Chris Ellis (Trustee), Lynn Scott (Trustee, ex officio), June Girvan, Yazhou Zhang, Ruth Sword, Megan Willis, Said Mohammed, Sonia Nadon-Campbell (Special Education Advisory Committee, Alternate), Inini McHugh (Indigenous Education Advisory Committee), David Wildman (Ottawa Carleton Elementary Occasional Teachers Association)
Staff and Guests:	Justine Bell (Trustee), Donna Blackburn (Trustee), Dorothy Baker (Superintendent of Instruction), Mary-Jane Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Melissa Collins (System Principal, Equity), Colin Anderson (System Principal), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Nicole Guthrie (Manager, Board Services), Jacqueline Lawrence (Equity and Diversity Coordinator), Sue Rice (Equity Instructional Coach), Sharon Martinson (OCDSB Educator), Maxine Awedalla (Delegate), Kyrstin Dumont (Co-Chair National BIPOC LGBTQ2 Youth Mental Health Convention), Leigh Fenton (Board Coordinator)

1. Welcome

Acting Chair Deepika Grover called the meeting to order at 6:06 p.m. She acknowledged that the meeting was taking place on unceded Algonquin Territory. She expressed gratitude to the Algonquin people for the privilege to live and work on their land.

2. Approval of the Agenda

Moved by Nasrin Mirbagheri-Javanfar,

THAT the agenda be approved.

Carried

3. Community Voice (Delegations)

3.1 R. Maxine Adwella, Mental Health and Black, Indigenous and People of Colour (BIPOC) Students

Ms. Adwella, the Executive Director of National Collaboration for Youth Mental Health (NCYMH), introduced Ms. Kyrstin Dumont, the co-chair of the “National BIPOC LGBTQ2 Youth Mental Health Convention”, who will launch the virtual convention on 3 March 2021. Ms. Adwella encouraged OCDSB students and staff to attend the conference. Ms. Adwella’s delegation highlighted content for potential five-year workshops and training programs against racism and systematic discrimination, available to communities, corporations and educators through NCYMH.

4. Presentations

4.1 The Development of a Human Rights Policy (C. Tanner)

Human Rights and Equity Advisor Tanner reviewed a presentation on the development of a foundational human rights policy for the District. She noted that there are existing policies and procedures that address some aspects of human rights, such as anti-discrimination and harassment and some types of accommodation, however there are opportunities to strengthen the promotion and protection of human rights by developing a policy that will have primacy over other policies that will include recognition of fundamental human rights principles, define a human rights complaints mechanism, and define a process for accommodation requests. Her aim is to work in a collaborative way with students, parents and caregivers, employees, and community stakeholders to develop a transparent and accountable human rights policy and complaint procedure that serves the District’s stakeholders.

During the presentation and in response to questions, the following points were noted and recommendations made:

- Consultation may include virtual focus group meetings, written submissions, a public forum and an anonymous ThoughtExchange survey to create safe spaces to engage in conversation;
- Incorporate the human rights policy into the curriculum and define the language associated with the policy, for example, the words “equity”, “poverty” and “discrimination” are terms which merit definition;

- Consult with educator networks and community stakeholders in an open forum style, encouraging representatives from each organization to join the discussion. A group meeting format may provide additional feedback rather than meetings with individual groups;
- Ensure that mental health organizations are a part of the consultation groups;
- Visit community centres to listen to input from new Canadians;
- Consider developing a conceptual scope question to measure whether the intended policy would eliminate possible exclusion, lack of opportunity or imbalances in the right to education;
- Engage directly with students with complex disabilities. Seek feedback from students and families who are not members of organizations or affiliates and who may not otherwise be heard;
- Refer to the Ontario Human Rights Commission's recommendations on balancing competing rights for the express purpose of drafting policies and procedures; and
- Consult with the Aboriginal Coalition of Ottawa which represents all Indigenous organizations in the city. Each agency within the coalition could be approached for feedback.

4.2 Report 20-085, Annual Report on Student Suspensions (2019-2020) (M. Giroux)

Your committee had before it Report 20-085, presenting the annual report on student suspensions in 2019-2020.

Manager Oracheski reported that suspension data is reviewed annually. The Safe Schools strategy is built on promoting positive student behavior by building relationships, establishing a code of conduct, and ensuring bullying prevention initiatives are in place. The Safe Schools framework governs reporting requirements. The Anti-Racism Act and accompanying data standards governs the collection, analysis and reporting of identity based data, including the requirement to calculate disproportionality and, or, disparity indices.

Manager Oracheski noted that suspension information has been consistent over the past several years. For 2019-2020, the overall student suspension rate was 2.2%, measured from September 2019 to March 2020, at which time the province mandated the closure of schools due to COVID-19. Approximately 10% of suspensions were mandatory in nature and approximately two thirds of suspensions were single-day suspension. She highlighted that in all cases the disproportionality and disparity rates are higher for Indigenous students and students with special needs. Ongoing efforts are being made to create safe

spaces that promote student engagement, safety and a greater sense of belonging.

During the presentation and in response to questions, the following points were noted:

- Some school teams are trained to understand restorative justice approaches. Superintendent Farrish noted that in discretionary suspensions, progressive discipline is utilized to care, correct and support the student. Embarking upon a restorative justice practice requires knowledge of Indigenous circles of support and accountability;
- There is a need to be sensitive towards the complexity of self-identification for a racialized person. The way a student identifies is not necessarily the same way they are viewed by staff;
- It was suggested that a record of the number of sharing and healing circles that transpired with Indigenous students, prior to suspension, be included in future reports;
- A concern was expressed regarding the parallel increase in intermediate school suspensions alongside the typical increase in mental health challenges for students in grades seven and eight. As some of the suspensions may be based on mental health challenges, these students may benefit from mental health interventions rather than being suspended;
- Nearly 90% of suspensions issued to students in 2019-2020 were of a discretionary nature. System Principal Anderson noted that there are six broad categories of conduct outlined in subsection 306(1) of the Education Act where a principal shall consider suspension: a threat to inflict bodily harm to another person, possessing alcohol, cannabis or illegal drugs, being under the influence of alcohol or cannabis, swearing at a teacher or a person of authority, committing an act of vandalism that causes extensive damage to school property, and bullying, including cyber-bullying. He highlighted that the main reason for discretionary suspension was to uphold the safety of students and staff;
- The 10% of mandatory suspensions issued to students in 2019-2020, were related to possession or use of a weapon, committing assault requiring treatment by a medical practitioner, trafficking weapons, sexual assault, committing robbery, or supplying a minor with alcohol or cannabis, an unacceptable bullying risk to the safety of another person or any activity listed in subsection 306 (1) that was motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, or gender expression;

- Principals are required to use their discretion to consider the context of the behaviour, the circumstances of the individual student, potential biases, and whether the student will learn from the consequence;
- Concerns were expressed that students with Autism Spectrum Disorder (ASD) and other neurodevelopmental disorders, who regularly demonstrate severe tantrums and aggressive behaviours when irritable, are being suspended for these behaviours;
- Manager Orcheski explained that the Research, Evaluation and Analytics Division (READ) conducted the analysis of the data, and have benefitted from ongoing discussions with other research personnel from across the provinces undertaking the same type of analysis. A Technical Advisory Group (TAG) was assembled from the community, composed of people who have experienced anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities. TAG met on 6 November 2020 to provide guidance and feedback to support the analysis and reporting of demographic data collected under the Anti-Racism Act (2017), and in accordance with the Data Standards for the Identification and Monitoring of System Racism (2018), as they relate to identified outcomes (e.g., suspensions, achievement, and streaming);
- The suspension data has not been disaggregated by school site; and
- Additional reports will be generated from the data, such as credit accumulation, achievement streaming and sense of belonging.

Committee members agreed that suspension data be kept on the agenda as a standing item.

5. Matters for Action

5.1 ACE Committee Appointments

Superintendent Baker and Equity and Diversity Coordinator Lawrence explained the process for appointing members to the various positions.

a. Chair

Ms. Ayan Karshe nominated herself for the position of Chair.

The committee supported that notion that an ACE member may wish to stand as Co-chair. This collaborative seat could replace the requirement for an election of a Vice Chair.

Ms. Deepika Grover nominated herself for the position of Co-chair.

Ms. Karshe and Ms. Grover were declared the Co-chairs of ACE by consensus.

5.2 Community Involvement on Board Standing Committees

a. Committee of the Whole

Delegate Ms. Awedalla nominated herself for the position of Committee of the Whole representative for ACE. It was noted that committee representatives must be current members of ACE. A District-wide membership drive was initiated in the fall of 2019 and the orientation of new members was held on 27 August 2020. Ms. Awedalla requested that she be contacted following the meeting with information on ACE membership.

Ms. Nicki Dunlop nominated herself for the position of Committee of the Whole representative, by proxy, with the caveat that she would withdraw her nomination should a person of colour wish to hold the position independently.

Ms. Seema Lamba nominated herself for the position of Committee of the Whole representative.

With Ms. Lamba's consent, the committee was in support of electing Ms. Lamba for the position of Committee of the Whole representative and Ms. Dunlop as the alternate representative.

b. Committee of the Whole – Budget

Ms. Bronwyn Funiciello nominated herself for the position of Committee of the Whole, Budget representative.

Ms. Funiciello was declared Committee of the Whole, Budget representative by acclamation.

5.3 Ad Hoc Committee Appointments

a. The Advisory Committee on Extended Day and Childcare Programs

Ms. Nasrin Mirbagheri-Javanfar nominated herself for the position of The Advisory Committee on Extended Day and Childcare Programs representative.

Ms. Mirbagheri-Javanfar was declared The Advisory Committee on Extended Day and Childcare Programs representative by acclamation.

Equity and Diversity Coordinator Lawrence encouraged the members to consider striking a membership subcommittee. The item will appear on the 28 January 2021 meeting agenda for further discussion.

6. Reports

6.1 Superintendent's Report

Superintendent Baker announced that the *Valuing Staff Voices: Equity and Engagement Survey* will be undertaken in March 2021, led by a third party facilitator. The survey will be divided into two sections providing two different sets of data on identity within the organization, in addition to employee engagement

questions. Needs assessment sessions with staff occurred in October 2020, providing employees with the opportunity to have conversations about the topic of identity and engagement. Due to the level of interest in the sessions, an additional session has been scheduled for 1 December 2020. As part of the pre-survey work, a draft survey instrument was used in consultation with union executives and the leaders of employee affinity groups such as the Indigenous employee resource group, employees with learning disabilities, Black Educators Network, Rainbow Educators Network, Muslim Educators Network (MENO), and representatives from the Ontario Principals Council (OPC). Findings from the pre-survey discussions and the results from the upcoming survey will be used to develop a comprehensive action plan with focused responses on a system, department and school level.

Trustee Bell requested clarification on whether ACE can make a recommendation to the Board of Trustees to add an Indigenous voting member to ACE prior to the District's proposed advisory committee review. Trustee Ellis suggested that item be added to a future agenda for discussion. Ms. Hayles suggested that the topic be broadened to discuss the appointment of an Indigenous trustee to the Board of Trustees.

6.2 ACE Report, 29 October 2020

This item was deferred to the 28 January 2021 ACE meeting.

7. Standing Items

7.1 Update on District Review on Police Involvement in Schools

Human Rights and Equity Advisor Tanner provided a brief update on the District Review of Police Involvement in Schools:

- A call for proposals by facilitators was sent by invitation, with a closing date of 30 November 2020;
- Facilitators will be selected to support the process by mid-December 2020;
- Ayan Karshe, Kahmaria Pingue and Elizabeth Sweeney volunteered to sit as the ACE representative on the steering group for the Police Involvement in Schools;
- Two representatives from the Indigenous Education Advisory Council (IEAC) and one from the Special Education Advisory Committee (SEAC) are a part of the steering group;
- The inaugural meeting of the steering group will occur on 16 December 2020. Steering group exercises are to include a literature review and determining questions for the review participants; and

- Consultation and engagement with review participants is planned for January 2021.

Human Rights and Equity Advisor Tanner noted that many of the points raised in the ACE meeting of 29 October 2020, such as compulsory training for school resource officers, community safety services, and the engagement of police in schools, will be addressed in the literature review. She confirmed that the ACE representatives on the steering group will provide the update to this standing item on the ACE agenda going forward.

On the subject of inviting a police officer to present to ACE, as was suggested in the ACE meeting of 29 October 2020, Ms. Sweeney commented that this invitation was the suggestion of one member and would require further discussion to achieve consensus from the committee.

8. Information

There was no new information presented.

9. New Business or Event Announcements

Superintendent Baker recognized Elaine Hayles for her contribution as the Interim Chair of ACE for many years. Her dedication to ACE has been exemplary and her advocacy within the community, commendable. Her voice has been a true sense of change not only for the committee's work but for the work of the District.

10. Adjournment

The meeting adjourned the meeting at 8:38 pm.

Deepika Grover, Acting Chair, Advisory Committee on Equity



ADVISORY COMMITTEE ON EQUITY REPORT

October 29, 2020

6:00 pm

Zoom Meeting

Voting Members:	Ayan Yusuf Karshe, Nasrin Mirbagheri-Javanfar, Nicki Dunlop, Seema Lamba, Bronwyn Funicello, Nicki Dunlop, Carrie-Lynn Barkley, Deepika Grover, Elizabeth Sweeney, Chandonette Johnson-Arowolo (Jaku Konbit), Ryan Doucette (Young Leaders Advisory Council), Kahmaria Pingue (Parents 4 Diversity)
Non-Voting Members:	Rob Campbell (Trustee), Chris Ellis (Trustee), Lynn Scott (Trustee, ex officio), Bob Dawson, June Girvan, Yazhou Zhang, Ruth Sword, Susan Cowin (Special Education Advisory Committee), Inini McHugh (Indigenous Education Advisory Committee), David Wildman Ottawa Carleton Elementary Occasional Teachers Association (OCEOTA)
Staff and Guests:	Justine Bell (Trustee), Donna Blackburn (Trustee), Joy Liu (Student Trustee), Dorothy Baker (Superintendent of Instruction), Mary-Jane Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Shannon Smith (Superintendent of Instruction), Melissa Collins (System Principal, Equity), Jacqueline Lawrence (Equity and Diversity Coordinator), Ken Mak (Vice Principal), Jeannine Bradley (Office Administrator) David Sutton (Educator), , Leigh Fenton (Board Coordinator)

1. Welcome

1.1 Land Acknowledgement

Acting Chair Deepika Grover called the meeting to order at 6:07 p.m. She acknowledged that the meeting was taking place on unceded Algonquin Territory and thanked the Algonquin people for hosting the meeting on their land. She called for a moment of silence to honour the memory of Abdirahman Abdi who died under the custody of the Ottawa Police Services. She asked that in the quiet, the committee consider the strong proactive community voices and leadership that continue to persevere in the pursuit of justice and fairness.

2. Approval of the Agenda

Moved by Nicki Dunlop,

THAT the agenda be approved.

Carried

3. Presentations

3.1 Report 20-090, Consultation Plan for Police Involvement in Schools

Superintendent Baker provided a high-level overview on the consultation plan for police involvement in schools. She noted that the consultation plan process was partially informed through discussions held at the Advisory Committee on Equity's (ACE) special purpose meeting of 28 September 2020. She indicated that the consultation plan will remain a standing item on all forward agendas for ACE. Staff are in the process of determining the process for the selection of the steering group. Ms. Lamba suggested that predominantly racialized staff be included in the steering group. Chair Grover requested more information on the membership of the steering group, as it becomes available. In addition, she suggested that the standing item could be an opportunity to review progress, deliver insights as they emerge and review documents as they are produced.

The Committee raised the protocols for engaging police services in schools, the areas of discretion and mandatory instances when police are summoned to the school, the compulsory training for the School Resource Officers (SRO), the concept of community offering alternative safety services, and the division in the understanding of justice in the city, in light of the not guilty ruling in the death of Adbirahman Abdi. Superintendent Baker concluded that the consultation review aims to examine these subjects, and will include the review of the role of the SRO. In response to an inquiry, she noted that she will bring forward to Superintendent Farrish, the suggestion of inviting former students to participate in the consultation process. To better understand these topics, Ms. Hayles suggested the following future guest presenters at ACE: a police officer and a human rights lawyer, who are independent of District employees or partnerships.

4. Reports

4.1 Superintendent's Report

Superintendent Baker reported that at the Committee of the Whole meeting on 13 October 2020, the Indigenous, Equity and Human Rights (IEHR) Division was launched. In addition, The Indigenous, Human Rights and Equity Roadmap 2020-2023 (the Roadmap) was presented. She noted that the District is presently moving forward on the commitments of the Roadmap. On 27 October 2020, the Board approved the creation of two full time equivalent (FTE) Indigenous Graduation Coaches positions, selected from an Indigenous candidate pool with expertise in the cultures of Inuit and Métis people, the expansion of the Equity

Team through an additional Equity Coach with a focus on Black, racialized, minoritized groups, and an allocation of up to \$50,000 annually to support translation services to communicate and support the implementation of the Roadmap. Trustee Bell reflected that the motion for additional Indigenous Graduation Coaches was accepted by the Board, due, in part, to a delegation given by a member of the Indigenous Education Advisory Committee (IEAC). She shared that during the meeting, Chair Scott proclaimed that delegation rules do not align with Indigenous ways of sharing knowledge and that Mr. McHugh would be allotted the time he needed to present his concerns to the Board of Trustees.

Superintendent Baker acknowledged the allegations against former staff at Nepean High School. She noted that an investigation is underway; staff is unable to share further details with the public.

Superintendent Smith reported that a support team was assembled to accommodate the needs of students at Nepean HS, including staff from IEHR and Learning Support Services (LSS). Connecting with the students and providing some urgent professional training for staff is the prime focus presently. Google Meets are scheduled for students to be working with a social worker, and itinerant educational assistant and the school psychologist. Small group opportunities will be available for students to connect directly with District administration. She and Principal Johnson sat with student leaders from the Diverse Student Union. In this meeting they were provided with information about the daily experiences of students who were racialized at Nepean HS and issues that impacted these students as a result of the school environment. Listening to the student voice is at the centre of the student support planning and outcomes were established from the meeting. Every three weeks, she and Principal Johnson will seek additional feedback from the Diverse Student Union.

In response to questions, the following points were noted:

- The lessons learned from the experiences of students at Nepean HS will influence the work that is underway for the Roadmap to take across the District and further the strategies designed for a series of learning opportunities involving school leaders;
- A way to file reports of inappropriate or racist teacher conduct will be made possible through an independent arm of the District, led by Human Rights and Equity Advisor Tanner. The Safe Schools policies and procedures will include the development of a complaint form that students may submit anonymously, identifying the kind of behaviour under scrutiny;
- A committee member contended that students may not be comfortable coming forward to speak about traumatic circumstances involving educators; therefore creating a position for an ombudsperson within the schools could lead to increased advocacy in matters of bullying and human rights violations;

- LSS partners have assigned a multi-disciplinary team to support affected Nepean HS students. These counsellors reflect the diversity of the students;
- A committee member stated that though encouraged at every opportunity, students should not be expected to advocate for themselves because they are children under the care of the District while on school property;
- A committee member expressed concern that the District approach to mending the damage experienced by Nepean HS students is largely a “top-down” strategy with complex power dynamics. Historically, many racialized students have struggled with the power dynamics in society;
- Superintendent Smith advised that these circumstances have highlighted many areas that require attention, for example, how to unlearn the ways in which white supremacy lives in actions and words, closely surveying the materials chosen to teach the curriculum and examining the dynamics that are set up in the classrooms;
- Support in the form of a three tiered structure was deployed for the students of Nepean HS after the District became aware of the allegations. Superintendent Smith noted that there was a personalized approach to supporting each of the students. Further information was requested about the tiered approach, and it was suggested that the information be communicated to the parents of the affected students;
- Parents of students affected by the words and actions of the past and present Nepean HS staff should be assured that the District is doing more than their legal obligation to investigate the allegations. Superintendent Smith noted that a communication plan to the community is forthcoming; and
- Superintendent Baker explained that during a tragic event a Tragic Event Response Team (TERT) is deployed to offer support through professional services and at times, spiritual workers arrive on location to support the school community, friends and siblings. The District continues care as long as the recipients believe that they require the support.

4.2 ACE Report 24 September 2020

Moved by Chandonette Johnson-Arowolo,

THAT the Advisory Committee on Equity Report of 24 September 2020 be received.

Carried

4.3 ACE Discussion Notes 28 September 2020

The ACE discussion notes of 28 September 2020 were received.

5. Information

5.1 Election Selection Process

Diversity Coordinator Lawrence presented a document which outlined the responsibilities and described the guidelines for the scheduled election at the 26 November 2020 ACE meeting. She asked that voting members send an expression of interest for the positions of Chair, Vice Chair and Committee of the Whole (COW) representative to her or Board Coordinator Fenton by 12 November 2020. The official start date of the presiding officer positions begins on 1 December 2020. In response to a query, she reviewed the history of the creation of ACE, which was also presented in the ACE orientation meeting of 27 August 2020.

The COW representative was described by Diversity Coordinator Lawrence, as a representative from ACE who attends a monthly meeting with the Board of Trustees. The concerns of ACE can be brought into the discussion periods. This representative would contribute to the conversation with an equity lens on matters brought forward and, in turn, report to ACE about matters that require feedback from the ACE committee. Trustee Ellis contributed that, in years previous, he wrote the recommendation to provide a seat for ACE at the COW table. He noted that this representative is of prime importance and will bring forward equity issues to the trustees or to present a perspective of diversity while the trustees are debating a particular matter. Trustee Scott maintained that the Board of Trustees is involved in steering the change within the institutional structures to better reflect diversity. The formality of the Board of Trustee meeting setting should not be a deterrent as the trustees rely on hearing all experiences in order to make their decisions. The key consideration is that the representative brings forth the views of ACE rather than individual views. The representative will speak at COW defining the consensus position of ACE and ask questions of clarification to be better equipped to report back to ACE. Trustee Campbell highlighted that ACE may formulate a motion and bring it to the table for the Board of Trustees to consider.

Ms. Hayles suggested that a motion be recommended to the Board of Trustees to appoint an Algonquin member as a Board Trustee. Staff noted that trustees are not appointed but rather they are elected. Trustee Ellis noted that *Ontario Regulation 462/97 First Nations Representation on Boards* outlines the requirements for First Nations appointments to the Board. The District does not qualify for this provision.

Mr. McHugh, who attends ACE as a representative for the IEAC, queried the likelihood of granting every person attending ACE a legitimate vote. Diversity Coordinator Lawrence responded that the question has been raised in previous years. ACE is a unique body with a variety of diverse voices and individuals that share different ways of knowing. She established that advisory committees of the Board operate through structured policy. The committee exists through the discretion of the Board. She suggested that after the 2020-2021 school year, a recommendation from ACE may come forth to revise Policy P.008.GOV to better serve the diverse voices and identities that attend and participate at ACE. In

response to an inquiry about including a person from the Algonquin nation on the list of voting members, she noted that the membership sub-committee conducted an extensive outreach to solicit applicants and to arrive at the current ACE membership. She maintained that each voice who attends is respected and welcome; the richness of the conversation relies on contributions from the group. Ms. Lamba iterated that the P.008.GOV allows for the creation of various sub-committees should an area of business require greater focus by a selection of committee members.

Ms. Javanfar noted that the member application process occurred in 2019 and then in 2020 applicants began to receive notifications pertaining to upcoming ACE meetings. She understood that the length of the membership is two years however she did not understand the distinction of the different member categories on ACE. She noted that she was not a parent of a child currently enrolled in the District; however she is a voting member in the independent category. She requested more information about how the ACE conversations are connected to tangible change within the school system. Diversity Coordinator Lawrence explained that many staff are assigned to ACE, including the Equity Instructional Coach, Sue Rice and they have a direct connection with all schools and may share outcomes from ACE discussions at the school-level. The meeting reports are published as part of the COW agenda packages and all trustees are accountable for reading the advisory committee reports, in turn informing trustees of the community voice and the matters requiring further attention at the Board-level. Superintendent Baker emphasized that ACE is the advisory committee on equity to the Board.

Ms. Sweeney requested clarity on the appointments to the eleven voting positions as P.008.GOV is written with the provision that only voting members may hold the positions of Chair, Vice Chair and COW representative. Diversity Coordinator Lawrence responded that non-voting members are able to self-nominate to sit on the sub-committees of ACE. This provides an opportunity for all to share time and talent to the committee if they seek a larger role. She acknowledged the two vacancies in the community representative voting member category. It was noted that in the non-voting 'Members at Large' category, participants who also represent community agencies, may be approached to fill these vacancies. Alternatively, a listing of organizations and associations within P.008.GOV may be considered.

Ms. Miller examined section 4.6.(a) under "Membership Criteria" where the language reads: "Every effort shall be made to ensure that the four (4) individual members are parents/guardians with children enrolled in the OCDSB who represent the diverse demographic composition of the District". She inquired how many of the four voting members were parents with children enrolled in the District. It was determined that 25% of the independent voting members were parents. Ms. Javanfar stated that those members who are the parents with students in the District should have the voting privileges. It was established that

75% of independent members in the 'alternative' voting column were parents with children in the OCDSB. The Committee agreed that a balance between parents with children currently enrolled in the District schools and those without, was a preferred membership structure.

Ms. Sweeney queried the mechanism in place to expand the voting membership within P.008.GOV. Superintendent Baker replied that the District will be conducting a review of all policies relating to the Board's advisory committees in 2020-2021. Though the committee policy can be amended and presented to the Board, she was concerned about the timeline, as the ACE elections occur on 26 November 2020. She assured the committee that ACE arrives at their decisions by consensus. Trustee Scott communicated that ACE will be asked for input in the fulsome review planned for the advisory committees.

5.2 Indigenous, Human Rights and Equity Roadmap 2020-2023

The final version of the Indigenous, Human Rights and Equity Roadmap 2020-2023 was included for information.

Ms. Hayles requested consistency in the way Black people are referred to throughout the document. Superintendent Baker clarified that, in consultation with Diversity Coordinator Lawrence, Black people are distinguished as Caribbean Black in the Roadmap.

6. New Business or Event Announcements

There was no new business raised.

7. Adjournment

The meeting adjourned the meeting at 8:45 pm.

Deepika Grover, Acting Chair, Advisory Committee on Equity



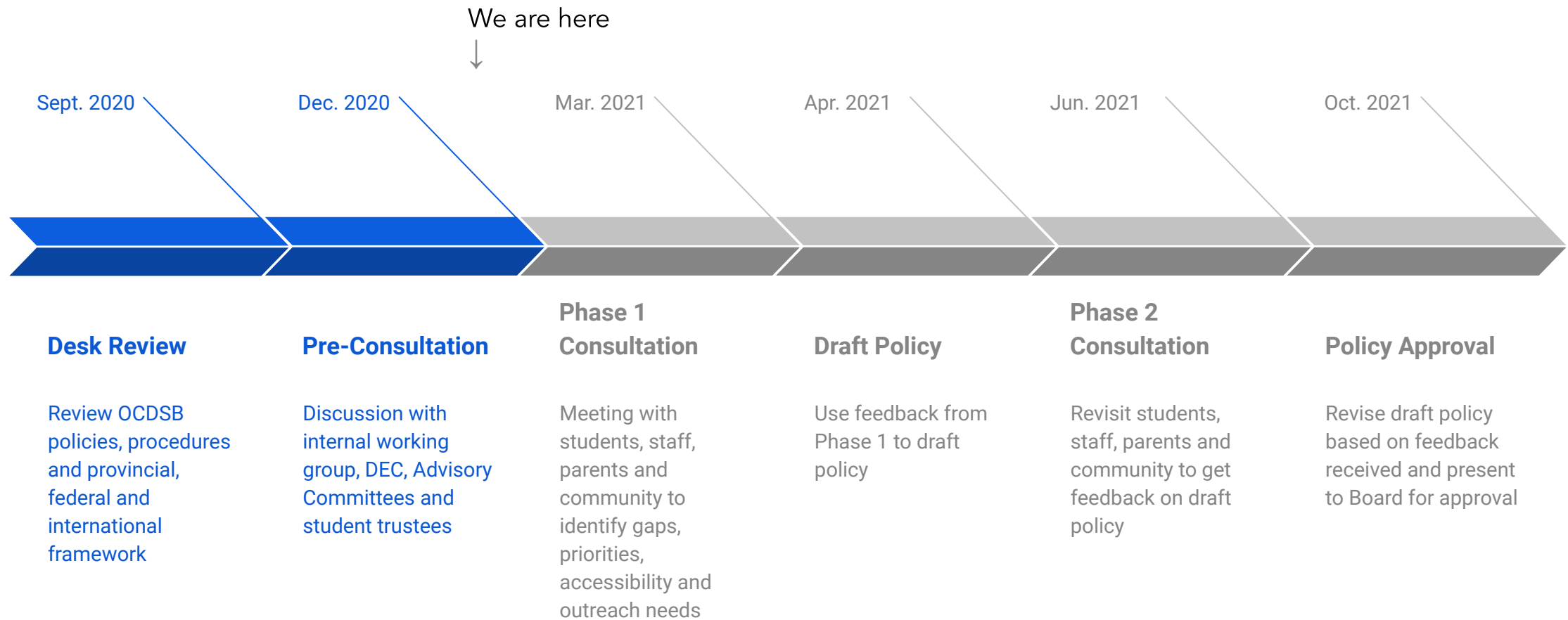
... having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community ...

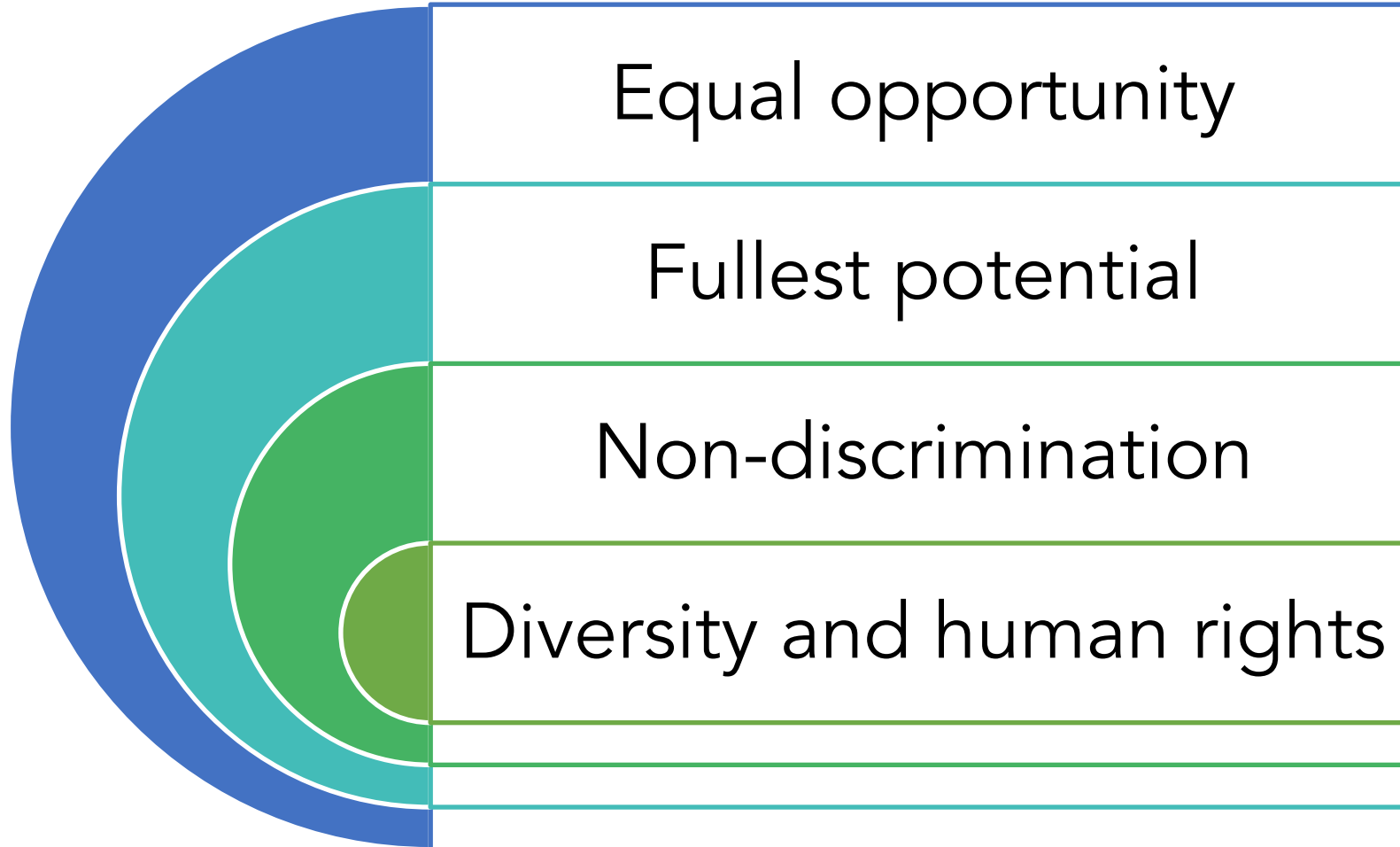
Preamble - Ontario Human Rights Code

Development of a Human Rights Policy

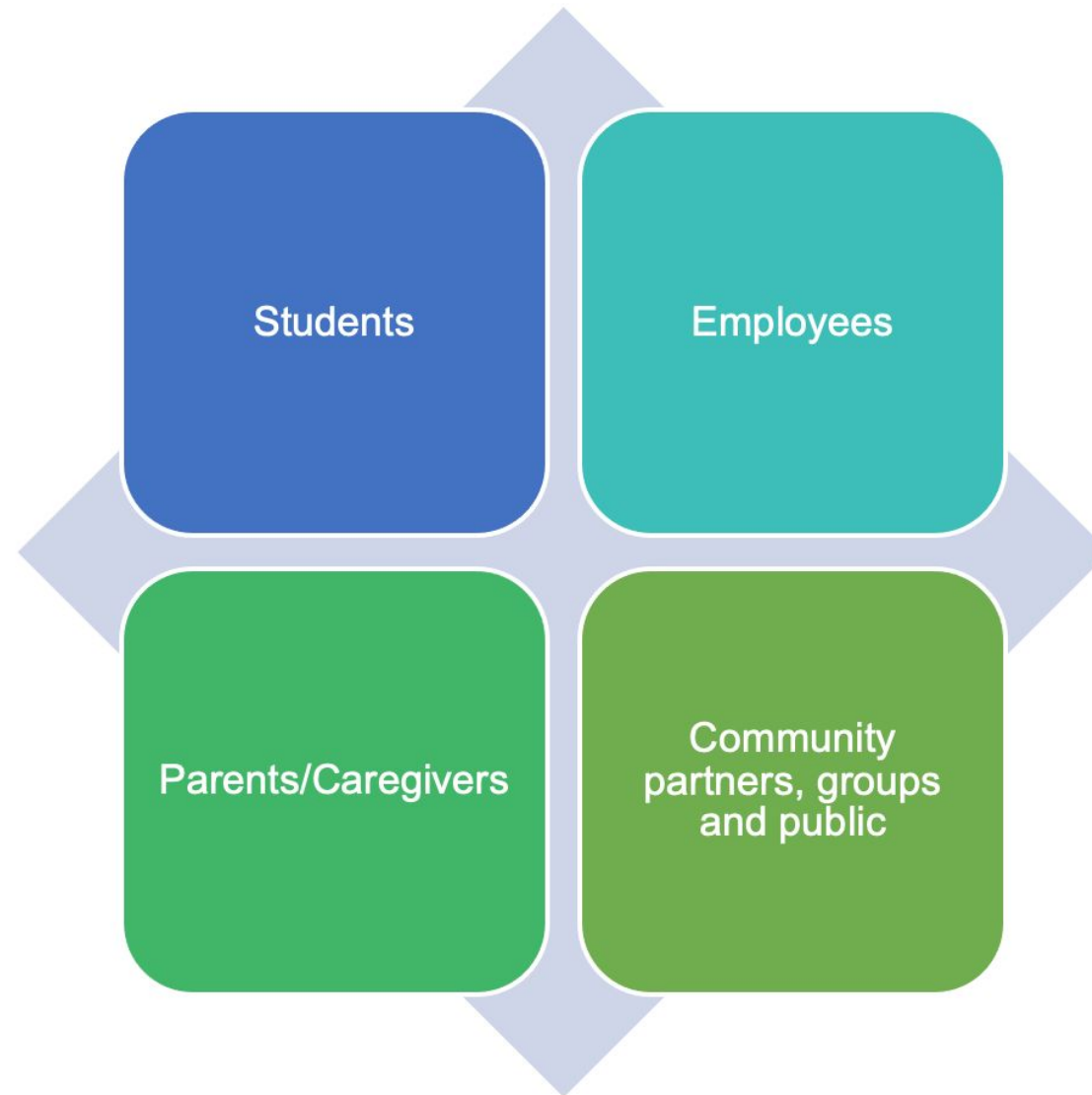


Timeline





Human Rights Policy for Whom?

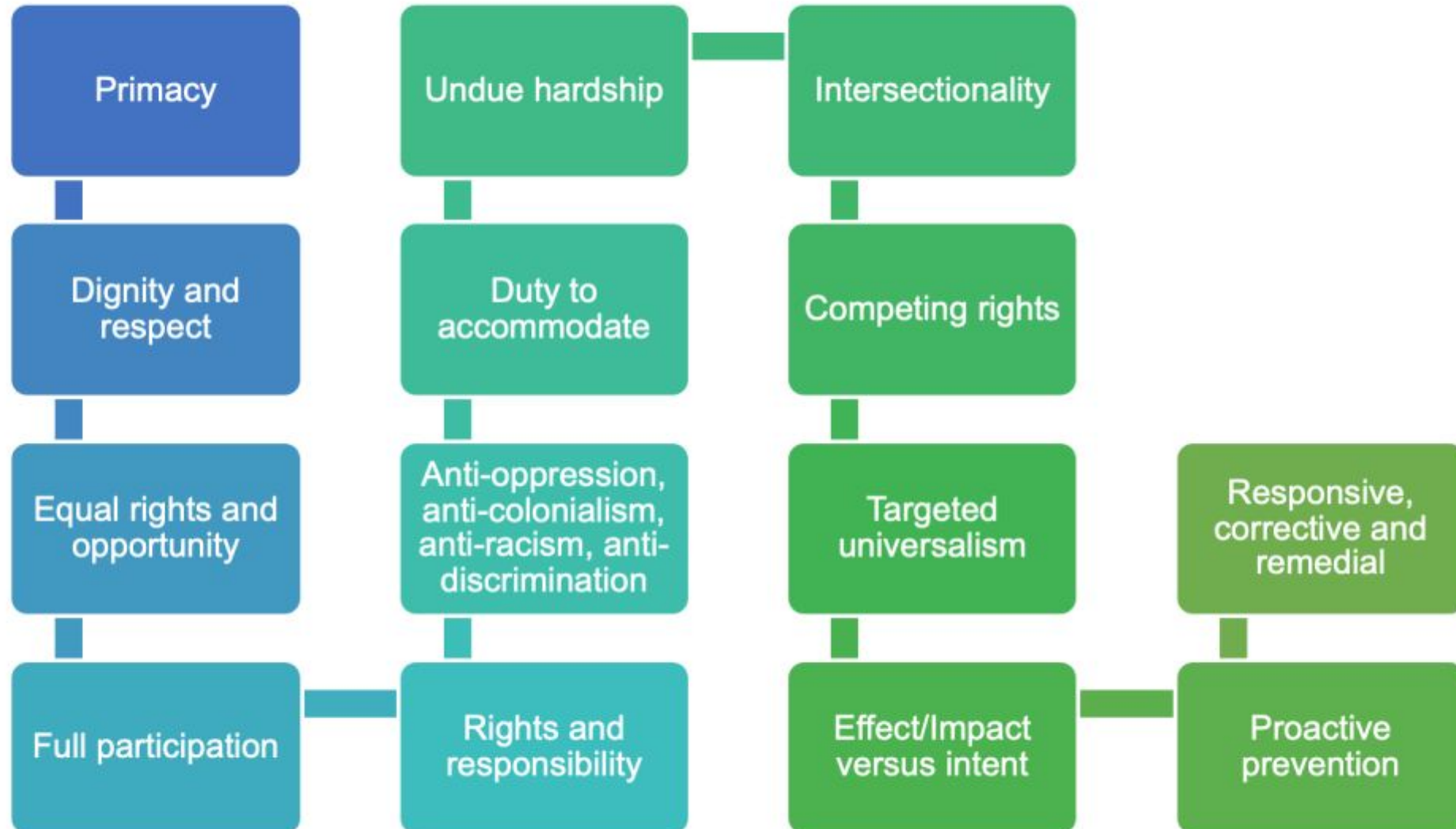


Human Rights Policy Principles



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

HUMAN RIGHTS POLICY



Consultation Questions



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

HUMAN RIGHTS POLICY

Q1 Thinking about your experience with OCDSB, what do you see as the most important human rights issues for the District to address? Why?

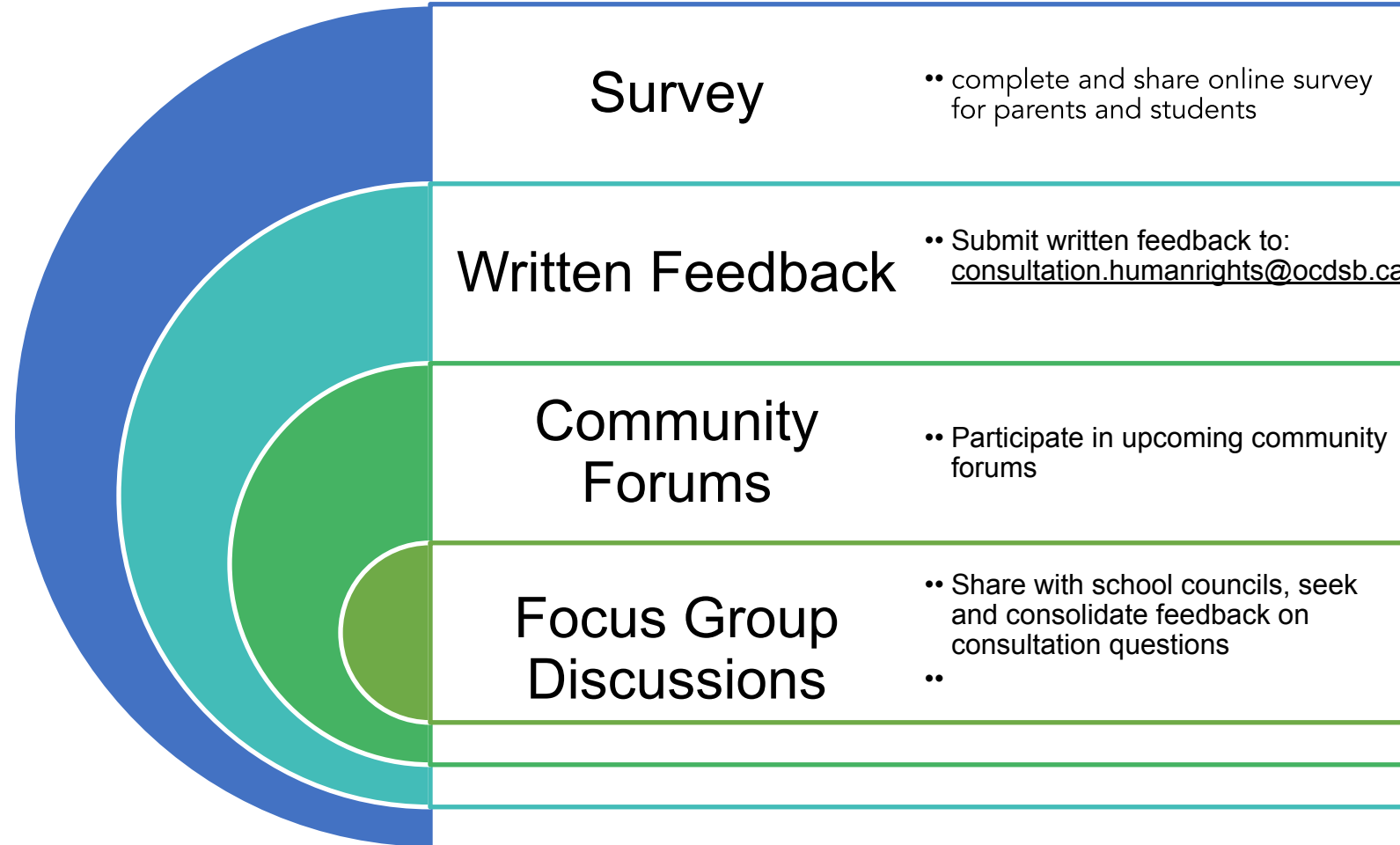
Q2 Grounds protected from discrimination under the Ontario *Human Rights Code* include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status and disability. Are other factors that should be considered? Why?

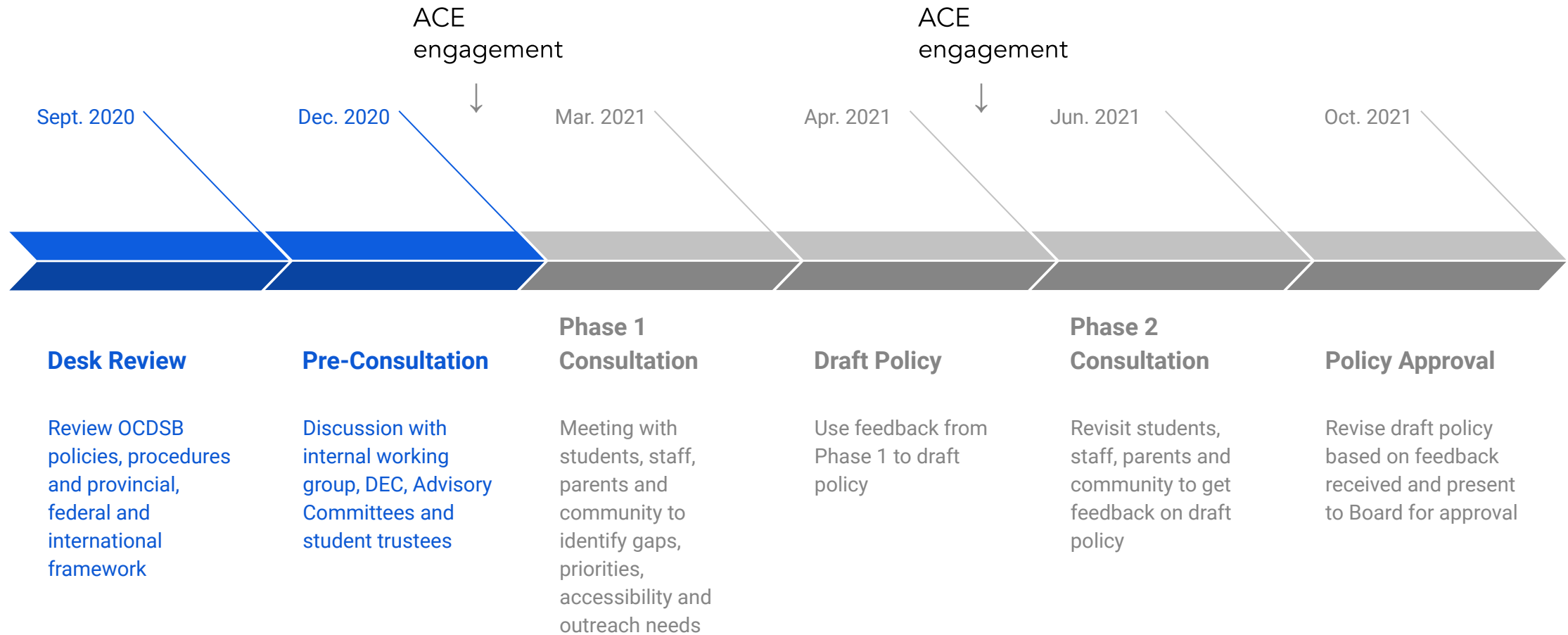
Q3 When someone has a human rights concern, there are many ways it can be addressed. How do you think OCDSB can receive and respond to a human rights concern in a way that makes a person feel safe, is accessible and is effective? What needs to be considered for the process to work well for everyone?

Q4. How can we help make sure that everyone understands their rights and responsibilities under the human rights policy?



How can people engage?





consultation.humanrights@ocdsb.ca

Memorandum

To: Advisory Committee on Equity

From: Janice McCoy, Superintendent of Human Resources

Date: 28 January 2021

Re: Report 20-114 Equitable Recruitment and Hiring Policy

Please find attached Report 20-114 -Equitable Recruitment and Hiring Policy for teachers, for purposes of the upcoming discussion at Advisory Committee on Equity (ACE).

The draft policy was developed to comply with a draft Policy/Program Memorandum (PPM) released by the Ministry of Education following the repeal of Regulation 274 - Hiring Practices, as of the end of October 2020.

A final policy, revised to reflect the discussions at Committee of the Whole on December 8, 2020, and the December 15, 2020 Board meeting, will be submitted to the Board for final approval, once the final PPM has been released. The delay in issuing the final PPM provides an opportunity to solicit additional input and advice from additional stakeholders and advisory bodies, including ACE

Janice McCoy, Superintendent of Human Resources, will be in attendance at the meeting to provide a brief overview of the policy, answer questions and hear the Committee's advice and feedback.



COMMITTEE OF THE WHOLE Report 20-114

8 DECEMBER 2020

Equitable Recruitment and Hiring Policy

Key Contact: Janice McCoy, Superintendent of Human Resources, ext. 8207

PURPOSE:

1. To seek approval of a draft hiring policy (Equitable Recruitment and Hiring of Teachers Policy, P.105.HR, Appendix A) to align with the requirements of the draft Policy/Program Memorandum (PPM) - Teacher Hiring (Appendix B).

CONTEXT:

2. Earlier this fall, the Ontario government announced its plan to revoke Regulation 274 - Hiring Practices, effective October 27, 2020. The regulation, which had been in effect since 2012, set out mandatory hiring processes for long term occasional and permanent teaching positions that placed significant emphasis on seniority, and restricted school boards' ability to consider qualifications beyond the technical qualifications listed on a teacher's Ontario College of Teachers record card.

When the regulation was repealed, the government issued interim hiring guidelines for school boards to follow, pending the release of a Policy/Program Memorandum. A draft PPM, which is attached at Appendix B, was released in early November, and sets out the parameters that school boards are required to include in locally developed hiring policies and practices. The final PPM is still pending as of the date of this report being released.

KEY CONSIDERATIONS:

3. The Indigenous, Equity and Human Rights Roadmap, presented to Committee of the Whole earlier this fall, outlines specific actions and accountabilities toward achieving the District's commitment to human rights, equity and inclusion. This includes ensuring that human resources policies and practices, including all recruitment and hiring processes, are aligned. This year's work plan for Human Resources included developing an equitable recruitment and hiring policy and the accompanying procedures. With the repeal of Regulation 274 and the new PPM, the development of a policy specific to teacher hiring was expedited for approval by December 31, 2020. Staff will be continuing consultations with various stakeholders through the spring to bring forward recommendations for

revisions that may be required so that the policy applies to all applicants, regardless of the position.

Pursuant to the PPM, the District is required to develop and implement local hiring policies and practices by the end of December 2020 which align with the expectations and requirements set out in the PPM. In summary, the PPM requires that school boards:

- establish fair, consistent and transparent policies for teacher hiring, including ways to maximize employment opportunities for new teachers entering the profession;
- ensure the requirements and selection criteria for hiring are clearly laid out and publicly available on their websites;
- develop hiring policies that include the following components:
 - diversity, equity and human rights;
 - qualifications and merit;
 - employment mobility;
 - fairness and transparency; and
 - monitoring and evaluation.

The draft policy P.105.HR, was developed to specifically align with the requirements of the PPM, as well as articulate the District's commitment to equity. The policy also specifically directs the development and implementation of equitable recruitment and hiring procedures for teachers. The procedures will be developed in consultation with the union representatives and other stakeholders. More specific guidance and expectations related the recruitment and hiring process, including outreach, posting, selection and evaluation criteria, shortlisting, hiring panels, references and debriefs, will be included in the procedure.

Work is also currently underway to develop a Human Rights Policy to articulate the Board's commitment to adhering to human rights principles in all aspects of the District's operations, as a service provider and employer. Policy P.105.HR will be reviewed following approval of that policy to ensure alignment, and revised as required.

RESOURCE IMPLICATIONS:

4. There are no significant financial implications associated with the development and implementation of the policy. The policy will have positive implications for human resources practices in the District, by centering the commitment to human rights and equity in the hiring processes.

COMMUNICATION/CONSULTATION:

5. Human Resources staff have met with representatives of Ontario Secondary School Teachers' Federation (OSSTF) (Teachers' Bargaining Unit), OSSTF (Occasional Teachers') Ottawa Carleton Elementary Teachers' Federation and Ottawa Carleton Elementary Occasional Teachers' Association to provide an opportunity for them to provide input and feedback on the policy.

Representatives of principals and vice-principals also had an opportunity to provide input and feedback. Consultation with these stakeholder groups will continue with the development of the procedures.

The policy has also been informed by advice and guidance provided through a provincial working group of senior human resource professionals with regard to the PPM and its implementation.

STRATEGIC LINKS:

6. The development and implementation of an equitable recruitment and selection policy supports the District's commitment to a culture of caring and social responsibility.

RECOMMENDATION:

THAT the Board approve the draft Policy P.105.HR - Equitable Recruitment and Hiring of Teachers.

Janice McCoy
Superintendent of Human Resources

Camille Williams-Taylor
Director of Education and Secretary of
the Board

Appendice A to Report 20-114 Draft Hiring Policy
Appendice B to Report 20-114 Draft Teacher Hiring PPM

Appendix A to Report 20-114 Draft Hiring Policy

P.105.HR

TITLE: Equitable Recruitment and Hiring of Teachers

Date Issued:

Date Revised:

Authorization:

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment and hiring practices for all permanent and occasional elementary and secondary teaching positions within the Ottawa-Carleton District School Board (OCDSB).

2.0 DEFINITIONS

In this policy,

- 2.1 Board** refers to the Board of Trustees.
- 2.2 District** refers to the Ottawa-Carleton District School Board (OCDSB).
- 2.3 Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, age, race, creed, sex, sexual orientation, and socio-economic status.
- 2.4 Equality** means treating people the same way, to give everyone equal access to opportunities and benefits in society.
- 2.5 Equity** refers to the removal of disparity and disproportionality between groups, using extra and different measures to bring about the condition of same status, which is a state of equality. It does not mean treating everyone the same.
- 2.6 Hiring** refers to the process for selecting teachers for permanent and long-term teaching positions based on merit and diversity. The process may include multiple sources and methods and includes, but is not limited to, interviews, additional qualifications, work experience and written assignments.

2.7 Recruitment refers to the process for advertising, posting, and outreach activities to attract teachers based on the unique needs of OCDSB schools and their communities.

2.8 Teacher refers to elementary and secondary permanent and long term occasional teachers.

3.0 POLICY

3.1 It is the policy of the Ottawa-Carleton District School Board to commit to excellence in education and equitable outcomes for all students. The Board demonstrates this commitment by maintaining fairness, equity, and inclusion as essential principles governing its human resources systems and practices, and as key determinants of its learning and working environments in which all students, staff and families have a sense of belonging.

To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential. The District is committed to the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce.

Guiding Principles

3.2 The OCDSB recognizes the positive effect of on the educational experiences and outcomes of historically under-served students when teachers reflect their identities. The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the District.

3.3 All staff shall demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful access to education for all students.

3.3 System and school leaders shall model actions to enhance equity and inclusion as an essential leadership competency.

3.4 All Human Resources processes, and actions by OCDSB employees to implement these processes, shall comply with the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act*.

3.5 All applicants to positions with the District shall experience a selection process that is accessible, fair, consistent and transparent, regardless of the position being sought.

3.6 Hiring decisions must be based on providing the best possible education program for students and ensuring student safety and well-being.

- 3.7 All human resource processes will be conducted within the parameters of Collective Agreements and established Terms and Conditions, where applicable. In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail.

4.0 Specific Directives

- 4.1 The Director of Education, or designate shall develop and implement equitable recruitment and selection procedures for teachers. Such procedures shall be based on and include the elements listed below.

a. Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet the needs of an increasingly diverse student body. The District is committed to ensuring all employment policies and practices are non-discriminatory and to identifying and removing barriers for marginalized groups at each stage of the hiring process. Procedures will be established to collect and analyze voluntary demographic data at different stages of the recruitment and selection process.

b. Qualifications and Merit

In addition to adhering to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, the importance of the following factors will also be considered when establishing selection and evaluation criteria:

- i) valuing applicants’ additional lived experiences, skills, backgrounds, and work experience;
- ii) promoting the hiring of staff from under-represented groups and staff with demonstrated experience, including lived experience, working with Indigenous people or equity seeking groups;
- iii) providing the best possible program as determined by the principal, and considering applicants’ demonstrated teaching commitment, experience or time spent in a particular school and suitability for a particular assignment; and
- iv) responding to local needs based on clearly defined criteria, including qualifications.

c. Employment Mobility

Teacher hiring procedures will address employment mobility by permitting teachers who have relocated to apply for any teaching position (occasional, long-term occasional, or permanent) for which they are qualified, and to be granted an interview.

d. Fairness and Transparency

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring procedures shall include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process);
- a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications, while following the requirements as outlined in Regulation 298, “Operation of Schools – General”, and a process for guiding decisions to hire candidates requiring a Temporary Letter of Approval;
- a process and criteria for internal postings and external postings (e.g., establishing minimum posting dates; establishing outreach strategies to reach diverse candidates);
- recruitment processes to support hiring teachers with specialized qualifications
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the lived experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,
- a process for the disclosure of information to the Occasional Teachers’ Bargaining Unit.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, section 8.1 (29.1)

Ontario Regulation 298, Operation of Schools – General

Accessibility for Ontarians with Disabilities Act

Ontario Human Rights Code

Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015

Ontario’s Equity Action Plan , 2017

Revocation of Ontario Regulation 274/12, Hiring Practices, October 2020

Policy/Program Memorandum No. xxx, School Board Teacher Hiring Practices, November 2020

Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Board Policy P.008.GOV: Advisory Committee on Equity



Appendix B to Report 20-114

Ministry of Education

DRAFT Policy/Program Memorandum

Date of Issue: DRAFT: November 4, 2020

Effective: XXXX, 2020

Subject: School Board Teacher Hiring Practices

Application:

Reference: This memorandum is effective following the revocation of Ontario Regulation 274/12, "Hiring Practices" on XXXX, 2020.

Purpose

The Ministry of Education is committed to having the best education system in the world in order to prepare our students¹ for success, now and in the future. To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.

The purpose of this memorandum is to provide direction to school boards² on the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce. The memorandum identifies the components of a teacher hiring policy that school boards are expected to adopt as well as recommended effective practices. The expectations set out in this memorandum apply to hiring processes that begin after the revocation of Ontario Regulation 274/12: Hiring Practices, on XXXX, 2020.

This memorandum is informed by leading research on pedagogy and best practices on creating a strong and diverse workforce in the education sector. It is also informed by the results of consultations with stakeholders who have asked for more fairness and flexibility, mobility, merit and quality in the hiring of teachers and in the development of a diverse teaching workforce.

Expectations for School Board Hiring Policies

¹ In this memorandum, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 12.

² In this memorandum *school board(s)* and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools (including the schools operated by the Centre Jules-Léger Consortium).

The Ministry of Education expects all hiring decisions to be made in accordance with this memorandum and in accordance with applicable laws, including the *Human Rights Code*, and with school board collective agreements. Hiring decisions must respect the rights of denominational schools and of French-language schools.

In outlining expectations for teacher hiring, this memorandum upholds the principles mandated in Regulation 298, “Operation of Schools – General”, R.R.O, 1990, including those related to providing the best possible education program for students and ensuring their safety and well-being.

All school boards in Ontario’s publicly funded education system are expected to establish fair, consistent, and transparent policies for teacher hiring, including ways to maximize employment opportunities for new teachers entering the profession. School boards’ requirements and selection criteria for hiring should be clearly laid out and publicly available on their websites.

School boards are expected to include the following components in their teacher hiring policies:

- Diversity, Equity, and Human Rights
- Qualifications and Merit
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet needs of an increasingly diverse student body. There is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. The way to achieve a diverse and representative workforce is to:

- ensure all employment policies and practices are non-discriminatory;
- work to intentionally identify and remove barriers for marginalized groups at each stage of the hiring process. This involves examining each part of the process – from setting job requirements and employment conditions to establishing the recruitment, application, screening, interview, and selection processes, all steps – to ensure that no stage creates a barrier for candidates from under-represented backgrounds.

Qualifications and Merit

Although teacher hiring policies must adhere to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, school boards should also consider the importance of the following when developing their selection and evaluation criteria:

- valuing applicants' additional experiences, skills, backgrounds, and work experience (e.g., the unique perspectives offered by newly qualified teachers; the ability to speak languages in addition to English or French; professional experience outside of the classroom; other experiences of well-rounded candidates, such as the ability to lead a school choir or orchestra);
- promoting the hiring of staff from under-represented groups;
- providing the best possible program as determined by the principal, and considering applicants' demonstrated:
 - teaching commitment;
 - experience or time spent in a particular school;
 - suitability for a particular assignment;
- responding to local needs based on clearly defined criteria, including qualifications.

Employment Mobility

The teacher hiring process should address employment mobility by:

- permitting qualified teachers who have relocated from other school boards in Ontario to be granted an interview;
- enabling all teachers, including those who have relocated from another board, to be eligible to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified.

Fairness and Transparency

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring policies should include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process). The attached Teacher Hiring Conflict of Interest Template represents the minimum standard which boards are expected to meet in developing a local policy;
- a process for ensuring adherence to the bona fide (or "legitimate") job requirements and qualifications, while following the requirements as outlined in Regulation 298, "Operation of Schools – General";
- a process and criteria for internal postings and external postings (e.g., for establishing minimum posting dates);
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers, with current contact information;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the different experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,

- a process for the disclosure of information to the Occasional Teachers' Bargaining Unit.

Monitoring and Evaluation

Boards should develop a monitoring and evaluation plan to review the effectiveness of their teacher hiring policy and make adjustments as necessary. This process should include:

- assessing the skills of their teacher workforce and identifying any gaps;
- determining the diversity of their teacher workforce and identifying any gaps in representation;
- ensuring that all employment policies, procedures, and practices are non-discriminatory.

Effective practices for monitoring and evaluation are outlined below to support school boards in this review process.

Effective Practices

To implement the expectations outlined in this memorandum and to ensure that their policies remain relevant, school boards are expected to establish a mechanism, or use existing mechanisms, to collaborate with local teachers' federations and associations. The ministry recommends that school boards develop the following effective practices where they are not already in place:

Candidate Selection

New Teachers

Hiring policies should acknowledge the importance of supporting the renewal in the teacher workforce and help to provide career pathways for newly qualified teachers, including those who have been on long-term assignments for a number of years and have not yet secured a permanent position.

The hiring of newly qualified teachers presents:

- an opportunity to introduce new talent and skills to the school system;
- a way to increase diversity of perspectives;
- an opportunity to strengthen pathways to the teaching profession and invest in the people who will be the experienced teachers of the future.

Representation

Encouraging diversity of the teaching workforce in the school board is vital because the workforce should be reflective and representative of the community. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or marginalized students.

As stated above, school boards should examine each part of the teacher hiring process – from setting job requirements to the recruitment, application, screening, interview, and selection processes – to ensure they are not creating barriers for candidates from various under-represented backgrounds.

Special Programs

The Ontario *Human Rights Code* enables organizations to create temporary special measures, referred to as “special programs”, to address the effects of systemic discrimination. Special programs help to promote substantive equality by creating opportunities for people and groups who face disadvantage and discrimination. Where people from specific marginalized communities are demonstrably under-represented in a board’s workforce, well-designed special programs can allow boards to preferentially hire people from these communities. Such programs are expressly protected under the Code.

Monitoring and Evaluation

Data Collection

The collection of teacher workforce demographic data will provide a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision.

Several boards in the province have collected voluntary workforce data through a staff census. When analysing census results, it may be helpful for school boards to consider the following questions:

- Does the teacher workforce reflect the social identities of the student population and the region as well as the diversity of the province?
- What identities, and intersections of identities, should be represented in the teacher workforce in order to help to meet the needs of the school board community?

Fair and equitable teacher hiring practices need to address under-representations in the existing workforce, and these under-representations are best identified through voluntary demographic data collection. School boards are encouraged to explore how they can collect voluntary demographic information from candidates in order to assess whether there is diversity in the candidates that are applying for positions, as well as where there may be barriers to candidates in the teacher hiring process.

Employment Systems Review (ESR)

The collection and analysis of workforce data provides the foundation for an Employment Systems Review (ESR). Each school board should examine its employment systems to determine whether they create barriers for potential candidates or otherwise unfairly impact their chances to succeed. An effective review will also examine the organizational culture

for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics.

A centralized applicant tracking and file management system for all hiring-related documentation is recommended as a key monitoring tool. In some boards, such a system may already be in place.

DRAFT