



SPECIAL COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, April 20, 2021, 7:00 pm
Zoom Meeting

Pages

- | | | |
|------|---|----|
| 1. | Call to Order - Vice-Chair of the Board | |
| 2. | Approval of Agenda | |
| 3. | COVID-19 Update | |
| 3.1. | Supplementary Information, Update on Stay at Home Orders | 1 |
| 3.2. | Supplementary Information, In-Person Learning for Students with Special Education Needs Who Cannot be Accommodated Remotely | 4 |
| 4. | Matters for Action: | |
| 4.1. | Report 21-026, Equitable Recruitment and Hiring Policy (J. McCoy) | 9 |
| | <i>(Deferred from Committee of the Whole, 6 April 2021)</i> | |
| a. | Supplementary Information, Memo 20-145, Amendments to Policy, P.146.HR, Equitable Recruitment, Hiring and Promotion. | 25 |
| 5. | Adjournment | |

Memorandum to: Chairs of District School Boards
Directors of Education
School Authorities

From: Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Minister

Subject: Update on Ontario's Stay-At-Home Order

On April 16, 2021, the government, in consultation with the Chief Medical Officer of Health and other health experts, announced strengthened enforcement of the province's Stay-at-Home order, imposed new travel restrictions and additional public health measures. These actions are focused on stopping the rapid growth in COVID-19 case rates and relieving mounting pressures on the province's health care system. This is a critical task we all have a role in which is why we made the difficult decision to move to remote learning following the April Break.

Both the provincial declaration of emergency and the Stay-at-Home order have been extended for an additional two weeks, until May 5, 2021 and May 20, 2021 respectively, to help stop the spread of COVID-19. Please refer to the full details at the following link: [Ontario Strengthens Enforcement of Stay-at-Home Order | Ontario Newsroom](#).

The Stay-at-Home order currently in effect requires everyone to remain at home except for specified purposes, such as going to the grocery store or pharmacy, accessing health care services (including getting vaccinated), for outdoor exercise, or for work that cannot be done remotely.

In order to limit the transmission of the variants of concern, the government is also restricting travel into Ontario from the provinces of Manitoba and Quebec with the exception of purposes such as work, health care services, transportation and delivery of goods and services or exercising Aboriginal or treaty rights.

School and Child Care Construction

Over this period, essential construction, including construction that supports the operations of, or provide new capacity in, schools, colleges, universities or child care centres within the meaning of the Child Care and Early Years Act, 2014, is permitted. As well, construction projects that are funded in whole or in part by the federal, provincial and/or municipal governments are permitted.

School boards are encouraged to move forward with and expedite capital and renewal initiatives that are intended to improve ventilation and other health and safety measures, whether it is funded through the Investing in Canada Infrastructure Program (ICIP) or through provincially funded school renewal programs.

Outdoor Recreational Amenities

In an effort to stop large gatherings where spread can happen, the use of outdoor recreational amenities, including basketball courts, baseball diamonds and soccer fields, is not permitted. Those responsible for these amenities are required to ensure that they are closed. School boards are asked not to schedule, or issue permits for the use of these amenities and to communicate with their students and families via their websites that these are closed. The use of playgrounds is permitted but note that physical distancing requirements and outdoor gathering limits apply. Please consult with your legal counsel on how the restrictions apply to your board.

Emergency Child Care for Front-Line Workers

Beginning Monday, April 19, eligible front-line workers are able to access subsidized emergency child care as a support during the remote learning period. Eligibility includes a staff member of a school as defined in the *Education Act* who provides or supports the provision of in-person instruction to pupils with special education needs who cannot be accommodated through remote learning. Eligible individuals can contact their [municipal service system manager](#) for information on how to access the program. Additional information about the program can be found [here](#).

Consistent with the memo you received on Monday, April 12, we are directing schools to continue to provide access to their facilities for the purpose of child care for child care programs that are permitted to operate.

We encourage you to connect with your legal teams if you have any questions to ensure that your boards are operating within the Stay-At-Home Framework and regulations.

The government will continue to listen to the advice of public health experts, and we will update parents once a safe return to in-person learning is recommended. Thank you for your ongoing partnership.

Sincerely,

Stephen Lecce
Minister

Nancy Naylor
Deputy Minister

- c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
- Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
- President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
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- Executive Director, Council of Ontario Directors of Education (CODE)
- President, Association des enseignantes et des enseignants franco-ontariens (AEFO)
- Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
- President, Ontario English Catholic Teachers' Association (OECTA)
- General Secretary, Ontario English Catholic Teachers' Association (OECTA)
- President, Elementary Teachers' Federation of Ontario (ETFO)
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- Executive Director, Catholic Principals' Council of Ontario (CPCO)
- Executive Director, Ontario Principals' Council (OPC)

Memorandum to: Chairs of District School Boards
Directors of Education
School Authorities

From: Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Minister

Subject: In-Person Learning for Students with Special Education
Needs Who Cannot be Accommodated Remotely

Preparations are well underway to support our highest needs students for in-person learning after the break. We appreciate your efforts to make sure that the most vulnerable students who cannot participate in remote learning can continue to benefit from routine and consistency in in-class learning, in the context of strong health and safety measures.

As previously communicated, school boards are expected to make provisions for in-person support for students with special education needs who cannot be accommodated through remote learning based on student needs.

Most students with special education needs will be learning remotely during this period. In-person learning should be reserved for students who cannot be accommodated through remote learning.

We are writing with additional information and guidance to support your planning for safe and consistent provision of in-person learning. This guidance applies for the duration of the school closure period.

Vaccination

Education staff who provide direct support to students with complex special education needs and meet the criteria outlined in the Ministry of Education April 8, 2021 (attached) memorandum regarding COVID-19 vaccine updates, are eligible to register for vaccination appointments province-wide.

School boards are to keep a record of the special education staff that have received letters confirming their eligibility to register for a vaccination appointment and will provide the relevant union or teachers federation with the list of members' names who have received an eligibility letter so that the union or teachers federation can handle inquiries, member questions about the process and related matters.

Planning for Student Return

As noted above, most students with special education needs will be learning remotely during this period. School boards should seek the input and advice of special education staff working with students in determining which students with special education needs cannot be accommodated through remote learning and thus require in-person supports based on the students' strengths and needs.

The input and advice of special education staff working with students should also be sought to develop strategies to support students with special education needs who face difficulty maintaining physical distancing and are unable to wear masks for medical reasons. It is expected that these will be relatively rare cases.

School boards should limit the number of special education staff on site to those needed in order to support students with special education needs who cannot be accommodated through remote learning. Exceptions include, but are not limited to, staff that are required to attend on-site to support remote learning. School boards are also encouraged to have discussions at the local level on other measures and protocols as appropriate, such as any enhanced cleaning standards.

The funding in the GSN and the COVID-19 supports are unchanged as a result of the current closure and are available to support and maintain current staffing.

In order to encourage the quick and efficient resolution of matters that may arise during the school closure period, school boards should appoint a designated person/s to communicate with the relevant union regarding special education in-person learning.

Please carefully review the Ministry of Education February 23, 2021 memorandum (attached) regarding student masking and personal protective equipment, and school board masking exception policies, to ensure that students are supported to wear masks to the greatest extent possible. If the standard ear-loop-type masks cannot be worn, principals may discuss with parents/guardians, in consultation with the student's healthcare provider, whether other types of face coverings might work for the student. Students in grades 1 to 12 are required to bring and wear their own appropriate masks, with a back up supply provided by the school board if needed.

We encourage you to share resources with parents on supporting children in wearing masks and on health and safety practices for children who cannot wear masks. See for example [information](#) from the Children's Hospital of Eastern Ontario. Local public health units may have additional resources and advice.

COVID-19 School Screening and Access to Asymptomatic Testing

Daily on-site confirmation of self-screening for elementary students shall be implemented during this remote-learning period for in-person learners.

School boards are to provide elementary students and parents/families with an accessible copy of the [COVID-19 school and child care screener](#) to perform daily self-

screening of students prior to or upon their arrival to school. The COVID-19 school and child care screener is available in PDF format and parents/families are also able to print their results directly from the online interactive webpage or email results.

Consistent with direction since February 2021, all elementary and secondary staff and all secondary students are required to conduct on-site confirmation of self-screening prior to or upon their arrival to school.

In addition to on-site screening, the Ministry of Education has rolled out weekly province-wide asymptomatic testing. This testing program includes using less invasive methods where possible.

Asymptomatic testing is available through mobile testing opportunities at the school, in hub sites and at select pharmacies. School boards and schools are promoting weekly asymptomatic testing opportunities and the information is posted on a provincial website.

Other Health and Safety Measures

School boards are expected to continue to adhere to ministry health and safety expectations and any additional requirements put in place by their local public health unit. Some elements that may be particularly relevant to these settings are highlighted below.

As much distancing as possible between students, between students and staff and between staff members should always be promoted and other distancing measures to be implemented as appropriate.

Air quality/ventilation should be optimized in rooms being used for special education classes within the context of the school facilities and related building systems, including manufacturer recommendations.

Depending on each individual situation, measures could include, but are not limited to: opening windows where safe to do so, running ventilation systems for longer hours before and after occupancy, upgrading air filters to the highest possible MERV and using standalone/portable HEPA filtration units.

American Society for Testing Materials (ASTM) level 2 masks and eye protection shall be provided to special education staff providing in person support for students with special education needs who cannot be accommodated through remote learning. A minimum of ASTM level 1 masks and eye protection will be provided to all other staff. Other PPE, such as gloves and gowns, shall continue to be provided to staff, as appropriate.

Special education staff who are performing an aerosol generating medical procedure (AGMP), or are required to be within two (2) meters when an AGMP is being performed, are to be provided with and use fit-tested N95 respirators during the AGMP.

Thank you for your commitment to support students who require in-person learning during this period.

Sincerely,

Stephen Lecce
Minister

Nancy Naylor
Deputy Minister

Attachments:

- April 8, 2021: Ministry of Education Updates and April Break Health and Safety Reminder | Mises à jour du ministère de l'Éducation et rappel des mesures de santé et de sécurité à respecter pendant le congé d'avril
- February 23, 2021: Student Masking and Personal Protective Equipment (PPE) | Port du masque pour les élèves et équipement de protection individuelle (ÉPI)

c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)

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Chair, Minister's Advisory Council on Special Education



COMMITTEE OF THE WHOLE 6 APRIL 2021 Report 21-026

Equitable Recruitment and Hiring Policy

Key Contact: Janice McCoy, Superintendent of Human Resources

PURPOSE:

1. To seek approval of a draft hiring policy (Equitable Recruitment, Hiring and Promotion Policy, P.146.HR, Appendix A).

CONTEXT:

2. Regulation 274 - Hiring Practices, was revoked effective October 27, 2020. The regulation, which had been in effect since 2012, set out a mandatory hiring regime that school boards were required to follow when hiring for long term occasional and permanent teaching positions. The hiring processes established under the Regulation placed significant emphasis on occasional teacher seniority, and limited school boards' ability to consider qualifications beyond the technical qualifications listed on a teacher's Ontario College of Teachers record card.

On February 22, 2021, the government issued Policy/Program Memorandum (PPM) No. 165 with an effective date of March 31, 2021 (Appendix B). The purpose of the PPM is "to provide direction to school boards on the development and implementation of fair, consistent, and transparent teacher hiring policies and processes." In December 2020, a draft policy was presented to the Committee of the Whole based on the draft Policy/Program Memorandum. Appendix A represents a revised version of the policy that was presented in December. Appendix C shows the changes that have been made from the original draft.

KEY CONSIDERATIONS:

3. **Equitable Hiring and Human Resources Practices**
The Indigenous, Equity and Human Rights Roadmap, presented to the Committee of the Whole last 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, hiring and promotions processes, are aligned with the principles articulated in the Roadmap and the District's strategic plan. The attached policy, which has been expanded from the original draft to apply to all OCDSB positions,

Report 21-026 Equitable Recruitment and Hiring Policy Page 1
is intended to reflect the District's commitment to ensuring equitable recruitment, hiring and promotion practices.

4. **PPM 165 Requirements**

As indicated above, PPM 165 requires that school boards establish fair, consistent and transparent policies for teacher hiring that include the following components:

- diversity, equity and human rights;
- qualifications and merit;
- employment mobility;
- fairness and transparency; and
- monitoring and evaluation.

Policy P.146.HR, Equitable Recruitment, Hiring and Promotion, was developed to specifically align with the requirements of the PPM, as well as articulate the District's commitment to equity and increasing the diversity of the District's workforce. The policy specifically directs the development and implementation of equitable recruitment and hiring procedures. More specific guidance and expectations related to the recruitment and hiring process, including outreach, posting, selection and evaluation criteria, shortlisting, hiring panels, references and debriefs, will be included in the procedure.

With regard to the requirement in the PPM related to conflicts of interest, the District's current policy, P.024.HR, Employee Conflict of Interest, precludes employees from using their influence to gain special favour for a family member (defined as a spouse, child, grandchild, parent, parent-in-law, son-in-law, daughter-in-law, brother, sister, brother-in-law, sister-in-law, or anyone for whom the employee stands in loco parentis), in obtaining employment with the Board. This policy is also currently under review, and a revised policy will be finalized by the end of the school year. As part of the review, staff will also be developing procedures that set out clear requirements for the current requirements for disclosing and managing any conflicts of interest.

5. **Revisions to the Policy**

The revised policy being presented includes a number of changes, based on both a further review of the final PPM and the feedback received to the original draft. In particular, this includes the following changes:

- Expanded application of the policy to all employee groups;
- Clarification of the definition of diversity to include all protected groups under the Ontario Human Rights Code;
- Clarification of the section on employment mobility to apply to applicants from any jurisdiction outside Ontario;
- Addition of a monitoring and evaluation section;
- Inclusion of special programs permitted under the Ontario Human Rights Code to address historic disadvantage, inequality and discrimination; and
- The expansion of the policy to include promotion processes.

RESOURCE IMPLICATIONS:

6. 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:

7. In the development of the policy and the revised policy, Human Resources staff met with representatives of the different bargaining units and representatives of principals and vice-principals to provide an opportunity to provide input and feedback on the policy. In addition, since the revised draft was presented at Committee of the Whole, the policy has been presented for discussion at the Indigenous Education Advisory Council, the Advisory Committee on Equity and the Special Education Advisory Committee. Their feedback has been included in the policy and/or will be reflected in 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:

8. 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 Policy P.146.HR - Equitable Recruitment, Hiring and Promotion.

Janice McCoy
Superintendent of Human
Resources

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

Appendix A – Report 21-026 Equitable Recruitment, Hiring and Promotion
Policy, P.146.HR

Appendix B - Policy/Program Memorandum (PPM) No. 165 with an effective
date of March 31, 2021

P.146.HR

TITLE: Equitable Recruitment, and Hiring *and* Promotion 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 ***and*** promotion practices for all permanent and occasional elementary and secondary teaching positions within the Ottawa-Carleton District School Board (OCDSB) ***that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or social identity.***

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, age, ancestry, ***colour, citizenship, creed***, culture, ~~ethnicity~~ ***ethnic origin, family status***, gender, gender identity, ***gender expression***, language, ***marital status***, physical and intellectual ability, ***place of origin***, race, , 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~~ ***candidates for available positions, including all stages from setting job requirements to the recruitment, application, screening and selection processes.*** The selection process may include multiple sources and methods such as

Appendix A - Report 21-026 Equitable Recruitment and Hiring

interviews, additional qualifications, work experience written assignments and references.

- 2.7** *Promotion refers to the process of advancement from one position to another position within the organization that is classified at a higher level, has a higher salary range, and, often, more and higher-level responsibilities.*
- 2.8** **Recruitment** refers to the process for advertising, posting, and other outreach activities to attract potential candidates based on the unique needs of OCDSB schools and their communities and central departments.
- 2.9** *Special Program refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, economic hardship and disadvantage. To be a special program, the program must meet one of the following conditions:*
- *It must relieve hardship or economic disadvantage, or*
 - *help disadvantaged people achieve, or try to achieve, equal opportunity, or*
 - *help eliminate discrimination.*
- 2.10** ~~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 **use equity** to achieve equitable **equal** 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~~ **recruitment**, hiring, **employment and promotion** processes **and practices** 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 on the educational experiences and outcomes of historically underserved students when ~~teachers~~ staff reflect their identities.

Appendix A - Report 21-026 Equitable Recruitment and Hiring

The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the district.

- 3.3 ***The OCDSB expects*** all staff ***in its employ*** ~~shall~~ to 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 ***that reflects diversity for all students.***
- 3.2 ***The OCDSB expects*** all system and school leaders ~~shall~~ ***to*** model actions to enhance equity and inclusion ***of historically disadvantaged identities protected under the Ontario Human Rights Code*** as an essential leadership competency.
- 3.4 ***The principles found in*** ~~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 shall guide and set the minimum standards for the recruitment, hiring, employment, retention and promotion of staff.***
- 3.5 All applicants and employees ***to positions within the District*** shall experience ***equitable recruitment, hiring, employment and promotion*** ~~a selection~~ processes that are 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 ***all*** 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, ***except insofar as the Ontario Human Rights Code prevails.***

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 ***Indigenous rights and broader*** 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 way to achieve a diverse and representative workforce is to:***
 - i) ensure all employment policies and practices are non-discriminatory;
 - ii) ***intentionally*** identify and remove barriers for ***Indigenous peoples and historically disadvantaged*** ~~marginalized~~ ***groups at each stage of the recruitment, hiring, employment, retention and promotion process.*** Procedures

Appendix A - Report 21-026 Equitable Recruitment and Hiring

~~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 ***While*** 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 ***for recruitment, hiring, employment, retention and promotion processes:***

- i) ***valuing applicants’ demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;***
- ii) valuing applicants’ additional ***experiences***, lived experiences, skills, backgrounds, ***perspectives*** and work experience, ***including, for example, the unique perspectives of new graduates and the ability to speak languages in addition to English and French;***
- ii) promoting the ***recruitment, hiring, employment, retention and promotion*** of staff from under-represented ***and historically disadvantaged*** groups ~~and staff with demonstrated experience, including lived experience, working with Indigenous people or equity seeking groups;~~
- iii) providing the best possible program ***for all students***, ~~as determined by the principal, and considering applicants’ demonstrated teaching commitment, experience or time spent in a particular school/department and suitability for a particular assignment/role;~~ and
- iv) responding to local needs based on clearly defined criteria, including ***additional*** qualifications.

c. Employment Mobility

Teacher ***Recruitment, and*** hiring procedures will address ***support and facilitate*** employment mobility by permitting teachers ***applicants*** who have relocated ***from other jurisdictions*** to apply ***and be fairly considered*** for any teaching positions (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, ***equitable*** and transparent process, teacher hiring procedures shall include:

- a conflict of interest disclosure policy and ***process, including*** ~~(e.g. clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring panel process;~~
- a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications ***through the hiring and promotion process*** ~~while following the requirements as outlined in Regulation 298, “Operation of~~

Appendix A - Report 21-026 Equitable Recruitment and Hiring

~~Schools, General” and a process for guiding decisions to hire candidates requiring a Temporary Letter of Approval;~~

- a process and criteria for **all aspects of recruitment and hiring**, internal postings and external postings, (e.g. establishing minimum posting dates, ~~establishing outreach strategies to reach diverse candidates~~ **including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection processes;**
- ~~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, **where possible**, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;
- **objective** criteria for evaluating candidates based on more than one source ~~(for example, verbal, (interview, presentation) and written components;~~
- provisions for structured evaluation criteria, and questions **and tools** that prevent selection bias;
- **a process for providing accommodation based on needs related to the Human Rights Code;**
- a process for providing interview feedback for candidates, upon request; and,
- a process for the disclosure of information to the ~~Occasional Teachers’~~ **appropriate** bargaining units.

5.0 Monitoring and Evaluation

5.1 *In demonstration of its commitment to accountability for equitable employment practices and guided by the obligations under the Ontario Human Rights Code, and Ontario’s Anti-Racism Act, the Board will monitor, evaluate and review the effectiveness of its hiring policy on a regular basis. This evaluation will include:*

- *assessing the skills, equity and human rights competencies of the district’s workforce and identifying any gaps;*
- *developing and implementing an appropriate response plan to ameliorate the identified gaps;*
- *collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;*
- *developing and implementing an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce;*
- *ensuring employment systems, policies, procedures and practices are non-discriminatory.*

6.0 Special Programs

6.1 *The Board reserves the right to implement a special program, as permitted under the Ontario Human Rights Code, where it has determined that specific historically disadvantaged communities are demonstrably underrepresented within the board's workforce or where it has been determined that such a program is necessary to meet the needs of students who are members of historically disadvantaged communities.*

7.0 REFERENCE DOCUMENTS

United Nations Declaration on the Rights of Indigenous Peoples

Ontario 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 Anti-Racism Act

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

Ontario's Equity Action Plan , 2017

Policy/Program Memorandum No. 165, 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



Ministry of
Education

Policy/Program Memorandum No. 165

Date of Issue: February 22, 2021

Effective: March 31, 2021

Subject: School Board Teacher Hiring Practices

Application: Directors of Education
School Authorities

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

Purpose

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

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. 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 October 29, 2020.

This memorandum is informed by leading research on pedagogy and best practices in creating a well-prepared, qualified 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.

Expectations for School Board Hiring Policies

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. Where any direction of the PPM conflicts with these other requirements, the applicable laws and collective agreement provisions prevail.

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 teacher qualifications and providing the best possible education program for students.

All school boards in Ontario's publicly funded education system are expected to establish fair, consistent, and transparent policies for teacher hiring. 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 inter-dependent components in their teacher hiring policies:

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

Qualifications and Merit

Teacher hiring policies must adhere to the qualification requirements set out in Regulation 298, "Operation of Schools – General". School boards should also rely on the following when developing their selection and evaluation criteria:

- valuing applicants' demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment; 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.
- valuing applicants' additional experiences, skills, backgrounds, lived and work experience;
- responding to school and board priorities based on clearly defined criteria, including qualifications.

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 a diverse student body. There is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. Research demonstrates that all students benefit from having teachers with varying social identities and lived experiences. The way to achieve a diverse and representative workforce is to:

- ensure that all employment policies and practices are anti-discriminatory;
- work to intentionally identify and remove barriers for Indigenous peoples and equity-seeking 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 so that no stage creates a barrier for candidates.

Employment Mobility

The teacher hiring process should address employment mobility by providing equal opportunity to all OCT certified teachers to apply for any position (occasional, long-term occasional, or

permanent) for which they are qualified irrespective of where they are currently employed.

Fairness and Transparency

To support a fair and transparent process for candidates, teacher hiring policies should include:

- a conflict of interest disclosure policy based on the conflict of interest template provided by the Ministry of Education;
- clear steps to avoid nepotism (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 adherence to the bona fide or “legitimate” job requirements and qualifications through the hiring process, while following the requirements outlined in Regulation 298, “Operation of Schools – General”;
- a process and criteria for all aspects of teacher hiring – setting job requirements, postings, outreach and recruitment, application, screening, interview, and selection processes, including the communication of these;
- a process for tracking and communicating with applicants;
- processes to promote demographically diverse hiring panels that 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;
- provisions for structured evaluation criteria, questions and tools that prevent interview and selection bias;
- a process for providing constructive interview feedback for candidates, upon request;
- a process for providing accommodation based on needs related to the Human Rights Code; and
- a process for the disclosure of information to the appropriate bargaining units.

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.

Effective Practices

School boards should develop the following effective practices to remove barriers and gaps in teacher hiring. To implement the expectations outlined in this memorandum and to provide 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.

Candidate Selection Practices

Newly Qualified Teachers

Hiring policies should acknowledge the importance of supporting 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; and

- 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 of the diversity in the province. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or equity-seeking students.

Monitoring and Evaluation Practices to Strengthen Accountability

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. Quantitative data collection is the first step to helping boards identify employment barriers.

When developing a voluntary workforce census and analysing results, boards should 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 reflect and meet the needs of the school board community and the diversity of the province?
- Are there some under-represented communities whose members are reluctant to self-identify, which makes it necessary to use alternative or supplement approaches to a census?

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.

Creating a Fairness in Employment Plan

The goal at the end of the ESR is to have identified and made recommendations to address the gaps and barriers, including workplace culture and attitudinal barriers, to a diverse and inclusive work environment. Working together, school boards and employee representatives and unions should use the result of the workforce census and ESR to develop a fairness in employment plan

that includes goals and timelines for closing those gaps and removing those barriers. This can include specially constructed measures to address the ongoing effects of systemic discrimination.

Conclusion

The Ministry of Education is committed to having the best education system in the world in order to prepare our students for success, now and in the future. We recognize teachers, and the quality of their teaching, as the single most important factor in the improvement of student achievement.

Fair and transparent school board teacher hiring policies that align with the expectations outlined in this PPM will enable students to have access to teachers who can make a positive difference in their lives. They will be teachers hired based on qualifications, merit and the ability to meet the diverse needs of all students.

The ministry will continue to work with school boards and education partners to provide ongoing support and resources as boards develop and implement local teacher hiring policies and processes aligned with this PPM.

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).

Appendix

Teacher Hiring Conflict of Interest Policy

1. Application of this Policy

This Policy applies to all Employees of the School Board involved in teacher hiring.

2. Preamble

This Policy is intended to facilitate Employees' ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of Employees in the course of their teacher hiring responsibilities to the School Board.

This Policy defines and addresses potential, apparent and actual conflicts of interest. It provides guidance to Employees so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management.

The fundamental principle underlying this Policy is that Employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the Board.

3. Definitions

Conflict of Interest means a potential, apparent, or actual conflict where an Employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the Employee's responsibility to the Board, or with the Employee's participation in any recommendation or decision pertaining to teacher hiring within the Board.

Employee means full-time or part-time Employees of the School Board involved in teacher hiring.

External Activity means any activity of an Employee outside the scope of her/his employment with the School Board undertaken as part of a commercial or volunteer enterprise.

Relationship means any relationship of the Employee to persons of his or her immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Supervisor means the person to whom an Employee reports.

4. Specific Conflicts

Without restricting the generality of this Policy, the following circumstances may give rise to Conflicts of Interest:

- i) participating in, or influencing the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the Employee has, or has had, a Relationship;
- ii) acceptance by an Employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the School Board:
 - a) a person, group, or entity that has dealings with the School Board;
 - b) a person, group, or entity to whom the Employee provides services in the course of his or her duties to the School Board;
 - c) a person, group, or entity that seeks to do business with the School Board.

An Employee who is offered a gift in the circumstances described in ii) above shall, in writing, notify his or her Supervisor.

5. Procedures for Disclosure of Conflicts of Interest

- i) All Employees have an obligation to disclose to their Supervisor or the Director of Education any Conflict of Interest. The Employee must disclose in writing as soon as she/he could reasonably be aware that a Conflict of Interest exists. The existence of a Conflict of Interest does not necessarily preclude involvement in the issue which has given rise to the Conflict ("the Matter"). The Employee must declare, in writing, the nature and extent of the Conflict of Interest no later than any meeting or process in which the Employee participates and at which the Matter is to be considered. The Employee must refrain from taking part in any discussion or decision-making in relation to the Matter, and withdraw from any meeting or process when the Matter is being discussed until a decision has been reached regarding the manner in which the Conflict of Interest will be addressed.

ii) A Conflict of Interest involving an Employee may also be reported to a Supervisor by any other person. A report to a Supervisor about the existence of a potential, apparent or actual conflict of interest shall be made in writing.

6. Procedures for Management of Conflicts of Interest

i) If the Supervisor or Director of Education to whom the disclosure is made also has a Conflict of Interest, the disclosure should be made in writing to the person at the next highest level of authority.

ii) The Supervisor or Director of Education will investigate to determine if a Conflict of Interest exists. Where appropriate, the Supervisor or Director of Education may consult with the Employee and/or others.

iii) If the Supervisor or Director of Education determines there is a Conflict of Interest, the Supervisor or Director of Education should resolve the matter as per paragraph 7 below and shall document, in writing, any remedies that have been applied.

7. Options for Resolving Conflicts of Interest

If a Supervisor or Director of Education determines that a Conflict of Interest exists, the Supervisor or Director of Education will decide a course of action from the following options:

i) If the Matter pertains to paragraph 4 i) above, and where the Employee may be knowledgeable and have information central to the discussion, the Employee with a Conflict or appearance of Conflict may be permitted to be involved in the Matter without participating in the final decision described in paragraph 4 i) above.

ii) If an Employee fails to disclose a Conflict as per paragraph 5 above, a range of remedies can be applied, up to and including the termination of employment.

8. Contraventions of this Policy

Adherence to this Policy, in letter and in spirit, is crucial to the relationships of trust that exist between the Board, its Employees, and the public. Contraventions of this Policy, whether arising from dishonesty or inattention, undermine these relationships and may lead to disciplinary action. For Employees, disciplinary sanctions for breach of this policy may take a range of forms appropriate to the nature of the contravention and could include dismissal from employment.

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 21-045

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michele Giroux, Executive Officer, Corporate Services

DATE: 19 April 2021

RE: **Amendments to Draft Policy P.146.HR, Equitable Recruitment, Hiring and Promotion**

At the Committee of the Whole (COW) meeting on 6 April 2021, draft policy P.146.HR, Equitable Recruitment, Hiring and Promotion was presented for approval. Trustees had a number of proposed amendments to the policy and a motion to defer the matter to a future meeting was made to permit trustees time to consider amendments. A Special COW has been scheduled for 20 April 2021 to allow for further debate on the draft policy.

Policy and Supporting Resources

Since the meeting on 6 April 2021, staff has reviewed the policy and has corrected typographic errors and formatting/numbering issues. This copy is attached as part of the following resources to support the discussion at the meeting:

- **Appendix A (POLICY)** - the clean copy of the policy with the revisions noted above. This version will be the point of reference for discussion at the meeting.
- **Appendix B (PROPOSED AMENDMENTS)** - A table of proposed amendments is provided as Appendix B and was compiled from the list of amendments submitted by trustees. The amendments are numbered and, to help facilitate discussion, are listed in order by policy section number. The third column of the table includes the specific language to be used when presenting an amendment. The fourth column includes the current policy language. The fifth column shows the revised policy language if amendment were carried. The sixth column is to assist trustees in preparing for the meeting and can be used to make notes and/or identify which amendments might be considered friendly.
- **Appendix C (ORIGINAL DRAFT POLICY)** - For reference purposes, the policy as presented on April 6th is attached.

Staff Comment on Proposed Revisions

Staff has reviewed the proposed amendments and has comment on the following:

- **Section 1 - Purpose** - the discussion on this section of the policy was hampered by the complexity of ideas and length and structure of the sentence. The purpose of this section of the policy is to provide a concise summary of what the policy seeks to achieve. A restructured sentence might read:
 - *To develop a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or social identity through fair, consistent, transparent and equitable recruitment, hiring and promotion practices for all positions within the Ottawa-Carleton District School Board (OCDSB).*
- **Definitions** - as a matter of practice, the District makes every effort to maintain consistency in definitions between policies. For example, using the same definition of a term such as equity or diversity in this and other policies eliminates confusion and multiple interpretations. As there is currently much work underway on policies relating to race and diversity, staff will take a broader review of the use of these definitions as part of a future work plan. In terms of the specific amendments proposed, the removal of race entirely from the definition of equity is not recommended. An alternative could be to replace “race” with “racial identity”.
- **Qualified vs Competent** - proposed amendment #12 seeks to change the word “qualified” to “competent”. Staff is concerned that this could make the statement more subjective. Many of our employee groups are required to meet specific qualifications based on legislation, job descriptions and collective agreements.
- **Addressing Barriers** - proposed amendment #29 seeks to insert the word “other” before “historically disadvantaged groups”. This amendment may have the unintended consequence of suggesting that the experiences and barriers faced by Indigenous persons are similar to or the same as those experiences by “other historically disadvantaged groups”. Staff recommends that other not be inserted, thereby recognizing the separate and unique lived experiences and barriers as unique.

Process for Dealing with Amendments

Recognizing the need to put this policy into practice, it will be important to make efficient use of the meeting time. With each amendment, the Chair will allow the mover a short introduction and ask if the amendment is “friendly”. Section 12.10 (e) of the OCDSB By-laws and Standing Rules provides the following with respect for handling amendments

The Board shall debate and vote upon motions in the reverse order of their movement, as follows:

- i. Motion to sub-amend;*
- ii. Motion to amend; and*

iii. *Main motion.*

i. Motion to Amend or Sub-Amend

1. *An amendment must be germane to the motion it seeks to amend. Such an amendment may be contrary to the intention of the main movers, that is, provide an alternative to part of the substantive motion before the meeting, but it must not convert this motion into its direct negative, that is, be directly hostile to the main motion. An amendment that is the direct negative of the main motion is not in order because this intention can be achieved directly by defeating the motion as it stands.*
2. *If the proposed alternative alters the intention of the movers' motion to the extent that they wish to withdraw it, unanimous consent of the meeting is required to do so (see 12.10 (h) below), as the motion belongs to the meeting not the movers, and all members have the right to propose changes to make it more generally acceptable before proceeding to a vote. [ref. K&K p. 115 § 95].*
3. *A sub-amendment shall likewise be germane to an amendment. Only one amendment and one sub-amendment may be on the floor at the same time.*
4. *An amendment may be accepted as **friendly** when it meets all of the following conditions:*
 - *it clarifies the main motion but does not change its substance or intent;*
 - *the mover and seconder of the main motion accept the amendment as friendly; and*
 - *no other member objects to the amendment being accepted as friendly.*

Otherwise, the amendment should be moved, seconded, debated and voted on as a formal amendment.

Any additional amendments beyond those in the attached table should specify exactly where in the policy the change is to be made and precisely what wording to insert, strike or substitute.

Should you have any questions regarding the process, please contact Michele Giroux, Executive Officer, Corporate Services, at michele.giroux@ocdsb.ca. Should you have any questions regarding the policy please contact Janice McCoy, Superintendent of Human Resources, at janice.mccoy@ocdsb.ca.

cc Director's Executive Council
 Corporate Records



POLICY P.146.HR

TITLE: EQUITABLE RECRUITMENT, HIRING, AND PROMOTION

Date issued:

Last revised:

Authorization: Board: XX Month 2020

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment, hiring and promotion practices for all positions within the Ottawa-Carleton District School Board (OCDSB) that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or social identity.

2.0 DEFINITIONS

In this policy,

- 2.1. **Board** means the Board of Trustees.
- 2.2. **District** means the Ottawa-Carleton District School Board (OCDSB).
- 2.3. **Diversity** means 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, age, ancestry, colour, citizenship, creed, culture, ethnic origin, family status, gender, gender identity, gender expression, language, marital status, physical and intellectual ability, place of origin, race, 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** means 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** means the process for selecting candidates for available positions, including all stages from setting job requirements to the recruitment, application, screening and

selection processes. The selection process may include multiple sources and methods such as interviews, written assignments and references.

- 2.7. **Promotion** means the process of advancement from one position to another position within the organization that is classified at a higher level, has a higher salary range, and, often, more and higher-level responsibilities.
- 2.8. **Recruitment** means the process for advertising, posting, and other outreach activities to attract potential candidates based on the unique needs of OCDSB schools and their communities and central departments.
- 2.9. **Special Program** means the special measures permitted under the *Ontario Human Rights Code* to help create opportunities for people who experience discrimination, economic hardship and disadvantage. To be a special program, the program must meet one of the following conditions:
 - a) it must relieve hardship or economic disadvantage, or
 - b) it must help disadvantaged people achieve, or try to achieve, equal opportunity, or
 - c) it must help eliminate discrimination.

3.0 GUIDING PRINCIPLES

- 3.1. It is the policy of the Board to commit to excellence in education and use equity to achieve equal outcomes for all students.
- 3.2. The Board upholds 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.
- 3.3. The Board believes it is critical to have a well-prepared, diverse, and qualified workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.
- 3.4. The District is committed to the development and implementation of fair, consistent, and transparent recruitment, hiring, employment and promotion processes and practices that will improve the ability to achieve and maintain a strong and diverse workforce.
- 3.5. The OCDSB recognizes the positive effect on the educational experiences and outcomes of historically underserved students when staff reflect their identities.

4.0 SPECIFIC DIRECTIVES

- 4.1. The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the District.
- 4.2. The OCDSB expects all staff in its employ to demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful education that reflect diversity for all students.
- 4.3. The OCDSB expects all system and school leaders to model actions to enhance equity and inclusion of historically disadvantaged identities protected under the *Ontario Human Rights Code* as an essential leadership competency.
- 4.4. The principles found in the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act* shall guide and set the minimum standards for the recruitment, hiring, employment, retention and promotion of staff.
- 4.5. All applicants to positions within the District shall experience equitable recruitment, hiring, employment and promotion processes that are accessible, fair, consistent and transparent, regardless of the position.
- 4.6. Hiring decisions must be based on providing the best possible education program for all students and ensuring student safety and well-being.
- 4.7. 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, except insofar as the *Ontario Human Rights Code* prevails.
- 4.8. The Director of Education shall develop and implement equitable recruitment and selection procedures. Such procedures shall be based on and include the elements listed below.
 - a) Diversity, Equity, and Human Rights
 The promotion of Indigenous rights and broader human rights and equity is vital to achieving a diverse and representative workforce to meet the needs of an increasingly diverse student body. The way to achieve a diverse and representative workforce is to:
 - i. ensure all employment policies and practices are non-discriminatory;
 - ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the recruitment, hiring, employment, retention and promotion process.

b) Qualifications and Merit

While 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 for recruitment, hiring, employment, retention and promotion processes:

- i. valuing applicants' demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;
- ii. valuing applicants' additional experiences, lived experiences, skills, backgrounds, perspectives and work experience, including, for example, the unique perspectives of new graduates and the ability to speak languages in addition to English and French;
- iii. promoting the recruitment, hiring, employment, retention and promotion of staff from under-represented and historically disadvantaged groups;
- iv. providing the best possible program for all students, and considering applicants' experience or time spent in a particular school/department and suitability for a particular assignment/role; and
- v. responding to local needs based on clearly defined criteria, including additional qualifications.

c) Employment Mobility

Recruitment and hiring procedures will support and facilitate employment mobility by permitting applicants who have relocated from other jurisdictions to apply and be fairly considered for any positions for which they are qualified.

d) Fairness and Transparency

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

- i. a conflict of interest disclosure policy and process, including steps to avoid nepotism;
- ii. a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications through the hiring and promotion process;
- iii. a process and criteria for all aspects of recruitment and hiring, including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection;
- iv. expectations for diverse hiring panels, where possible, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;
- v. objective criteria for evaluating candidates based on more than one source;

- vi. provisions for structured evaluation criteria, questions and tools that prevent selection bias;
- vii. a process for providing accommodation based on needs related to the Human Rights Code;
- viii. a process for providing feedback for candidates, upon request; and
- ix. a process for the disclosure of information to the appropriate bargaining units.

Monitoring and Evaluation

- 4.9. In demonstration of its commitment to accountability for equitable employment practices and guided by the obligations under the *Ontario Human Rights Code*, and *Ontario's Anti-Racism Act*, the Board will monitor, evaluate and review the effectiveness of its hiring policy on a regular basis.
- 4.10. The evaluation of this policy will include:
- a) assessing the skills, equity and human rights competencies of the District's workforce and identifying any gaps;
 - b) developing and implementing an appropriate response plan to ameliorate the identified gaps;
 - c) collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;
 - d) developing and implementing an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce; and
 - e) ensuring employment systems, policies, procedures and practices are non-discriminatory.

Special Programs

- 4.11. The Board reserves the right to implement a special program, as permitted under the *Ontario Human Rights Code*, where it has determined that specific historically disadvantaged communities are demonstrably underrepresented within the Board's workforce or where it has been determined that such a program is necessary to meet the needs of students who are members of historically disadvantaged communities.

5.0 REFERENCE DOCUMENTS

United Nations Declaration on the Rights of Indigenous Peoples
Ontario 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 Anti-Racism Act

Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015
Ontario's Equity Action Plan, 2017

Policy/Program Memorandum No. 165, 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

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

| # | Mover | Policy Section | Proposed Amendment | Current Text as Presented in Appendix A | Text with Proposed Amendment Incorporated | Trustee Notes |
|---|--------------|----------------|---|---|--|---------------|
| 1 | Lyra Evans | 1.0 | THAT in Policy P.146.HR, section 1.0 the words “practices” and “social” be struck and the words “practice for the” be inserted after the word “equitable”. | To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment, hiring and promotion practices for all positions within the Ottawa-Carleton District School Board (OCDSB) that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or social identity. | To set out the principles that will govern the development and implementation of fair, consistent, transparent, and equitable practice for the recruitment, hiring, and promotion for all positions within the Ottawa-Carleton District School Board (OCDSB) that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or identity. | |
| 2 | Justine Bell | 1.0 | THAT in Policy P.146.HR, section 1.0 be amended by substituting the following: “To set out the policy framework and principles that will govern the development and implementation of fair, consistent, transparent and equitable employment systems including recruitment, hiring, and promotion and retention practices and procedures for all positions within the Ottawa-Carleton District School Board (OCDSB) that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or social identity. | To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment, hiring and promotion practices for all positions within the Ottawa-Carleton District School Board (OCDSB) that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or social identity | To set out the policy framework and principles that will govern the development and implementation of fair, consistent, transparent and equitable employment systems including recruitment, hiring, and promotion and retention practices and procedures for all positions within the Ottawa-Carleton District School Board (OCDSB) that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or social identity. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or equity-seeking students. | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

| | | | | | | |
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| | | | Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or equity-seeking students.” | | | |
| 3 | Lyra Evans | 2.3 | THAT in Policy P.146.HR, section 2.3 the words “immigration status” be inserted before the word “language”. | 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, age, ancestry, colour, citizenship, creed, culture, ethnicity ethnic origin, family status, gender, gender identity, gender expression, language, marital status, physical and intellectual ability, place of origin, race, sex, sexual orientation, and socio-economic status. | 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, age, ancestry, colour, citizenship, creed, culture, ethnic origin, family status, gender, gender identity, gender expression, <i>immigration status</i> , language, marital status, physical and intellectual ability, place of origin, race, sex, sexual orientation, and socio-economic status. | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| 4 | Wendy Hough | 2.3 | THAT in Policy P.146.HR, section 2.3 the words "race" be struck. | 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, age, ancestry, colour, citizenship, creed, culture, ethnicity ethnic origin, family status, gender, gender identity, gender expression, language, marital status, physical and intellectual ability, place of origin, race, sex, sexual orientation, and socio-economic status. | 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, age, ancestry, colour, citizenship, creed, culture, ethnic origin, family status, gender, gender identity, gender expression, immigration status, language, marital status, physical and intellectual ability, place of origin, race , sex, sexual orientation, and socio-economic status. | |
| 5 | Jennifer Jenneken s | 2.3 | THAT in Policy P.146.HR, section 2.3 be amended by substituting the following: " Diversity refers to the presence of a wide range of qualities and attributes within a group, organization, or society including race, ancestry, citizenship, creed, culture, gender, gender identity, gender expression, sex, and sexual orientation." | Diversity means 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, age, ancestry, colour, citizenship, creed, culture, ethnic origin, family status, gender, gender identity, gender expression, immigration status, language, marital status, physical and intellectual ability, place of origin, race, sex, sexual orientation, and socio-economic status. | Diversity refers to the presence of a wide range of qualities and attributes within a group, organization, or society including race, ancestry, citizenship, creed, culture, gender, gender identity, gender expression, sex, and sexual orientation. | |
| 6 | Justine Bell | 2.5 | THAT in Policy P.146.HR, section 2.5 be amended by substituting the following: "Equity refers to fairness of treatment and processes by the removal of systemic barriers, disparity and disproportionality between groups, | 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 | Equity refers to fairness of treatment and processes by the removal of systemic barriers, disparity and disproportionality between groups, using extra and positive measures to bring about equal access to opportunities and benefits in society. It | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| | | | using extra and positive measures to bring about equal access to opportunities and benefits in society. It does not mean treating everyone the same. | state of equality. It does not mean treating everyone the same. | does not mean treating everyone the same. | |
| 7 | Justine Bell | 2.6 | THAT in Policy P.146.HR, section 2.6 be amended by substituting the following: "Hiring refers to the process for selecting candidates for available positions, including all stages from establishing job requirements to the recruitment, application, screening and selection processes. The selection process may include multiple assessment tools, sources and methods such as interviews, written tests or assignments and various types of references such as personal reference checks." | Hiring refers to the process for selecting candidates for available positions, including all stages from setting job requirements to the recruitment, application, screening and selection processes. The selection process may include multiple sources and methods such as interviews, written assignments and references. | Hiring refers to the process for selecting candidates for available positions, including all stages from establishing setting job requirements to the recruitment, application, screening and selection processes. The selection process may include multiple assessment tools, sources and methods such as interviews, written tests or assignments and various types of references such as personal reference checks. | |
| 8 | Lyra Evans | 2.9 | THAT in Policy P.146.HR, section 2.9 the word "and" be struck and the word "or" inserted. | Special Program means the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, economic hardship, and disadvantage. | Special Program means the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, economic hardship, or disadvantage. | |
| 9 | Justine Bell | 2.9 | THAT in Policy P.146.HR, section 2.9 be amended by substituting the following: "Special Program refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who | Special Program refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, economic hardship and disadvantage. To be a special | Special Program refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, inequality, hardship and economic disadvantage. The Code also protects these programs from attack by | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| | | | experience discrimination, inequality, hardship and economic disadvantage. The Code also protects these programs from attack by people who do not experience the same disadvantage. To be a special program, the program must meet one of the following conditions: a)Relieve hardship or economic disadvantage, or b) Help disadvantaged people or groups to achieve,or try to achieve, equal opportunity, or c)Help eliminate discrimination.” | program, the program must meet one of the following conditions: a) it must relieve hardship or economic disadvantage, or b) it must help disadvantaged people achieve, or try to achieve, equal opportunity, or c) it must help eliminate discrimination. | people who do not experience the same disadvantage. To be a special program, the program must meet one of the following conditions: a) Relieve hardship or economic disadvantage, or b) Help disadvantaged people or groups to achieve,or try to achieve, equal opportunity, or c) Help eliminate discrimination. | |
| 10 | Justine Bell | 3.1 | THAT in Policy P.146.HR, section 3.1, the words “and staff” be inserted after the word “students”. | It is the policy of the Ottawa-Carleton District School Board to commit to excellence in education and use equity to achieve equitable equal outcomes for all students. | It is the policy of the Ottawa-Carleton District School Board to commit to excellence in education and use equity to achieve equal outcomes for all students, and staff . | |
| 11 | Justine Bell | 3.2 | THAT in Policy P.146.HR, section 3.2 be amended by substituting the following: “The Board upholds fairness, equity, and inclusion as essential principles governing its human resources systems including formal and informal policies, practices, and procedures and as key determinants of its learning and working environments in which all students, staff and families have a sense of belonging.” | The Board upholds 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. | The Board upholds fairness, equity, and inclusion as essential principles governing its human resources systems including formal and informal policies, practices, and procedures and as key determinants of its learning and working environments in which all students, staff and families have a sense of belonging. | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| 12 | Justine Bell | 3.3 | THAT in Policy P.146.HR, section 3.3 be amended by substituting the following: “The Board believes it is critical to have a well-prepared, diverse, and competent workforce with the knowledge, skills, and attributes needed to ensure students and all staff reach their full potential.” | The Board believes it is critical to have a well-prepared, diverse, and qualified workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential. | The Board believes it is critical to have a well-prepared, diverse, and competent workforce with the knowledge, skills, and attributes needed to ensure students and all staff reach their full potential. | |
| 13 | Lyra Evans | 3.4 | THAT in Policy P.146.HR, section 3.4 be amended by substituting the following: “The District is committed to the development and implementation of processes and practices which are fair, consistent, and transparent for recruitment, hiring, employment, and promotion, which, in turn, will improve the ability to achieve and maintain a strong and diverse workforce” | The District is committed to the development and implementation of fair, consistent, and transparent recruitment, hiring, employment and promotion processes and practices that will improve the ability to achieve and maintain a strong and diverse workforce. | The District is committed to the development and implementation of processes and practices which are fair, consistent, and transparent for recruitment, hiring, employment, and promotion, which, in turn, will improve the ability to achieve and maintain a strong and diverse workforce. | |
| 14 | Justine Bell | 3.4 | THAT in Policy P.146.HR, section 3.4 be amended by substituting the following: “The District is committed to the development and implementation of fair, consistent, and transparent employment systems including recruitment, hiring, and promotion processes and practices that will improve the ability to achieve and maintain a strong and diverse workforce.” | The District is committed to the development and implementation of fair, consistent, and transparent recruitment, hiring, employment and promotion processes and practices that will improve the ability to achieve and maintain a strong and diverse workforce. | The District is committed to the development and implementation of fair, consistent, and transparent employment systems including recruitment, hiring, and promotion processes and practices that will improve the ability to achieve and maintain a strong and diverse workforce. | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| 15 | Justine Bell | 3.5 | THAT in Policy P.146.HR, section 3.5 the words “in various positions” be inserted after the word “staff”. | The OCDSB recognizes the positive effect on the educational experiences and outcomes of historically underserved students when staff reflect their identities. | The OCDSB recognizes the positive effect on the educational experiences and outcomes of historically underserved students when staff <i>in various positions</i> reflect their identities. | |
| 16 | Rob Campbell | 4.1 | THAT in Policy P.146.HR, section 4.1, the words “, including within separate employee groups and across all levels of the organization,” be inserted after the word “workforce”. | The OCDSB workforce shall increasingly reflect the diversity of the school communities being served by the District. | The OCDSB workforce, <i>including within separate employee groups and across all levels of the organization</i> , increasingly reflect the diversity of the school communities being served by the District. | |
| 17 | Lyra Evans | 4.1 | THAT in Policy P.146.HR, section 4.1 the word “increasingly” be struck. | The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the District. | The OCDSB workforce <i>shall reflect</i> the diversity of the school communities being served within the District. | |
| 18 | Lyra Evans | 4.2 | THAT in Policy P.146.HR, section 4.2 the word “expects” be struck and the word “requires” inserted. | The OCDSB expects all staff in its employ to demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful education that reflects diversity for all students. | The OCDSB <i>requires</i> all staff in its employ to demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful education that reflects diversity for all students. | |
| 19 | Justine Bell | 4.2 | THAT in Policy P.146.HR, section 4.2 the word “the” be inserted after the word “reflects”. | The OCDSB expects all staff in its employ to demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful education that reflects diversity for all students. | The OCDSB expects all staff in its employ to demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful education that reflects <i>the</i> diversity for all students. | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| 20 | Lyra Evans | 4.3 | THAT in Policy P.146.HR, section 4.3 the word “expects” be struck and the word “requires” inserted. | The OCDSB expects all system and school leaders to model actions to enhance equity and inclusion of historically disadvantaged identities protected under the Ontario Human Rights Code as an essential leadership competency. | The OCDSB requires all system and school leaders to model actions to enhance equity and inclusion of historically disadvantaged identities protected under the Ontario Human Rights Code as an essential leadership competency. | |
| 21 | Justine Bell | 4.3 | THAT in Policy P.146.HR, section 4.3 the word “to” following the word “actions” be struck and the word “that” inserted. THAT in Policy P.146.HR, section 4.3 the word “the” be inserted before the word “equity”. | The OCDSB expects all system and school leaders to model actions to enhance equity and inclusion of historically disadvantaged identities protected under the Ontario Human Rights Code as an essential leadership competency. | The OCDSB expects all system and school leaders to model actions that enhance the equity and inclusion of historically disadvantaged identities protected under the Ontario Human Rights Code as an essential leadership competency. | |
| 22 | Justine Bell | 4.5 | THAT in Policy P.146.HR, section 4.5 be amended by substituting the following: “All applicants for positions within the District shall experience equitable employment systems processes including recruitment, hiring, and promotion. These processes shall be accessible, fair, consistent, and transparent, regardless of the position.” | All applicants to positions within the District shall experience equitable recruitment, hiring, employment and promotion processes that are accessible, fair, consistent and transparent, regardless of the position. | <i>All applicants for positions within the District shall experience equitable employment systems processes including recruitment, hiring, and promotion. These processes shall be accessible, fair, consistent, and transparent, regardless of the position.</i> | |
| 23 | Lyra Evans | 4.6 | THAT in Policy P.146.HR, section 4.6 the word “and” be struck and the word “while” inserted. | Hiring decisions must be based on providing the best possible education program for all students and ensuring student safety and well-being. | Hiring decisions must be based on providing the best possible education program for all students while ensuring student safety and well-being. | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| 24 | Justine Bell | 4.7 | THAT in Policy P.146.HR, the second sentence of section 4.7 be amended by substituting the following: “In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail, except insofar as any conflict with the Ontario Human Rights Code, then the Code prevails.” | 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, except insofar as the Ontario Human Rights Code prevails. | 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, except insofar as any conflict with the Ontario Human Rights Code, then the Code prevails. | |
| 25 | Justine Bell | 4.8 | THAT in Policy P.146.HR, section 4.8 the words “policy, directives, practices, and” be inserted after the words “selection” and “such”. | The Director of Education, or designate shall develop and implement equitable recruitment and selection procedures. Such procedures shall be based on and include the elements listed below. | The Director of Education, or designate shall develop and implement equitable recruitment and selection policy, directives, practices, and procedures. Such policy, directives, practices, and procedures shall be based on and include the elements listed below. | |
| 26 | Lyra Evans | 4.8 a | THAT in Policy P.146.HR, section 4.8 a the word “increasingly” be stuck. | The promotion of Indigenous rights and broader human rights and equity is vital to achieving a diverse and representative workforce to meet the needs of an increasingly diverse student body. | The promotion of Indigenous rights, broader human rights, and equity is vital to achieving a diverse and representative workforce to meet the needs of a diverse student body. | |
| 27 | Justine Bell | 4.8 a (i) | THAT in Policy P.146.HR, section 4.8 a (i) the word “procedures” be inserted after the word “policies”. | i. ensure all employment policies and practices are non-discriminatory | i. ensure all employment policies, procedures and practices are non-discriminatory | |
| 28 | Justine Bell | 4.8 a (ii) | THAT in Policy P.146.HR, section 4.8 a (ii) be amended by substituting the following: “intentionally identify and remove barriers for Indigenous peoples | ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the recruitment, hiring, | ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the employment systems | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| | | | and historically disadvantaged groups at each stage of the employment systems process including recruitment, hiring, retention, and promotions.” | employment, retention, and promotion process. | <i>process including recruitment, hiring, retention, and promotions.</i> | |
| 29 | Lyra Evans | 4.8 a (ii) | THAT in Policy P.146.HR, section 4.8 a (ii) the word “other” be inserted before the word “historically”. | ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the recruitment, hiring, employment, retention, and promotion process. | ii. intentionally identify and remove barriers for Indigenous peoples and <i>other</i> historically disadvantaged groups at each stage of the recruitment, hiring, employment, retention, and promotion process. | |
| 30 | Justine Bell | 4.8 b | THAT in Policy P.146.HR, section 4.8 b be amended by substituting the following: “While 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 for all employment systems processes including recruitment, hiring, retention, and promotions:”. | While 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 for recruitment, hiring, employment, retention and promotion processes: | While 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>for all employment systems processes including recruitment, hiring, retention, and promotions:</i> | |
| 31 | Wendy Hough | 4.8 b (ii) | THAT in Policy P.146.HR, section 4.8 b (ii) the words “additional experiences,” be struck. | ii. valuing applicants’ additional experiences, lived experiences, skills, backgrounds, perspectives and work experience, including, for example, the unique perspectives of new graduates, and the ability to speak languages in addition to English and French; | ii. valuing applicants’ <i>additional experiences,</i> lived experiences, skills, backgrounds, perspectives and work experience, including, for example, the unique perspectives of new graduates, or the ability to speak languages in addition to English and French; | |
| 32 | Lyra Evans | 4.8 b (ii) | THAT in Policy P.146.HR, section 4.8 b (ii) the word “and” after the | ii. valuing applicants’ additional experiences, lived experiences, | ii. valuing applicants’ additional experiences, lived experiences, skills, | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| | | | word “graduates” be replaced with the word “or”. | skills, backgrounds, perspectives and work experience, including, for example, the unique perspectives of new graduates, and the ability to speak languages in addition to English and French; | backgrounds, perspectives and work experience, including, for example, the unique perspectives of new graduates, or the ability to speak languages in addition to English and French; | |
| 33 | Justine Bell | 4.8 b (ii) | THAT in Policy P.146.HR, section 4.8 b (ii) the words “historically disadvantaged individuals or” be inserted before the word “new” and the word “other” be inserted before the word “languages”. | ii. valuing applicants’ additional experiences, lived experiences, skills, backgrounds, perspectives and work experience, including, for example, the unique perspectives of new graduates, and the ability to speak languages in addition to English and French; | ii.valuing applicants’ additional experiences, lived experiences, skills, backgrounds, perspectives and work experience, including, for example, the unique perspectives of historically disadvantaged individuals or new graduates and the ability to speak other languages in addition to English and French; | |
| 34 | Rob Campbell | 4.8 b (iii) | THAT in Policy P.146.HR, section 4.8 b (iii) the words “as determined by the principal”-be reinstated. | iii. providing the best possible program for all students, as determined by the principal , and considering applicants’ demonstrated teaching commitment , experience or time spent in a particular school/department and suitability for a particular assignment/role; | iii. providing the best possible program for all students as determined by the principal , and considering applicants’ experience or time spent in a particular school/department and suitability for a particular assignment/role; | |
| 35 | Justine Bell | 4.8 b (iii) | THAT in Policy P.146.HR, section 4.8 b (iii) the word “promoting” be struck and the word “ensuring” be inserted | iii. promoting the recruitment, hiring, employment, retention and promotion of staff from under-represented and historically disadvantaged groups; | iii. ensuring the recruitment, hiring, employment, retention and promotion of staff from under-represented and historically disadvantaged groups; | |
| 36 | Lyra Evans | 4.8 b (iv) | THAT in Policy P.146.HR section 4.8 b (iv) the words “and/or” be inserted after the words “school” and “assignment”. | iv. providing the best possible program for all students, and considering applicants’ experience or time spent in a particular | iv. providing the best possible program for all students, and considering applicants’ experience or time spent in a particular school and/or department and | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

| | | | | school/department and suitability for a particular assignment/role; | suitability for a particular assignment and/or role; | |
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| 37 | Wendy Hough | 4.8 b (iv) | THAT in Policy P.146.HR section 4.8 b (iv) the word “and” following the word students be replaced with the word “by”. | iv. providing the best possible program for all students, and considering applicants’ experience or time spent in a particular school/department and suitability for a particular assignment/role; | iv. providing the best possible program for all students, by considering applicants’ experience or time spent in a particular school and/or department and suitability for a particular assignment and/or role; | |
| 38 | Justine Bell | 4.8 d | THAT in Policy P.146.HR, section 4.8 d be amended by substituting the following: “To help ensure that candidates are assessed and evaluated through a fair, equitable and transparent process, the recruitment, hiring and promotion policies, practices and procedures shall include:”. | To help ensure that candidates are evaluated through a fair, equitable and transparent process, hiring procedures shall include: | To help ensure that candidates are assessed and evaluated through a fair, equitable and transparent process, the recruitment, hiring and promotion policies, practices and procedures shall include: | |
| 39 | Justine Bell | 4.8 d (i) | THAT in Policy P.146.HR, section 4.8d (i) the word “including” be struck and the words “and clear” be inserted. | i. a conflict of interest disclosure policy and process, including steps to avoid nepotism; | i. a conflict of interest disclosure policy and process, and clear steps to avoid nepotism; | |
| 40 | Lyra Evans | 4.8 d (i) | THAT in Policy P.146.HR, section 4.8d (i) the words “cronyism, or other forms of favouritism” be inserted after the word “nepotism”. | i. a conflict of interest disclosure policy and process, including steps to avoid nepotism; | i. a conflict of interest disclosure policy and process, including steps to avoid nepotism, cronyism, or other forms of favouritism; | |
| 41 | Justine Bell | 4.8 d (ii) | THAT in Policy P.146.HR, section 4.8d (ii) be amended by substituting the following:” a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications | ii. a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications through the hiring and promotion process; | ii. a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications through the recruitment, hiring, and promotion processes; | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| | | | through the recruitment, hiring, and promotion processes;”. | | | |
| 42 | Justine Bell | 4.8 d (iii) | THAT in Policy P.146.HR, section 4.8d (iii) be amended by substituting the following:”a process and criteria for all aspects of recruitment, hiring, and promotions including setting and the communication of all job requirements, postings, outreach strategies to reach a diverse pool of candidates, application, screening, interview and selection processes;” | iii. a process and criteria for all aspects of recruitment and hiring, including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection processes; | iii. a process and criteria for all aspects of recruitment, hiring, and promotions including setting and the communication of all job requirements, postings, outreach strategies to reach a diverse pool of candidates, application , screening, interview and selection processes; | |
| 43 | Lyra Evans | 4.8 d (iii) | THAT in Policy P.146.HR, section 4.8 d (iii) the words “outreach strategies to reach a diverse pool of candidates” be moved to the end of the sentence. | a process and criteria for all aspects of recruitment and hiring, including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection processes; | a process and criteria for all aspects of recruitment and hiring, including setting job requirements, postings, screening, interviewing, selection processes, and outreach strategies to reach a diverse pool of candidates; | |
| 44 | Lyra Evans | 4.8 d (iv) | THAT in Policy P.146.HR, section 4.8 d (iv) the word “Board” be struck and the word “District” inserted. | iv. expectations for diverse hiring panels, where possible, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board; | iv. expectations for diverse hiring panels, where possible, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the District; | |
| 45 | Justine Bell | 4.8 d (iv) | THAT in Policy P.146.HR, section 4.8 d (iv) be amended by substituting the following: “a process to promote and have expectations for diverse assessment and hiring panels, to | iv. expectations for diverse hiring panels, where possible, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board; | iv. a process to promote and have expectations for diverse assessment and hiring panels, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board; | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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| | | | draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;” | | | |
| 46 | Justine Bell | 4.8 d (v) | THAT in Policy P.146.HR, section 4.8 d (v) the words “assessment tool, method or” be inserted after the word “one” | v. objective criteria for evaluating candidates based on more than one source; | v. objective criteria for evaluating candidates based on more than one assessment tool, method or source; | |
| 47 | Justine Bell | 4.8 d (vi) | THAT in Policy P.146.HR, section 4.8 d (vi) the word “assessment” be inserted after the word “and”. | vi. provisions for structured evaluation criteria, questions and tools that prevent selection bias; | vi. provisions for structured evaluation criteria, questions and assessment tools that prevent selection bias; | |
| 48 | Justine Bell | 4. 8 d (vii) | THAT in Policy P.146.HR, section 4.8 d (vii) the word “constructive” be inserted after the word “providing”. | vii. a process for providing feedback for candidates, upon request; | vii. a process for providing constructive feedback for candidates, upon request; | |
| 49 | Justine Bell | 4.8 d | THAT in Policy P.146.HR, section 4.8 d be amended by inserting a new item that reads: “a process for tracking and communicating with the applicant” | | a process for tracking and communicating with the applicant; | |
| 50 | Lyra Evans | 4.9 | THAT in Policy P.146.HR, section 4.2 the words “the Accessibility for Ontarians with Disabilities Act” be inserted after the words “Ontario Human Rights Code”. | In demonstration of its commitment to accountability for equitable employment practices and guided by the obligations under the Ontario Human Rights Code, and Ontario’s Anti-Racism Act, the Board will monitor, evaluate and review the effectiveness of its hiring policy on a regular basis. | In demonstration of its commitment to accountability for equitable employment practices and guided by the obligations under the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act , and Ontario’s Anti-Racism Act, the Board will monitor, evaluate, and review the effectiveness of its hiring policy on a regular basis. | |
| 51 | Rob Campbell | 4.10 | THAT in Policy P.146.HR, section 4.10 c) be amended to add the | c) collecting voluntary workforce demographic data, determining the | c) collecting voluntary workforce demographic data, determining the | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

| | | | following, “including within separate employee groups and at different levels of the organization.” | diversity of the workforce and identifying any gaps in representation; | diversity of the workforce and identifying any gaps in representation, including within separate employee groups and at different levels of the organization.” | |
|----|--------------|------|--|--|---|--|
| 52 | Justine Bell | 4.10 | <p>THAT in Policy P.146. HR section 4.10 be amended by substituting the following: “a) assessing the skills, equity and human rights competencies of the district’s workforce and identifying any gaps;</p> <p>b) collecting voluntary workforce demographic data that will, disclose the diversity of the workforce and identify any gaps in representation;</p> <p>c) undertaking an employment systems review regularly to determine whether formal and informal employment systems, policies, procedures and practices are non-discriminatory and do not create barriers or otherwise unfairly impact historically disadvantaged groups.Any effective review will examine organizational culture for unconscious values, assumptions and behavioural norms that can disadvantage groups and individuals based on their personal characteristics.</p> <p>d) developing and implementing an appropriate fairness in employment plan and strategy to ameliorate the identified gaps and</p> | <p>The evaluation of this policy will include:</p> <p>a) assessing the skills, equity and human rights competencies of the District’s workforce and identifying any gaps;</p> <p>b) developing and implementing an appropriate response plan to ameliorate the identified gaps;</p> <p>c) collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;</p> <p>d) developing and implementing an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce; and</p> <p>e) ensuring employment systems, policies, procedures and practices are non-discriminatory.</p> | <p>a) assessing the skills, equity and human rights competencies of the district’s workforce and identifying any gaps;</p> <p>b) collecting voluntary workforce demographic data that will disclose the diversity of the workforce and identify any gaps in representation;</p> <p>c) undertaking an employment systems review regularly to determine whether formal and informal employment systems, policies, procedures and practices are non-discriminatory and do not create barriers or otherwise unfairly impact historically disadvantaged groups.Any effective review will examine organizational culture for unconscious values, assumptions and behavioural norms that can disadvantage groups and individuals based on their personal characteristics.</p> <p>d) developing and implementing an appropriate fairness in employment plan and strategy to ameliorate the identified gaps and barriers including workplace culture and attitudinal barriers to a diverse and inclusive work environment, and to enhance the diverse representation across all levels of the workforce. This plan should include goals, timelines for closing those gaps and removing barriers and positive measures.</p> | |

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-045

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|----|------------|----------|--|--|---|--|
| | | | barriers including workplace culture and attitudinal barriers to a diverse and inclusive work environment, and to enhance the diverse representation across all levels of the workforce. This plan should include goals, timelines for closing those gaps and removing barriers and positive measures. e) creating a centralized applicant tracking and file management system for all hiring-related documentation.” | | e) creating a centralized applicant tracking and file management system for all hiring-related documentation. | |
| 53 | Lyra Evans | multiple | THAT in Policy P.146.HR, the oxford comma be applied in sections 1.0, 2.6, 2.9, 3.2, 3.4, 4.4, 4.5, 4.8 a (ii), 4.8 b, 4.8 b (ii), 4.8 b (iii), 4.8 d, 4.8 d (iii), 4.8 d (vi), 4.9, 4.10 a, 4.10 c, and 4.10 e. | | | |

P.146.HR

TITLE: Equitable Recruitment, and Hiring *and* Promotion 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 ***and*** promotion practices for all permanent and occasional elementary and secondary teaching positions within the Ottawa-Carleton District School Board (OCDSB) ***that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or social identity.***

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, age, ancestry, ***colour, citizenship, creed***, culture, ~~ethnicity~~ ***ethnic origin, family status***, gender, gender identity, ***gender expression***, language, ***marital status***, physical and intellectual ability, ***place of origin***, race, , 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~~ ***candidates for available positions, including all stages from setting job requirements to the recruitment, application, screening and selection processes.*** The selection process may include multiple sources and methods such as

interviews, additional qualifications, work experience written assignments and references.

- 2.7** *Promotion refers to the process of advancement from one position to another position within the organization that is classified at a higher level, has a higher salary range, and, often, more and higher-level responsibilities.*
- 2.8** **Recruitment** refers to the process for advertising, posting, and other outreach activities to attract potential candidates based on the unique needs of OCDSB schools and their communities and central departments.
- 2.9** *Special Program refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, economic hardship and disadvantage. To be a special program, the program must meet one of the following conditions:*
- *It must relieve hardship or economic disadvantage, or*
 - *help disadvantaged people achieve, or try to achieve, equal opportunity, or*
 - *help eliminate discrimination.*
- 2.10** ~~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 **use equity** to achieve equitable **equal** 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~~ **recruitment**, hiring, **employment and promotion** processes **and practices** 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 on the educational experiences and outcomes of historically underserved students when ~~teachers~~ staff reflect their identities.

The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the district.

- 3.3 ***The OCDSB expects*** all staff ***in its employ*** ~~shall~~ to 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 ***that reflects diversity for all students.***
- 3.2 ***The OCDSB expects*** all system and school leaders ~~shall~~ ***to*** model actions to enhance equity and inclusion ***of historically disadvantaged identities protected under the Ontario Human Rights Code*** as an essential leadership competency.
- 3.4 ***The principles found in*** ~~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 shall guide and set the minimum standards for the recruitment, hiring, employment, retention and promotion of staff.***
- 3.5 All applicants and employees ***to positions within the District*** shall experience ***equitable recruitment, hiring, employment and promotion*** ~~a selection~~ processes that are 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 ***all*** 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, ***except insofar as the Ontario Human Rights Code prevails.***

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 ***Indigenous rights and broader*** 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 way to achieve a diverse and representative workforce is to:***
 - i) ensure all employment policies and practices are non-discriminatory;
 - ii) ***intentionally*** identify and remove barriers for ***Indigenous peoples and historically disadvantaged*** ~~marginalized~~ ***groups at each stage of the recruitment, hiring, employment, retention and promotion 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 ***While*** 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 ***for recruitment, hiring, employment, retention and promotion processes:***

- i) ***valuing applicants’ demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;***
- ii) valuing applicants’ additional ***experiences***, lived experiences, skills, backgrounds, ***perspectives*** and work experience, ***including, for example, the unique perspectives of new graduates and the ability to speak languages in addition to English and French;***
- ii) promoting the ***recruitment, hiring, employment, retention and promotion*** of staff from under-represented ***and historically disadvantaged*** groups ~~and staff with demonstrated experience, including lived experience, working with Indigenous people or equity seeking groups;~~
- iii) providing the best possible program ***for all students***, ~~as determined by the principal, and considering applicants’ demonstrated teaching commitment, experience or time spent in a particular school/department and suitability for a particular assignment/role;~~ and
- iv) responding to local needs based on clearly defined criteria, including ***additional*** qualifications.

c. Employment Mobility

Teacher ***Recruitment, and*** hiring procedures will address ***support and facilitate*** employment mobility by permitting teachers ***applicants*** who have relocated ***from other jurisdictions*** to apply ***and be fairly considered*** for any teaching positions (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, ***equitable*** and transparent process, teacher hiring procedures shall include:

- a conflict of interest disclosure policy and ***process, including*** ~~(e.g. clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring panel process;~~
- a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications ***through the hiring and promotion process*** ~~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 **all aspects of recruitment and hiring**, internal postings and external postings, (e.g. establishing minimum posting dates, establishing outreach strategies to reach diverse candidates **including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection processes**;
- 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, **where possible**, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;
- **objective** criteria for evaluating candidates based on more than one source (for example, verbal, (interview, presentation) and written components;
- provisions for structured evaluation criteria, and questions **and tools** that prevent selection bias;
- **a process for providing accommodation based on needs related to the Human Rights Code**;
- a process for providing interview feedback for candidates, upon request; and,
- a process for the disclosure of information to the Occasional Teachers’ appropriate bargaining units.

5.0 Monitoring and Evaluation

5.1 *In demonstration of its commitment to accountability for equitable employment practices and guided by the obligations under the Ontario Human Rights Code, and Ontario’s Anti-Racism Act, the Board will monitor, evaluate and review the effectiveness of its hiring policy on a regular basis. This evaluation will include:*

- *assessing the skills, equity and human rights competencies of the district’s workforce and identifying any gaps;*
- *developing and implementing an appropriate response plan to ameliorate the identified gaps;*
- *collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;*
- *developing and implementing an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce;*
- *ensuring employment systems, policies, procedures and practices are non-discriminatory.*

6.0 Special Programs

6.1 *The Board reserves the right to implement a special program, as permitted under the Ontario Human Rights Code, where it has determined that specific historically disadvantaged communities are demonstrably underrepresented within the board's workforce or where it has been determined that such a program is necessary to meet the needs of students who are members of historically disadvantaged communities.*

7.0 REFERENCE DOCUMENTS

United Nations Declaration on the Rights of Indigenous Peoples

Ontario 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 Anti-Racism Act

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

Ontario's Equity Action Plan , 2017

Policy/Program Memorandum No. 165, 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