

#	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.	

			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, immigration status , language, marital status, physical and intellectual ability, place of origin, race, sex, sexual orientation, and socio-economic status.	

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	

			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	

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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.	

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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.	

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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 work “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.	

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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.	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.	
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.	

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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	

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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,	

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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	

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				school/department and suitability for a particular assignment/role;	suitability for a particular assignment and/or role;	
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;	

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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;	

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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	

			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	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; b) collecting voluntary workforce demographic data that will, disclose the diversity of the workforce and identify any gaps in representation; 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. d) developing and implementing an appropriate fairness in employment plan and strategy to ameliorate the identified gaps and	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.	a) assessing the skills, equity and human rights competencies of the district’s workforce and identifying any gaps; b) collecting voluntary workforce demographic data that will disclose the diversity of the workforce and identify any gaps in representation; 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. 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.	

			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.			