

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name **RECRUITMENT, SELECTION & HIRING - Equitable Hiring Policy** 704
Management Guideline Applies

Board Approved: January 31, 2017 Reviewed: September 6, 2016 Review By: **December 2026**
March 22, 2011 February 28, 2011 December 2024
March 12, 1999 February 20, 2007

POLICY

It is the policy of the Superior-Greenstone District School Board to follow fair and equitable recruitment, selection and hiring practices.

PROCEDURES

1.0 — Employment Equity

The procedures and practices relating to recruitment, selection and hiring shall reflect the Board's commitment to Employment Equity.

2.0 — Openness

Full and open communication of the Board's recruitment, selection and hiring procedures for all employees and applicants is to be followed.

3.0 — Applicant Pool

The Board shall endeavour to take full advantage of a broad spectrum of human resources by attempting to attract and give equal consideration to, qualified applicants from all sources.

4.0 — Guidelines

The Board shall establish and use clear guidelines for those involved in the selection process that will strive to eliminate systemic discrimination.

5.0 — Best Candidate

The Board's goal in recruitment shall be to select the candidate whose skills most closely match the requirements of the job.

6.0 — Regulation

The Board shall make every effort to meet all legal and legislative requirements involved in hiring.

7.0 — Consistency

The Board shall strive to achieve consistency throughout its operations in the treatment of applicants through a Staff Recruitment Management Guideline.

8.0 — Criteria

The Board shall demand that selection decisions are based in every case on measurable criteria that are laid out in advance of the process by the hiring team.

9.0 Handbook

The Board shall direct that the Management Guideline dealing with staff recruitment be the accepted vehicle to achieve implementation of this policy.

POLICY

Superior Greenstone District School Board (SGDSB) believes the recruitment of a skilled and diverse workforce is a key element to building strong schools.

To support SGDSB in developing a strong and diverse workforce to best serve the needs of their students and communities, this interim hiring policy provides a framework that covers a Fair Hiring process, Qualifications and Merit, Promoting Equity/Diversity, Enhanced Teacher Employment Mobility, Early Career Educators and Conflict of Interest considerations.

This interim Hiring Policy shall be applied in accordance with legislative requirements and collective agreement obligations. Further, this interim Hiring Policy will be reviewed in accordance with SGDSB's policy review schedule and made available to all stakeholders on the intranet.

PROCEDURES

1. FAIR HIRING PROCESS

Job advertisements

- Prior to appointing a candidate to a position SGDSB shall ensure job advertisements:
 - include the bona fide job requirements and qualifications, while following the requirements as outlined in R.R.O. 1990, Reg. 298 (Operation of Schools — General);
 - are written using unbiased and inclusive language (e.g. avoid gendered descriptors); and
 - clearly state that accommodation needs for an interview will be respected.
- Any assignment or appointment of a person to a teaching position shall be made with due regard for the provision of the best possible program and the safety and well-being of the students, as required under Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General) made under the *Education Act*, and in accordance with all other requirements set out in that Regulation, including the requirement that any assignment or appointment shall be made in accordance with the qualifications recorded on the teacher's certificate of qualification and registration.

Candidate selection

— After the job advertisement has closed the board shall:

- Assess all applications, once the posting has closed, according to the requirements as identified in the job advertisement.
- Interview candidates who have the required qualifications.

- For teaching positions, the teachers interviewed should include, among other candidates, one teacher who has the most seniority on the board's long-term occasional teachers list who has applied to the position and has the required qualifications.
- In selecting candidates for interviews, boards should, where applicants have demonstrated their ability to meet the mandatory requirements, consider:
 - diversity and equity;
 - merit and additional qualifications and experience; and
 - early-career educators.

Interviews

SGDSB will endeavour to:

- Consider using multiple sources and methods to evaluate teachers during the interview process. This may include, for example, an interview, a presentation, or a written component. Candidates will be informed ahead of time what methods will be used during the interview process.
- Conduct interviews, where possible, by a panel of two or more members.
- Apply the same interview and assessment process to all candidates applying for a position taking into account accommodation requirements.
- Ensure diversity on hiring panels to include individuals who have the knowledge and experience, including lived experience, to reflect the needs and interests of communities in the school that have been historically under-represented in decision-making.

Rights of unsuccessful candidates

- Following an interview, a candidate is entitled, on request, to meet with the person or panel that conducted the interview to discuss:
 - their performance during the interview;
 - measures the teacher could take to enhance their professional qualifications; and
 - other ways to improve their chance of being successful in a similar interview in the future.

2. QUALIFICATIONS AND MERIT

In assigning or appointing a person to a position SGDSB will:

- Consider merit to include formal qualifications and credentials as well as professional skills and aptitudes demonstrated through a fair and transparent hiring process.
- Require hiring panels to review additional qualifications, including lived experiences, skillsets, backgrounds and varied work experience that may be considered valuable to the position (e.g. unique perspectives of under-represented groups, such as Indigenous peoples, Black or other racialized people, people with a disability, etc., the ability to speak multiple languages in addition to English or French, working with diverse communities locally or abroad, ability to lead a school band, or professional experience outside of the classroom).
- Maintain due regard for the provision of the best possible program as determined by the principal, throughout the hiring process, with evidence of:
 - teaching commitment to students;
 - experience/time spent in a particular school;
 - suitability for a particular assignment; and
 - responsiveness to local needs based on clearly defined criteria including qualifications.

3. PROMOTING EQUITY AND DIVERSITY

Having a diverse workforce is vital to serve the needs of all students and communities within the board. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in the educational experience and outcomes for excluded or marginalized students.

Equity and diversity are critical factors that can be applied in the interview and hiring process as outlined in the Candidate Selection section of this policy.

4. ENHANCED TEACHER EMPLOYMENT MOBILITY

To better enable teachers to exercise mobility between positions school boards shall grant an interview to a relocating permanent teacher who applies to be placed on the long-term occasional teachers list if that teacher is currently or has been employed by a public school board in Ontario within the last calendar year.

5. EARLY-CAREER EDUCATORS

An early-career educator is someone who completed an initial teacher education program within the last five years. Early career educators are important to long-term succession planning and should be considered as outlined in the Candidate Selection section of this policy.

6. CONFLICT OF INTEREST

SGDSB shall give due regard throughout the hiring process to avoid any conflicts of interest, including nepotism and favouritism.

In this section, "relationship" means any relationship of the employee to persons of:

- their family whether related by blood, adoption, marriage, or common-law relationship;
- an intimate and/or financial nature during the preceding five years; or
- past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.

No employee of the Board shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.

Where the person with whom the employee has the relationship is one of multiple applicants or candidates in a competitive hiring process, the employee shall not participate in, or influence the outcome of, any aspect of that hiring process.

Where an employee's duties would otherwise require them to do something that is or may be prohibited by this section, the employee shall, immediately upon being made aware of the conflict of interest, disclose the nature and extent of the conflict to their supervisor. If the supervisor determines that a prohibition in this section applies, the supervisor shall then assign these duties to another person who does not have a conflict of interest and shall give any further direction to the employee that the supervisor considers necessary to protect the integrity of the hiring process.

Reference Documents

Education Act, Regulation 298

POLICY

It is the policy that the Superior-Greenstone District School Board (SGDSB) apply hiring procedures that attract, recruit, and promote diverse, qualified individuals to achieve its strategic objectives while supporting the wellbeing and success of all students. The procedures will consider the following five areas.

1. Diversity, Equity, and Human Rights
2. Qualifications, Merit and Experience
3. Fairness and Transparency
4. Employment Mobility
5. Monitoring and Evaluation

All hiring decisions are made at SGDSB in accordance with applicable legislation, the Ontario Human Rights Code, the Canadian Charter of Rights, Collective. This Policy also upholds the principles 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 with due regard to their safety and wellbeing.

5 Areas of Consideration for Procedures

1. Diversity, Equity and Human Rights

In keeping with the *Truth and Reconciliation Commission's* calls to action and the spirit of the *United Nations Declaration of the Rights of Indigenous Peoples*, SGDSB is committed to advancing the human rights of Indigenous peoples (First Nations, Métis and Inuit).

The Superior-Greenstone District School Board promotes human rights and equity and is committed to achieving a representative workforce that reflects the diversity in our province and meets the needs of the student body. The following steps will be taken to achieve an inclusive, diverse and representative workforce.

- value, promote and encourage the hiring of staff from under-represented groups;
- ensure all employment policies and practices are non-discriminatory;
- work to intentionally identify and remove barriers for marginalized communities at each stage of the hiring process.

2. Qualifications, Merit and Experience

The Superior-Greenstone District School Board seeks to build a diverse workforce while adhering to the qualification requirements set out in Regulation 298, "Operation of Schools – General". SGDSB recognizes the importance of the following when developing its selection and evaluation criteria:

- valuing applicants' additional experiences, lived experiences, skills, backgrounds and perspectives;
- valuing applicants' demonstrated experiences and commitment to creating safe, inclusive, equitable, accessible environments;
- considering applicants' response to SGDSB strategic priorities and;
- granting first consideration, where skills, ability, and qualifications of the applicants are relatively equal, to applicants who self-identify as members of historically under-represented groups. Where a collective agreement governs

the hiring or promotional process, this will be done in a manner that is consistent with SGDSB's collective agreement obligations.

3. Fairness and Transparency

In recognition of its commitment to accountability as a fair, equitable and inclusive employer, SGDSB will implement and sustain the following mechanisms to help ensure that candidates are evaluated through a fair and transparent process:

- a conflict of interest policy and process;
- bona fide (or "legitimate") job requirements and qualifications, while following the requirements as outlined in applicable Regulation;
- where possible, diverse hiring panels to draw on the different experiences, skill sets and educational and professional backgrounds in the Board and;
- objective evaluation criteria and structured interview questions that prevent selection bias.

4. Employment Mobility

The Superior-Greenstone District School Board supports employment mobility and the renewal of an experienced workforce. SGDSB is committed to providing equal opportunity to qualified applicants who have relocated from other school boards in Ontario to apply for any positions (occasional, long-term occasional, or permanent) for which they are qualified.

5. Monitoring and Evaluation

The Superior-Greenstone District School Board will regularly monitor and evaluate its hiring policy and procedures in order to:

- assess the skills, equity and human rights competencies of its workforce and examine any gaps;

In addition, SGDSB will make plans to:

- develop and implement an appropriate response plan to ameliorate the identified gaps;
- collect workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;
- develop and implement an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce and;
- ensure all employment systems, policies, procedures and practices are non-discriminatory and that they do not create unnecessary barriers to employment.

References

United Nations Declaration on the Human Rights of Indigenous Rights (UNDRIP)
Ontario Human Rights Code
Ontarians with Disabilities Act
The Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Integrated Accessibility Standards Regulation 191/11
PPM 165 School Board Teacher Hiring Practices

Board References

Criminal Background Check Policy 714
Accessibility Policy 719
Workplace Harassment and Human Rights Policy 717
Conflict of Interest Policy 724