Administrative Procedure 400
Equitable Recruitment, Retention & Promotion

It is the goal of the Limestone District School Board is to have a workforce that is diverse, inclusive, and reflective of our broader community. To achieve its strategic objectives and to maintain its reputation as an employer of choice, the Board's recruitment strategy will reflect the core values of diversity, equity and inclusion, integrity, respect, wellness, innovation, and collaboration. The Board is dedicated to removing all systemic barriers and discrimination in its recruitment and promotion processes. The Board promotes equal opportunity through its employment practices and is committed to upholding the principles of the Ontario Human Rights Code.

Goals of the Board's recruitment, retention, and promotion strategy include:

- Attracting a diverse candidate pool that is representative of the communities we serve;
- Applying clear and objective selection criteria to support hiring decisions such that no individual shall be advantaged in securing employment as a result of nepotism;
- Ensuring equitable access and equitable opportunity through a transparent process;
- Creating an environment that allows each individual, including those from underrepresented groups — persons with disabilities, Indigenous persons, members of racialized groups, women, and members of the 2SLGBTQ+ community — to reach their full potential;
- Ensuring that current employees have equal access to preparation and opportunities for transfer, promotion, and advancement within the Board, and in compliance with applicable Collective Agreements;
- Taking an intersectional approach to remove all inequitable practices, including personal and systemic discrimination and racism imposed by policies, processes, and procedures;

- Ensuring that members of underrepresented groups are reflected in senior leadership and management roles;
- Promoting diversity among selection panel members, where possible;
- Honouring the recruitment and selection criteria found within collective agreements, terms and conditions of employment, Ministry policy, and other legislation, as applicable.

1. Definitions

Competition File	The official record of the recruitment process. Documents to be included in the Competition File include candidate resume packages, screening criteria, interview questions, interview notes and reference check notes, where not completed online. The Competition File will be retained for twelve (12) months in Human Resources or at the school for school-based competitions.
Hiring Supervisor	The immediate supervisor of the candidate(s) being hired.
Police Record Check	The background information of an individual working in a particular position that may put the Board, its information, students, employees, or finances at risk. This includes Criminal Records & Judicial Matter Check (CRJMC) Vulnerable Sector Checks.
Selection Criteria	Clear criteria against which candidates are assessed to determine qualifications, merit, experience, suitability for the position. These criteria must align with the requirements of the job description.
Selection Panel	The panel that is responsible for the recruitment and selection process. Selection panel composition must include at least two panel members, one of which is the hiring manager, principal, or supervisor, where applicable.
Job Postings	All job opportunities must be approved and posted using the See

Yourself in Limestone! template.

2. Application Process

The specific application process will be clearly articulated in the job posting, including application package requirements, the deadline for submission, and where/how to submit packages. Applicants will have the ability to voluntarily self-identify as persons with disabilities, Indigenous persons, members of racialized groups, women, and members of the 2SLGBTQ+ community. Accommodations will be provided to applicants to enable equitable participation in the recruitment process.

Applicants who are transgender may provide records in a different name than their current legal name or name of common usage. This will not prejudice prospective employees in any way, and such information will remain confidential.

Applicants will be invited to complete a voluntary and anonymous Candidate Experience Survey to help the Board to collect direct insight from candidates about the Board's recruitment processes to drive data-informed decisions aimed at identifying and removing barriers at every level of the recruitment process.

3. Selection Panel and Hiring Process

The selection panel should be diverse and representative of our community. Where possible, the panel should reflect gender and racial diversity and include members who identify as having a disability, Indigenous members, and members of the 2SLGBTQ+ community. Where it is impossible to have a selection panel that is diverse or representative of the community, the Superintendent of Human Resources may invite additional members from within LDSB with appropriate/relevant lived experience to join the panel.

Selection panel members must declare to Human Resources any relationship (friend, relative, neighbour, etc.) or other conflicts of interest with respect to an applicant as per Administrative Procedure 403 – Conflict of Interest. Selection panel members will be required to attend training on equitable recruitment, retention, and promotion that covers anti-racism, inclusive communications, reconciliation, intersectionality, intercultural

competence, accessibility, and accommodations.

Hiring for all new and vacant positions, transfers and promotions will be determined based on education, qualifications, merit, experience, knowledge, ability, record of past performance, understanding and commitment to the values of equity, diversity, inclusion, and anti-racism, or any other relevant criteria required to successfully meet the expectations of the position and needs of the district.

The evaluation of a candidate should be put in context. For example, evaluations by panel members and or references may be subjective and often are influenced by unconscious or other biases. Gender, disability, race, language ability (i.e., working in a second or third language), and culture could affect the working style or perceptions of the candidate. The evaluation of candidates should consider cultural nuances such as eye contact, tone of voice, and facial expressions. For example, eye contact is valued in western cultures, and may imbue confidence in a candidate's abilities and skills. Candidates with a non-western cultural background may avoid making direct eye contact as a sign of respect, which can be interpreted as a lack of self-assurance or confidence.

Career interruptions due to parental leave, family care, extended illness, or community responsibilities should not negatively impact the assessment and evaluations.

Any employees with questions or concerns regarding the treatment of employment opportunities may speak in confidence to the Superintendent of Human Resources or designate.

All aspects of the recruitment process will be conducted in a fair, transparent, and non-discriminatory manner.

4. Special Programs

The Board is committed to promoting equal opportunity for all applicants. Hiring and promotion decisions will be based on an objective, fair and transparent process. However, special programs may be developed pursuant to Section 14 of the Ontario Human Rights Code to address the historical and current disadvantages faced by certain individuals or groups in employment. The Ontario Human Rights Code encourages the development and

use of special programs as effective ways to achieve substantive equality by removing and preventing discrimination or addressing prejudice. The Board may establish special programs to increase the recruitment, retention, and promotion of persons with disabilities, Indigenous persons, members of racialized groups, women, and members of the 2SLGBTQ+ community.

5. Qualifications, Experience & Merit

Applicants are assessed against a number of criteria based on the specific needs of the role.

In assessing applicants, the Board is committed to carefully considering:

- Additional experiences, skills, backgrounds, as well as lived and work experiences of applicants, such as the ability to speak multiple languages, professional experience outside of the classroom or department, and demonstrated leadership
- Promoting the hiring of staff from equity deserving groups
- Applicant's promotion of Equity, diversity, and inclusion principles in previous work
- Providing the best possible program or service as determined by the principal/hiring manager, and considering the applicant's demonstrated:
    - Commitment to teaching or other role-specific professions
    - Experience or time spent in a particular school or department
    - Suitability for a particular assignment
- Local needs based on clearly defined criteria, including qualifications.

6. Employment Mobility

The Board recognizes the benefit that experienced employees provide and is therefore

committed to providing equal opportunity to applicants who have relocated from other school boards in Ontario to apply for any position (occasional, long-term occasional, or permanent) that matches their experience, skill, and background.

7. Reference Checks

Reference checks are important for verifying and further exploring work and experience-related information from individuals who have direct knowledge of the candidates. At least one reference must be obtained from a candidate's current supervisor or where appropriate from a recent past supervisor. References from others who have not directly supervised a candidate may also provide objective information about critical skills, abilities, experiences, and competencies from a peer perspective, or where appropriate, from a subordinate perspective.

Reference checks should focus on the selection criteria to validate or clarify information collected through the interview process, including assessing a candidate's overall suitability by examining how a candidate performs as well as how they interact with colleagues/customers.

8. Police Records Checks

An approved Police Record Check is required for all positions within Limestone District School Board. The nature of the position will determine if a Vulnerable Sector Check or Criminal Records & Judicial Matters Check is required.

9. Post Competition Feedback

Unsuccessful candidates, who request it, will receive feedback on their performance in the hiring process through post-competition feedback. Such feedback is intended to assist candidates to understand how they performed relative to the selection criteria and to help them prepare for subsequent competitions. When requested, feedback should be provided within a reasonable timeframe from the completion of the competition.

Post-competition feedback is intended to be an informal discussion that allows both candidates and managers/administrators to share information in a constructive manner

that will assist the candidate to better prepare in the future. At no time should the resumes, evaluations or rankings of other candidates be discussed. The candidate's performance should only be compared against the selection criteria applied.

Post competition feedback should be documented and included in the competition file.

10. Offer of Employment

When the Board makes an offer of employment, the Board will notify the successful candidate and provide them with all the relevant information pertaining to the position, including, but not limited to salary, hours of work, location(s), Police Records Check requirements, accommodation procedures and any other relevant information particular to the job/Board.

11. Retention and Promotion

The retention and promotion of a diverse and inclusive workforce are equally important as the recruitment process. The Board is committed to removing systemic barriers not only in recruitment, but in retention and promotion as well. The visibility of individuals from equity deserving groups in prominent roles positively influences students and fosters a positive work climate. It is vital that members of equity deserving groups are reflected in senior leadership and management roles. The Board will organize information sessions about promotion opportunities, with a focus on equity deserving groups, when necessary.

12. Data Collection, Monitoring, and Evaluation

The Board will regularly monitor and evaluate its recruitment efforts in order to:

- Assess the skills of their workforce and examine any gaps
- Determine the diversity of their workforce and examine any gaps in representation
- Ensure that all employment policies, procedures, and practices are non-discriminatory and that they do not create unnecessary barriers to

employment

Data collection is critical for laying the foundations for informed actions and decisions that will help to achieve the Board's commitment to increasing diversity and inclusivity in its workforce. The Board will conduct a voluntary workforce census at least every 5 years. The data collected during the census, in addition to voluntary self-identification data provided by applicants during the application process, will be used to conduct an Employment Systems Review (ESR). Other potential sources of data include the Employee Exit Survey and a Candidate Experience Survey, to be developed.

The ESR will examine the Board's employment systems to determine whether they create or perpetuate barriers for potential candidates or otherwise unfairly impact their chances to succeed, and examine the organizational culture for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics. The results of the workforce census and ESR will be used to develop an Employment Equity Plan (EEP) that includes goals and timelines for closing identified gaps and existing barriers and preventing future barriers.

Legal Reference:

Ontario Human Rights Code

Related Procedures:

PPM 165 School Board Teacher Hiring Practices

Personnel Files & Collection of Personal Information

Respect and Inclusion in the Workplace: Understanding Harassment & Discrimination

Respect and Inclusion in the Workplace: Reporting & Investigating Workplace Harassment & Discrimination

Conflict of Interest