



Hiring – Academic Staff

300.10

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| Adopted: | May 25, 2004 |
| Last Reviewed/Revised: | March 30, 2021 |
| Responsibility: | Superintendent of Education Staffing, Human Resource Services |
| Next Scheduled Review: | 2024-2025 |

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (the “School Board”) believes that to fulfill its Catholic mission statement, it must recruit, hire, and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education. The School Board will ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff and will give preferential consideration to qualified Roman Catholic applicants, in accordance with the Ontario *Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1982* and the *Education Act*.

The School Board will also ensure that a fair, consistent, and transparent selection process is conducted to fill vacancies in academic positions based on Catholicity, qualifications, experience, and merit. The hiring policy outlined below also supports the School Boards’ efforts to promote diversity, equity, and inclusion in its hiring practices, and to provide opportunities for employment mobility for Catholic teachers.

APPLICATION AND SCOPE:

This Policy applies to all candidates for employment in academic positions within the School Board’s schools and learning centers including teaching staff, positions of responsibility, principals, and vice-principals.

Pursuant to this Policy, the School Board will:

- In accordance with section 19(1) of Ontario Regulation 298, in assigning or appointing a teacher to teach in a division or to teach a subject in a school, have due regard for the provision of the best possible program and the safety and well-being of the pupils;
- Ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff;
- Give preferential consideration to qualified Roman Catholic applicants, in accordance with the Ontario *Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1982* and the *Education Act*, and in exceptional circumstances, the Director of Education in consultation with the Board will make a determination



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- Ensure that it conducts a fair, consistent, and transparent selection process to fill vacancies in academic positions based on Catholicity, qualifications, experience and merit, system needs, in conformity with Ministry regulations and requirements.

REFERENCES:

- Policy/Program Memorandum (PPM) No. 165, *School Board Teacher Hiring Practices*, released on February 22, 2021
- *Education Act*, Sections 170(1) and 171(1)
- Ontario *Human Rights Code*, Section 24(1)(1)
- *Constitution Act, 1982*, Consolidated as of January 1, 2013
- *Employment Standards Act, 2000*
- *Ontarians with Disabilities Act, 2001*
- Pre-Employment Screening Policy 300.18
- Religious Education Qualifications for Academic Staff Policy 300.09
- Professional Standards and Conflict of Interest – Employees Policy 300.17
- *Student Achievement and School Board Governance Act, 2009*
- OECTA Collective Agreement, Central Terms, Part A, Section 17, Hiring Practices



DEFINITIONS:

Employee: A full-time, part-time or occasional Employee of the School Board.

External Activity: Includes any activity of an Employee outside the scope of their employment with the School Board undertaken as part of a commercial or volunteer enterprise.

External qualified teacher: An Ontario College of Teacher (“OCT”) - qualified teacher who is not currently an employee of the School Board.

Positions of Responsibility: Department Heads and Non-School-Based System Positions such as Coordinators, Consultants, and Student Achievement Leaders.

Relationship: Any relationship of the Employee to persons of their 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: The person to whom an Employee reports.

Teaching Positions: Includes all teachers covered by the OECTA Collective Agreement (including but not limited to classroom teachers, preparation teachers, French as a Second Language teachers, special education resource teachers, system teachers, department heads, student achievement leaders, consultants, and coordinators).

ADMINISTRATIVE PROCEDURES:

Responsibilities

Director of Education

- Approves the hiring and appointment of Principals and Vice-Principals; and
- Provides a written report to the Board of Trustees which identifies the successful candidate(s) to the Principal/Vice-Principal position or pool, for Board approval.

Superintendent of Education

- Approves internal and external postings for the hiring of teaching positions;
- Approves the hiring, appointments, and placement of teaching staff;
- Participates in interview committees for the hiring of Principals and Vice-Principals; and
- Determines which postings will be filled within the thirty-five percent (35%) of all vacant permanent teaching positions and which postings will be filled within the sixty-five percent (65%) of all vacant permanent teaching positions.



Human Resource Services Coordinator

- Establishes interview committees;
- Facilitates interview process; and
- Establishes annual staffing timelines and process.

1.0 General

- 1.1 All external candidates must comply with the conditions outlined in the Pre-Employment Screening Policy 300.18.
- 1.2 With respect to interview committees, the leader of each committee shall consult with the Manager of Human Resource Services or designate to ensure that all interview tools and hiring processes comply with relevant collective agreements, the *Employment Standards Act, 2000*, applicable statutes and regulations (including but not limited to the Ontario *Human Rights Code*) and principles of fair and transparent hiring.

2.0 Teaching Positions

- 2.1 Internal and external postings shall be approved by the Superintendent of Education and facilitated by a Human Resources Coordinator. The Superintendent of Education shall consult with the Manager of Human Resource-Services or designate regarding the content of all postings prior to approval.
- 2.2 The Superintendent of Education shall establish interview committees to interview candidates (where applicable) and make hiring recommendations for teaching positions. This committee shall be comprised of at least two principals and may include any person the Superintendent deems fit.
- 2.3 Subject to authority delegated by the Director of Education, the Superintendent of Education will approve the hiring and appointment of teaching staff.

Qualifications

For an applicant to be considered qualified for a position, the applicant shall hold the required qualifications (as recorded on the Ontario College of Teachers Certificate of Qualification), as per the *Education Act* and Regulations, in the subject(s) and division(s) identified in the posting. Where a posting identifies more than two subjects, it shall identify the two subjects for which qualifications are required. If one of the subjects identified in the posting is a restricted subject, as identified in Regulation 298, the applicant must hold the qualification for the restricted subject.

Appointment

In assigning or appointing a person to a teaching position (e.g, occasional, long-term occasional, permanent) the School Board will:



- Consider additional qualifications, including lived experiences, skillsets, backgrounds and varied work experience that may be considered valuable to the position
- Consider merit to include formal qualifications and credentials as well as professional skills aptitudes and recognition demonstrated through a fair and transparent hiring process;
- Account for seniority and other factors as applicable, in conformity with Article 17 of the Central Terms.

3.0 The Appointment of Long-Term Occasional Assignments:

- 3.1 The School Board shall not make an offer to any other person to fill a Long-Term Occasional (“LTO”) assignment before having placed all redundant and supernumerary teachers in order of seniority.
- 3.2 Human Resource Services will post the LTO assignment as outlined in Article 17 of the Central Terms and applicable legislation.
- 3.3 All Occasional Teachers shall have the ability to upload their portfolio to a secure and confidential space on the School Board’s recruitment platform.
- 3.4 An Occasional Teacher is not available if they have already been assigned to another LTO position during the term of the LTO assignment being posted.
- 3.5 The successful applicant will be selected from the five (5) most senior qualified applicants identified.
- 3.6 If no qualified occasional teachers apply to the LTO assignment posting or if all qualified applicants decline the position, the School Board may hire an external qualified teacher.

4.0 The Hiring of Occasional Teachers to Permanent Teaching Positions

Eligibility

- Occasional Teachers who have completed a minimum of one (1) LTO assignment that was a minimum of four (4) months in duration; and
 - whose last evaluation resulted in a satisfactory rating.
- 4.1 The School Board will fill a minimum of sixty-five percent (65%) of all vacant permanent teaching positions, including a minimum of sixty-five percent (65%) of all full-time (1.0 FTE), posted for each school year, in accordance with Article 17 of the Central Terms and applicable Legislation.
- The three (3) most senior applicants to the position who hold the required qualifications for the position will be interviewed for the position.
 - If no qualified occasional teachers apply to the vacant permanent teaching position



posting or if all qualified applicants decline the position, the School Board may hire an external qualified teacher.

4.2 The School Board will fill a maximum of thirty-five percent (35%) of all vacant permanent teaching positions, including a maximum of thirty-five percent (35%) of all full-time (1.0 FTE), posted for each school year, from applicants from the Occasional Teacher Roster, in accordance with Article 17 of the Central Terms and applicable Legislation.

- The School Board will interview three (3) applicants who hold the required qualifications for the position.
- In addition to the applicants from the Roster, a School Board may choose, as one of the applicants to be interviewed, a teacher employed as a permanent teacher elsewhere in the province who has applied to the posting.
- Human Resource Services will ensure that at no time during a school year does the number of vacant permanent teaching positions filled by an external applicant, exceed thirty-five-percent (35%) of the total number of vacant permanent teaching positions or thirty-five percent (35%) of all full-time (1.0 FTE) vacant permanent teaching assignments.
- To address employment mobility:
 - teachers, including those who have relocated from another school board, will be eligible to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified and may be granted an interview.

5.0 **Debrief**

Following the interview for a permanent position, Occasional Teachers who are not successful and who request constructive interview feedback shall be debriefed by a member of the interview team who will provide recommendations for professional growth.

6.0 **Additional Qualifications for Specialized Assignments/Positions**

The following positions shall include the additional requirements for both LTO assignments and permanent positions:

- Special Education Self-Contained Classes – at least two years in accumulated experience as a Special Education Resource Teacher (SERT) or hold a Special Education Specialist qualification.
- French Immersion Assignments/Positions – applicants will be required to demonstrate their French fluency. It is understood that this is not a requirement for core French assignments/positions. Teachers with a French as a Second Language, Specialist qualification or a Diplôme d'études en langue Française.DELF qualification shall be exempt from this requirement.



7.0 Principals and Vice-Principals

- 7.1 Internal and external postings shall be approved by the Director of Education and facilitated by a Human Resource Services Coordinator. The Director may consult with the Manager of Human Resource Services or designate regarding the content of all postings prior to approval.
- 7.2 The Director of Education shall establish interview committees to interview candidates for the position of Principal or Vice-Principal. This committee shall consist of up to two Trustees, a minimum of two Superintendents of Education, and the Director of Education or designate.
- 7.3 The Director of Education may consult with the Manager of Human Resource Services or designate regarding the composition and substance of interview processes and all processes used to support the hiring of Principals and Vice-Principals.
- 7.4 The Director of Education shall approve the hiring and appointment of Principals and Vice-Principals.
- 7.5 The Director of Education shall then provide a written report to the Board of Trustees which identifies the successful candidates to the respective Principal or Vice-Principal position(s) or pool, for approval by the Board of Trustees.
- 7.6 The Director of Education shall assign successful candidates to the position of Principal or Vice-Principal based on needs of particular school communities, with input from the appropriate Superintendent of Education, the outgoing principal and consultation with the Board of Trustees.
- 7.7 The Director of Education will assign Acting Principals and Vice-Principals to replace absent administrators, as required, and report such assignments to the Board of Trustees in a timely manner.

8.0 Monitoring and Evaluation

Data Collection

As directed by the Ministry of Education, the collection of teacher workforce demographic data will be used to provide the School Board with a foundation for well-informed discussions and decision-making regarding the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision, which the School Board is committed to adjusting as necessary.

Such data will be collected from the School Board's workforce on a voluntary basis.

The School Board will develop a process for the collection, analysis, and monitoring of teacher workforce demographic data by 2023, with a view to creating a Fairness in



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Employment Plan that identifies and makes recommendations to address gaps and barriers to a diverse and inclusive work environment within the School Board.