



ADMINISTRATIVE PROCEDURE 440 SECTION: GENERAL ADMINISTRATION	
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Contact	Human Resources

## Support Staff Hiring

### Background

The District is committed to hiring effective support staff personnel to assist in providing an outstanding educational experience for all of our students. The District is committed to hiring in a fair, consistent and transparent manner that will improve the ability to achieve and maintain a strong and diverse workforce. The District strives to have employees reflective of the diversity in our communities.

The District pursues these objectives within the limits of responsible financing, within the terms of collective agreements, and in accordance with applicable legislation.

This administrative procedure describes the hiring process and the probationary period and is to be used in conjunction with the Renfrew County District School Board Recruitment Manual to guide the hiring process.

### Definitions

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, race, ancestry, place of origin, ethnicity, citizenship, culture, creed, sex, sexual orientation, gender, gender identity, gender expression, age, language, physical and intellectual ability, and socio-economic status.

Equality means treating people the same way, to give everyone equal access to opportunities and benefits in society.

Equity refers to fairness and impartiality. It is a distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person’s life.

Hiring refers to the process of selecting applicants for positions based on qualifications, merit and diversity. The process may include multiple sources and methods and includes, but is not limited to, interviews, additional qualifications, work experience and assignments.

Recruitment refers to the process of advertising, posting, and outreach activities to attract staff based on the unique needs of RCDSB schools and their communities.

## **Principles**

### Diversity, Equity, and Human Rights

The promotion and support for the rights of Indigenous peoples and all human rights in the context of employment as protected under the Ontario Human Rights Code to facilitate equity and inclusion is vital to achieving a diverse and representative workforce that meets the needs of the student body.

The way to achieve an inclusive, diverse and representative workforce is to:

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

### Qualifications and Merit

The District recognizes the importance of the following when developing its 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 service as determined by the principal/manager;
- considering applicants demonstrated suitability for a particular assignment;
- valuing applicants' additional experiences, skills, backgrounds, lived and work experience;
- promoting the hiring of staff from underrepresented groups;
- responding to District and school priorities based on clearly defined criteria, including qualifications, by the principal/manager in consultation with human resources staff.

### Fairness and Transparency

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

- a conflict of interest procedure;
- 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 District; and,
- objective evaluation criteria and structured interview questions that prevent selection bias.

### Monitoring and Evaluation

In further demonstration of its accountability to employment equity principles and guided by its obligations under the Ontario Human Rights Code, the District will monitor, evaluate and review the effectiveness of its hiring policy on a regular basis.

This evaluation process will include:

- assessing the skills of the workforce and identifying any gaps;
- 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 once gaps are identified; and,
- ensuring all employment systems, policies, procedures, and practices are non-discriminatory.

## Equity Considerations

The Ontario Human Rights Code enables organizations to develop and implement programs to help members from historically disadvantaged groups which have experienced hardship, economic disadvantage, inequality, or discrimination. This will pledge to strive to achieve substantive equity is intended to create opportunities for people and groups who face disadvantage and discrimination. Where the District determines that specific marginalized communities are demonstrably under-represented within the District's workforce, the District will consider implementing supports to assist in creating employment opportunities for under-represented groups within our community. Such programs are expressly protected under the Code.

## **Procedure**

### **1. The Hiring Process**

1. Before a vacancy is filled, and within the terms of the relevant collective agreement, the Director or designate shall review the continuing need for such a position.
2. The Director of Education must give prior approval for the establishment of all new positions. For new positions not covered by collective agreements, the Director or designate shall determine the starting salary, increment structure, fringe benefits, probationary period, and job descriptions prior to interviewing for the positions and in keeping with the requirements of any collective agreement.
3. The Director has delegated to the Superintendent of Human Resources the responsibility for ensuring that administrative procedures are followed regarding hiring practices.
4. Following consultation with the Human Resources Department, procedures will be determined to implement:
  - a. arrangements for posting and/or advertising;
  - b. the receipt and screening of applications;
  - c. a consistent approach to contacting internal and external applicants
  - d. the establishment of the interviewing team.
5. The hiring committee shall ideally consist of three people for all positions, however in certain circumstances where a third interviewer is unavailable, the hiring committee shall consist of a minimum of two people. A principal shall be involved in the hiring of all school-based staff.
6. A committee, as structured by the Director or designate, shall be responsible for the hiring of staff for the position of manager.
7. No employee of the District shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship. The employee must follow AP-454 Conflict of Interest which requires them to immediately disclose a relationship with any

applicants and recuse themselves from the entire selection process. In addition, no member of the panel may be in a relationship with another member of the panel. For the purpose of this procedure, "relationship" means any relationship of the employee to persons of:

- a. their family whether related by blood, adoption, marriage, or common-law relationship;
  - b. an intimate and/or financial nature during the preceding five years; or
  - c. past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.
8. A consistent structure must be used for each applicant in a selection process. A scoring rubric shall be prepared in advance of the selection process. All applicants must be asked the same questions and scored on the same rubric to ensure a fair and equitable process. All responses and scores will be documented by each member of the panel and retained for a period of six months.
9. Normally, interviews will take place in person or virtually in Renfrew County. In special circumstances, the Superintendent of Employee Services or designate may authorize a hiring panel to conduct interviews outside the county.
10. The Principal/Manager (or designate from the hiring panel or HR) will conduct and document reference checks before hiring
11. If there are no appropriately qualified applicants from within a bargaining unit, advertising shall take place to fill the position from external applicants.12) Unsuccessful internal applicants who were interviewed are entitled, on request, to contact the person or panel that conducted the interview to discuss:
- a. Their performance during the interview;
  - b. Measures they could take to enhance their professional qualifications; and
  - c. Other ways to improve their chance of being successful in a similar interview in the future.
12. Where there may be a deviation between this procedure and a collective agreement, the relevant collective agreement shall prevail (as per Administrative Procedure 407).

## **2. The Probationary Period**

### **Transfer from One Position to Another**

1. A trial period is established when a support staff member is transferred from one position to another within the District. For union staff, this trial period shall be as provided for in the applicable collective agreement. For non-union staff, this trial period shall be twenty (20) business days in duration. The supervisor shall monitor the staff member's progress during the trial period and shall prepare written documentation of any shortcomings.
2. The supervisor shall discuss these shortcomings with the staff member, stating specifically the nature of the deficiency, providing suggestions for improvement, and offering assistance to improve.

3. If, at the end of the probationary period, the staff member has not corrected any deficiency, the staff member shall be returned to his or her former position with the district. The supervisor shall review with the staff member and shall forward a further copy to the human resources department for inclusion in the staff member's personal file.

**A New Position with the District**

1. A probationary period is established when a new staff member is hired by the district.
2. For union staff, the probationary period shall be as provided for in the applicable collective agreement. This probationary period may be extended only if the applicable collective agreement specifically permits.
3. For non-union staff, this probationary period shall be one year in duration. This probationary period may be extended by up to one-half of the original period, on written notification by the supervisor.
4. The monitoring of a probationary staff member in relation to continuing employment shall be governed by the same criteria established for the monitoring of the performance of transferred staff members.
5. As a condition of employment, all new staff members are required to submit to the human resources department, prior to the commencement of employment.
6. All new staff members hired are subject to a satisfactory criminal background check with vulnerable sector screen.

**Legal References:**

- Education Act
- Ontario Human Rights Code
- The Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Integrated Accessibility Standards Regulation 191/11

**Board References:**

- [Administrative Procedure 452 – Equity and Inclusive Education](#)
- [Administrative Procedure 454 - Conflict of Interest \(DRAFT\)](#)
- [Recruitment Manual](#)

**Procedure History**

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