

Reflecting our Community

The **HWDSB** Employment
Equity Action Plan

2020

Mission

We empower students to learn and grow to their full potential in a diverse world.

Commitment

We are committed to learning, equity, engagement and innovation.

Overview

In 2018, Hamilton-Wentworth District School Board (HWDSB) launched its three-year Equity Action Plan with the goal of intentionally embedding the core principles of human rights and equity throughout the system, school, and classroom levels.

The plan aligns with Ontario's Equity Action Plan, utilizing the same four priority areas, and identifies the expected outcomes as:

- Identify and eliminate biases, systemic barriers and discriminatory practices
- Support positive learning and workplace environments where all students and staff are safe, supported and accepted
- Ensure inclusive community partnerships and engagement, and
- Ensure accountability regarding the Board's commitment to equity and communicating results to the public.

In May 2019, HWDSB contracted Turner Consulting Group Inc. to conduct this Equity Audit. An Equity Audit is a comprehensive review of written and unwritten, formal and informal employment policies, practices, and procedures that identifies and makes recommendations for the removal of systemic/institutional, cultural, and attitudinal barriers to equitable policies and practices, a diverse workforce, and an inclusive work environment.

An Equity Audit provides an organization with information on what is working well and what requires improvement so that it can build on its strengths and remove the identified barriers. This review has identified various issues and gaps that fall into four key priority areas that will inform the work ahead.

- Priority 1: Diversify the workforce at all levels.
- Priority 2: Create a more inclusive and respectful work environment.
- Priority 3: Create more equitable policies and practices.
- Priority 4: Strengthen the organization's equity infrastructure.

Timelines

PHASE ONE	JANUARY TO JUNE 2021
PHASE TWO	JULY TO DECEMBER 2021
PHASE THREE	JANUARY TO JUNE 2022

Employee Perspective - Attitudes and Corporate Culture

ALL PHASES

- It is recommended that the board better support staff to understand the need and rationale for its equity, diversity, and inclusion efforts, by sharing this report and the resulting action plan with employees and providing regular updates with respect to implementation.
- It is recommended that the board develop a strategy to engage staff throughout the organization in equity and inclusion training for all employees, beginning with relevant competencies for senior managers, team leads, and supervisors.

PHASE THREE

- It is recommended that a communications/learning strategy be developed (which may include a newsletter, lunch and learns, and other informal methods of promoting knowledge, resources, tools, and practices, etc.).
- It is recommended that issues of equity and inclusion be embedded into all other training provided to leaders, including classroom management, reporting to CAS, etc.

Employee Perspectives - COVID 19

PHASE ONE

- It is recommended that HWDSB provide appropriate training and ongoing education for all supervisors about their duty to accommodate employees based on any human rights protected ground, in particular based on disability, religion, and family responsibilities.

Employee Perspectives - Respectful Work Environment

ALL PHASES

- It is recommended that managers and administrators be reminded through ongoing communication, training, and other means of their duty to foster a respectful work environment, to lead by example, and to act to stop harassment and discrimination when they witness or hear about these behaviours.
- It is recommended that leaders throughout the organization commit to, and be provided with, adequate supports, including anti-racism and anti-oppressive practice training, to enable them to demonstrate a greater personal and professional commitment to equity, diversity, and inclusion through behaviours and language that demonstrate inclusion and respect for all employees.
- It is recommended that the board help create and provide ongoing support to affinity groups/employee resource groups, to create safe and inclusive spaces for Indigenous staff and those from the equity-seeking groups for networking and support.
- It is recommended that the board ensure that it creates inclusive and safe workplaces that allow employees who identify as Two-spirit and LGBTQ+ to bring their full selves to work.

PHASE ONE

- It is recommended that the board educate all employees about their rights regarding workplace accommodation and the process of obtaining said accommodation.
- Recognizing that a great deal of inappropriate behaviours can be stopped and their impact minimized if they are immediately addressed, it is recommended that employees have access to training that provides them with the knowledge and techniques for intervening when they do witness these behaviours.
- It is recommended that all employees be reminded of the board's process for receiving and accepting complaints of workplace violence, harassment, and discrimination, and that complaints can be made without going through the grievance process.

- It is recommended that the board develop policies and programs to ensure that its work environment is inclusive of employees who are gender non-conforming.

PHASE TWO

- It is recommended that HWDSB develop and distribute a guide on how to hold inclusive meetings.

Equity Infrastructure

PHASE ONE

- It is recommended that appropriate financial and human resources be allocated to implementing the Employment Equity Plan and leading the board's employment equity efforts.

PHASE THREE

- It is recommended that the board conduct another Equity Audit in five years to assess progress and develop a new Employment Equity Plan.

Policy and Procedure Review

PHASE ONE

- It is recommended that the next iteration of the Equity Action Plan: Specify a focus on the groups that experience systemic and persistent discrimination in employment, namely women, Indigenous peoples, persons with disabilities, racialized people, and those who identify as Two-spirit and LGBTQ+; and commit HWDSB to developing an employment equity program that addresses the issues identified through the Workforce Census and Equity Audit.
- It is recommended that the Equity and Inclusion Policy be updated to state HWDSB's commitment to complying not only with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Ministry of Education PPM119, but also with the Accessibility for Ontarians with Disabilities Act. Include Accessibility for Ontarians with Disabilities Act.
- It is recommended that the Equity and Inclusion Policy clearly state the roles and responsibilities of senior leaders, managers, and school administrators to implement the policy.
- It is recommended that these procedures specify the roles and responsibilities for senior leaders, human resources, staff, managers, and school administrators to implement the procedures and fostering a respectful and inclusive work environment.
- It is recommended that the Religious Accommodation Procedure be updated.
- It is recommended that the Persons with Disability Procedures be updated to ensure compliance with the Ontario Human Rights Code.
- It is recommended that the Persons with Disability Procedures be revised to ensure compliance with the Employment Standards of the Accessibility for Ontarians with Disabilities Act.
- It is recommended that HWDSB educate all staff about their rights regarding workplace accommodation and the process of obtaining said accommodation.
- It is recommended that HWDSB develop a return to work policy and procedures to support the early, safe, and successful return to work of staff who must take leave due to illness or injury.
- It is recommended that the Recruitment and Selection Policy be revised.
- It is recommended that the Recruitment and Selection Procedure be revised.
- It is recommended that the Accommodation of Staff Policy and Procedures reflect the Board's duty to accommodate employees based on any human rights protected ground.
- It is recommended that the Accommodation of Staff Policy be updated.
- It is recommended that HWDSB clarify and provide guidance on the factors that will be considered in the accommodation process, i.e., seniority, availability, qualifications and legislative or contractual obligations.
- It is recommended that the Workplace Violence and Harassment Prevention Policy be updated to better align it with the requirement of the Ontario Human Rights Commission and best practices.

- It is recommended that the Workplace Harassment Prevention Procedure be strengthened.
- It is recommended that the Code of Conduct Policy and Procedure be revised to address behaviours in all HWDSB workplaces, not only school-based workplaces.
- It is recommended that the board develop an Equity and Inclusion Lens to be used when developing new or revising existing board policies.

PHASE TWO

- It is recommended that the board develop policies to clarify and guide the consistent application of its practices, in particular whether educators are permitted to teach in the same school or class as their children.

Recruitment and Selection Processes and Practices

ALL PHASES

- It is recommended that the Board embed in policies and procedures a commitment to including visible diversity on the interview panel, and identify this as a best practice for principals and managers.
- It is recommended that the Board regularly communicate with employees about the hiring process, including any changes to the process, to strengthen their confidence that the Board has a fair and bias-free process that supports the equitable assessment of candidates from the equity-seeking groups.
- It is recommended that the Human Resources Department develop tools, resources, and training for staffing officers, staffing coordinators that support the consistent application of policies, equitable hiring as well as the hiring of Indigenous people and those from the equity-seeking groups.

PHASE ONE

- It is recommended that the language on the Careers webpage be updated to refer to job-seekers as “foreign-trained” rather than as “international applicants”.
- It is recommended that the requirement for a TB test and a job-related medical note be reviewed, and if not needed, that these requirements be removed from the board’s website
- It is recommended that all HWDSB job ads have a similar format and provide job-seekers with standardized information.
- It is recommended that the equity and accommodation statement be included on each job ad.
- It is recommended that the equity and accommodation statement also be included on the Board’s Career webpage.
- It is recommended that the proposed FAQ section on the Careers webpage address questions that job-seekers may have about requesting accommodation such as “What is accommodation?” and “Will asking for accommodation affect the Board’s hiring decision?”
- It is recommended that the board allow applicants to submit applications at no cost through Apply to Education to remove the financial and other barriers that using Apply to Education may create for Indigenous job seekers and those from the equity-seeking groups.
- It is recommended that guidance be provided to all those involved in the hiring process about accommodations and accessibility.
- It is recommended that procedures be updated to support staff to accurately describe the interview and practicums so that candidates are able to determine whether they will require accommodation.
- It is recommended that, for positions that do not require a specific diploma or degree, an equivalent combination of education and experience be accepted.
- It is recommended that the Human Resources Department develop, share, and require the use of a Resume Scoring Matrix to support the consistent assessment of applicants to determine who is invited for an interview.
- Recognizing that a great deal of inappropriate behaviours can be stopped and their impact minimized if they are immediately addressed, it is recommended that employees have access to training that provides them with the knowledge and techniques for interviews

- It is recommended that where multiple competitions are held for the same position a bank of interview questions be developed to avoid the use of the same questions in each interview.
- It is recommended that a Hiring Toolkit be developed.
- It is recommended that all competitions include questions to assess the candidate's ability to work with a diverse group of co-workers, work in a diverse school community, or manage a diverse group of employees.
- It is recommended that Human Resources Services serve as a model and leader for the rest of the organization by increasing the diversity of staff within the department.
- It is recommended that reference checks include a question, appropriate for the position, on equity and diversity.
- It is recommended that a checklist be provided to specify which items should be maintained in the competition files.
- Given that individuals have up to a year after an incident to make a human rights complaint, it is recommended that all competition files be kept for 18 months after the competition closes.

PHASE TWO

- It is recommended that the Board's Careers webpage include information to better support job-seekers, including information on the recruitment process and what to expect if invited for an interview.
- It is recommended that the Board's Careers webpage address the various ways in which candidates may submit an application for various job openings, as not all applications are to be submitted to www.applytoeducation.com.
- It is recommended that the Careers webpage include an FAQ section that answers the question "What information should and should not be included on my resume?"
- It is recommended that the board work with other school boards to use their influence to call on faculties of education to increase the racial diversity of their graduates.
- It is recommended that the board promote teaching as a profession to elementary and secondary students from Indigenous and equity-seeking communities.
- It is recommended that the board engage in targeted outreach recruitment to attract teacher applicants from more diverse backgrounds, in particular Indigenous and racialized teachers.

PHASES TWO AND THREE

- It is recommended that training continue to be provided to managers and administrators involved in the hiring process to help them understand and mitigate the impact of unconscious bias in the hiring process, and their responsibility to hire based on the skills and abilities to do the job.
- It is recommended that the Human Resources Department develop tools, resources, and training for school administrators, and others involved in the hiring process, that support the consistent application of policies, equitable hiring as well as the hiring of Indigenous people and those from the equity-seeking groups.

Vice Principal and Principal Promotion Process

PHASE TWO

- It is recommended that the board conduct a demographic survey of all applicants to the vice-principal and principal promotion process so that it can track the success of applicants throughout the process to identify any barriers to advancement and ways in which it can improve the process.
- It is recommended that the board create guidelines and accountability mechanisms to ensure that racialized and Indigenous teachers are provided with access to and are benefiting equitably from developmental opportunities as well as mentoring, to give them the knowledge and the breadth of experience needed to advance within the organization.
- It is recommended that the Board develop appropriate training and mentoring programs to support aspiring racialized and Indigenous leaders.
- It is recommended that the board communicate any changes made to the promotion process to all staff to strengthen their confidence in a fair and bias-free process that supports the equitable success of Indigenous candidates and those from the equity-seeking groups.

Policies and documents reviewed

- Accommodation of Staff Policy and Procedure
- Anti-classism and Socio-economic Equity Procedure
- Anti-racism and Ethnocultural Equity Procedure
- Code of Conduct Policy and Procedure
- Equity Action Plan (2019/20-2021-22)
- Equity and Inclusion Policy Gender Equity Procedure
- Persons with Disabilities Procedure
- Recruitment and Selection Policy and Procedure
- Religious Accommodation Procedure
- Sexual Orientation Procedures
- Workplace Harassment Prevention Procedure
- Workplace Violence and Harassment Prevention Policy
- Workplace Violence Prevention Procedure

HWDSB Alignment

HWDSB Equity Action Plan 2019/20-2021/22
HWDSB Mental Health and Well-being Action Plan (2019)
HWDSB Specialized Services Action Plan (2019)
HWDSB Equity and Inclusion Policy (2018)
HWDSB Indigenous Education Action Plan (2018)
HWDSB Reimagined: Strategic Priorities (2018)

Table of Contents - Findings and Recommendations	Recommendations	Recommendation Findings (summarized)	January to June 2021	July to December 2021	January to June 2022
Policy and Procedure Review	1	It is recommended that the next iteration of the Equity Action Plan: <ul style="list-style-type: none"> · Specify a focus on the groups that experience systemic and persistent discrimination in employment, namely women, Indigenous peoples, persons with disabilities, racialized people, and those who identify as Two-spirit and LGBTQ+, and · Commit HWDSB to developing an employment equity program that addresses the issues identified through the Workforce Census and Equity Audit. 	X		
Policy and Procedure Review	2	It is recommended that the Equity and Inclusion Policy be updated to state HWDSB's commitment to complying not only with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Ministry of Education PPM119, but also with the Accessibility for Ontarians with Disabilities Act.	X		
Policy and Procedure Review	3	It is recommended that the Equity and Inclusion Policy clearly state the roles and responsibilities of senior leaders, managers, and school administrators to implement the policy.	X		
Policy and Procedure Review	4	It is recommended that these procedures specify the roles and responsibilities for senior leaders, human resources, staff, managers, and school administrators to implement the procedures and fostering a respectful and inclusive work environment.	X		

<p>Policy and Procedure Review</p>	<p>5</p>	<p>It is recommended that the Religious Accommodation Procedure be updated to:</p> <ul style="list-style-type: none"> • Ensure that staff are appropriately referenced throughout the procedure • Name the Board’s duty to accommodate Indigenous spiritual practices • Clearly state that any reprisal against an employee for requesting or receiving accommodation is a violation of the policy • Specify the principles for how requests for accommodation must be dealt with, including good faith, limiting the requests for information, confidentiality, respect for dignity, responding to a person’s individualized needs, and allowing for integration and full participation. 	<p>X</p>		
<p>Policy and Procedure Review</p>	<p>6</p>	<p>It is recommended that the Persons with Disability Procedures be updated to ensure compliance with the Ontario Human Rights Code by including:</p> <ul style="list-style-type: none"> • Examples of accommodations that may be provided to staff with disabilities in the definition of accommodation • A definition of undue hardship • The principles for how requests for accommodation must be dealt with, including good faith, limiting the requests for information, confidentiality, respect for dignity, responding to a person’s individualized needs, and allowing for integration and full participation. • The rights and responsibilities of the board, those in management positions, and those of employees in the accommodation process • The requirement that accommodation plans be prepared and documented • The duty of managers and school administrators to be alert to the possibility that a person may need an accommodation even if they have not made a specific or formal request • The obligation to obtain expert opinion or advice where needed but not as a routine matter and to limit requests for information to those reasonably related to the nature of the limitation or restriction, to be able to respond to the accommodation request • The need to keep a record of the accommodation request and action taken • The need to communicate regularly and effectively with the person, providing updates on the status of the accommodation and planned next steps • The duty for all involved to maintain confidentiality • Specify the responsibility of the board to implement accommodations in a timely way, to the point of undue hardship • Specify the responsibility of the board to ensure that 	<p>X</p>		

		<p>funding is provided for accommodation, regardless of the ability of an individual school or department to pay</p> <ul style="list-style-type: none"> • Specify that, as the board is a “single employer,” accommodation may be provided across bargaining units. 			
Policy and Procedure Review	7	<p>It is recommended that the Persons with Disability Procedures be revised to ensure compliance with the Employment Standards of the Accessibility for Ontarians with Disabilities Act by including:</p> <ul style="list-style-type: none"> • The duty of the Board to comply with the Accessibility for Ontarians with Disabilities Act • The need to include an accommodation statement on job advertisements • The requirement that applicants to be asked whether accommodation is needed when they are invited for an interview • The requirement that assessment and selection material be provided in accessible formats, upon request, and • The requirement that successful candidates be notified of the policies for accommodation of employees with disabilities. 	X		
Policy and Procedure Review	8	<p>It is recommended that the HWDSB educate all employees about their rights regarding workplace accommodation and the process of obtaining said accommodation. All employees should understand the Board’s legal obligations under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act to provide accommodation, as well as how accommodation helps employees to perform their best at work. When this information is presented in this context, employees will be less likely to view accommodations as special treatment provided to some employees.</p>	X		
Policy and Procedure Review	9	<p>It is recommended that HWDSB develop a return to work policy and procedures to support the early, safe, and successful return to work of staff who must take leave due to illness or injury.</p>	X		
Policy and Procedure Review	10	<p>It is recommended that the Recruitment and Selection Policy be revised to:</p> <ul style="list-style-type: none"> • Specify the legal framework within which the Board hires, including the Ontario Human Rights Code, Occupational Health and Safety Act, and the Accessibility for Ontarians with Disabilities Act, and • Specify the Board’s goal of diversifying the workforce to reflect the community served. 	X		

<p>Policy and Procedure Review</p>	<p>11</p>	<p>It is recommended that the Recruitment and Selection Procedure be revised to:</p> <ul style="list-style-type: none"> • Specify the Board’s requirement to comply with the Accessibility for Ontarians with Disabilities Act by requiring that: <ul style="list-style-type: none"> o Applicants be asked whether accommodation is needed when they are invited for an interview o Assessment and selection material be provided in accessible formats, upon request, and o Specifying that successful candidates will be notified of the policies for accommodation of employees with disabilities. • Require that new employees receive training on the Accessibility for Ontarians with Disabilities Act • Require job advertisements to include an equity and accommodation statement • State the need for diversity on hiring committees • Expand the definition of conflict of interest to include the appearance of a conflict • Include “participation in the appointment, promotion, or hiring of a person with whom members of the hiring panel have a close personal relationship” as a conflict of interest, not simply family members • Define “family member” as those related to the employee by blood or marriage, including in-laws • State that a conflict of interest also arises when family members or close personal friends are employed in situations where a reporting relationship exists and where the supervisor has influence, input, or decision-making power over an employee’s performance evaluation, salary premiums, special permissions, potential for promotion, conditions of work, and similar matters • Require that those participating in the hiring process sign a document stating that they have no conflict of interest • Update the list of the grounds on which the Board will not discriminate in hiring to include the complete list of human rights protected grounds: age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, record of offences; sex (including pregnancy and breast feeding), and sexual orientation • Specify that employees and trustees are not to use their positions of authority to influence hiring decisions that involve family members or close personal friends, and that doing so would be a conflict of interest, and • Specify the roles and responsibilities of human resources staff and the hiring manager to implement the procedures. 	<p>X</p>		
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Policy and Procedure Review	12	It is recommended that the Accommodation of Staff Policy and Procedure reflect the Board’s duty to accommodate employees based on any human rights protected ground.	X		
Policy and Procedure Review	13	<p>It is recommended that the Accommodation of Staff Policy and Procedure be updated to:</p> <ul style="list-style-type: none"> • Include the need to provide individualized accommodation, the need for the inclusion and full participation of the employee in the process, and the need to adhere to the principles of accommodation • Specify the Board’s legal obligation to comply with the Accessibility for Ontarians with Disabilities Act • Recognize the need to accommodate employees outside of the return to work process • State the responsibilities of managers and school administrators to: <ul style="list-style-type: none"> o Be alert to the possibility that a person may need an accommodation even if they have not made a specific or formal request o Accept the person’s request for accommodation in good faith, unless there are legitimate reasons for acting otherwise o Obtain expert opinion, advice, or additional information where needed (but not as a routine matter) o Keep a record of the accommodation request and action taken o Communicate regularly and effectively with the employee requesting accommodation, providing updates on the status of the accommodation and planned next steps o Maintain confidentiality • State the Board’s obligation to implement accommodations in a timely manner, to the point of undue hardship • State the responsibility of the Board to ensure that funding is provided for accommodation, regardless of the ability of an individual school or department to pay • Specify the accommodation requirements under the Accessibility for Ontarians with Disabilities Act in the hiring and selection process and the requirement to ask new hires whether they require accommodation, and • Specify that, as the Board is a “single employer,” accommodation may be provided across bargaining units. 	X		
Policy and Procedure Review	14	It is recommended that the HWDSB clarify and provide guidance on the factors that will be considered in the accommodation process, such as seniority, availability, qualifications, and legislative or contractual obligations.	X		

<p>Policy and Procedure Review</p>	<p>15</p>	<p>It is recommended that the Workplace Violence and Harassment Prevention Policy be updated to better align it with the requirements of the Ontario Human Rights Commission and best practices by:</p> <ul style="list-style-type: none"> • Specifying that senior leaders and supervisors have the responsibility to create a respectful workplace and address issues that they become aware off, regardless of whether employees make a complaint • Specifying that the policy applies to telephone, email, or other communications • Listing all of the human rights protected grounds, including gender identity, gender expression, and record of offences • Stating that protection also extends beyond the human rights protected grounds to include association or relationship with a person identified by one of these grounds and perception that one of these grounds applies • Indicating that people may experience discrimination and harassment based on the intersection of multiple grounds of discrimination (“intersectionality”) • Specifying that the organization should take action to: <ul style="list-style-type: none"> o Educate employees about the policy o Develop a complaint process o Hold managers accountable for responding to and resolving complaints of harassment o Ensure that all reports of workplace discrimination and harassment are appropriately investigated o Provide for the monitoring and evaluation of the application of the policy, such as the collection and analysis of employee comments, feedback from investigators and managers, and information collection through exit interviews to inform the monitoring and review of the policy • Specifying that managers should take action to: <ul style="list-style-type: none"> o Model the behaviours they expect from employees o Respond to and resolve complaints of harassment • Requiring that a report be compiled annually for the leadership team on the number and type of complaints and any trends and systemic issues that need to be addressed proactively • Defining workplace as including, but not limited to: <ul style="list-style-type: none"> o Schools, Board offices, and facilities as well as vehicles used in the course of completing work and traveling to and from work sites o Any place where employees perform work or work-related duties or functions o Schools and school-related activities such as extracurricular activities, co-instructional activities and excursions o Conferences, training sessions, workshops, and social 	<p>X</p>		
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		<p>events related to work, as well as travel to and from these activities</p> <ul style="list-style-type: none"> o Activities within offices, staff rooms, classrooms, cafeterias/lunchrooms, and other Board property. 			
Policy and Procedure Review	16	<p>It is recommended that the Workplace Harassment Prevention Procedure be strengthened by:</p> <ul style="list-style-type: none"> • Defining and including the following as violations of this policy: failure to accommodate; interference; condonation; poisoned work environment; discrimination; and threats/retaliation • Broadening the definition of workplace • Updating the list of human rights protected grounds to include sex • Including gender-based harassment as a type of sexual harassment • Providing examples of harassment • Stating that individuals retain the right to pursue remedies through external processes, including under the Human Rights Code and the Occupational Health and Safety Act or by contacting police • Clearly articulating the rights and responsibilities of managers, school administrators, and the Board • Clearly articulating the rights of complainants and respondents when a complaint has been made • Identifying responsibilities to report annually to the Director of Education on complaints made in order to identify trends and systemic issues and to propose proactive measures to address these issues • Noting that while the definition states a “course of conduct,” a single significant incident may be sufficiently offensive to meet the definition of harassment • Specifying that the policy also applies to discrimination or harassment based on association or relationship with a person identified by one of these grounds and perception that one of these grounds applies • Indicating that people may experience discrimination and harassment based on the intersection of multiple grounds of discrimination (“intersectionality”) • Ensuring that those assigned to investigate a human rights complaint have sufficient training and understanding of the Ontario Human Rights Code and the Occupational Health and Safety Act to conduct an appropriate investigation, and • Delineating the monitoring and evaluation of the application of the policy, such as the collection and analysis of comments and feedback from employees, investigators, and members of the school community. <p>Workplace Violence Prevention Procedure This procedure</p>	X		

		<p>provides a framework for the various policies and processes related to workplace violence and outlines the measures and procedures to:</p> <ul style="list-style-type: none"> • Control risks identified under the Board’s workplace violence risk assessments • Summon immediate assistance when workplace violence occurs or is likely to occur • Report incidents of workplace violence to the employer or supervisor, and • Set out how the employer will investigate and deal with incidents or complaints of workplace violence. <p>It provides a number of definitions, including bad faith, history of violence, workplace, workplace violence, and domestic violence.</p> <p>The procedure is fairly comprehensive and states the following:</p> <ul style="list-style-type: none"> • That some acts of workplace violence may be criminal matters to be dealt with by the police • That the procedures apply to workplace violence regardless of the source (worker to worker, visitor to worker, or parent to worker) • The specific duties of the employer, principal/supervisor, and employees, and • The need to conduct site-specific risk assessments. <p>The procedure also provides a limited definition of workplace. This limited definition of workplace does not include harassment that may occur when employees travel to and from different locations or other locations where work-related activities occur, such as social gatherings, conferences, and training sessions. The definition of workplace also does not cover harassment that occurs electronically.</p>			
<p>Policy and Procedure Review</p>	<p>17</p>	<p>It is recommended that the Workplace Violence Prevention Procedure be strengthened by:</p> <ul style="list-style-type: none"> • Defining and including the following as violations of this policy: interference and condonation • Expanding the definition of workplace • Providing examples of what constitutes workplace violence, and • Delineating the monitoring and evaluation of the application of the policy, such as the collection and analysis of comments and feedback from employees, investigators, and members of the school community. <p>Code of Conduct Policy and Procedure</p> <p>The Code of Conduct Policy and Procedure commits the HWDSB to fostering positive school climates where all employees feel safe, included, and accepted. However, the policy does not extend to all Board workplaces.</p>	<p>X</p>		

Policy and Procedure Review	18	It is recommended that the Code of Conduct Policy and Procedure be revised to address behaviours in all HWDSB workplaces, not only school-based workplaces.	X		
Policy and Procedure Review	19	It is recommended that the board develop an Equity and Inclusion Lens to be used when developing new or revising existing board policies. Practices not embedded in policy In addition, we heard from a few employees who participated in the consultations that there are some board practices that have not been embedded in policy, which allows for the inconsistent application of these practices by managers and school administrators as well as by Human Resource staff. In particular, staff raised concerns that some educators were not able to teach in the same school or class as their children, while other shared stories of multiple times that occurred within their school.	X		
Policy and Procedure Review	20	It is recommended that the board develop policies to clarify and guide the consistent application of its practices, in particular whether educators are permitted to teach in the same school or class as their children and what type of previous teaching experience will be accepted.		X	
Recruitment and Selection Processes and Practices	21	It is recommended that the Board's Careers webpage include information to better support job-seekers, including information on the recruitment process and what to expect if invited for an interview.		X	
Recruitment and Selection Processes and Practices	22	It is recommended that the Board's Careers webpage address the various ways in which candidates may submit an application for various job openings, as not all applications are to be submitted to www.applytoeducation.com .		X	
Recruitment and Selection Processes and Practices	23	It is recommended that the language on the Careers webpage be updated to refer to job-seekers as "foreign-trained" rather than as "international applicants".	X		
Recruitment and Selection Processes and Practices	24	It is recommended that the Careers webpage include an FAQ section that answers the question "What information should and should not be included on my resume?"		X	
Recruitment and Selection Processes and Practices	25	It is recommended that the requirement for a TB test and a job-related medical note be reviewed, and if not needed, that these requirements be removed from the board's website	X		

Recruitment and Selection Processes and Practices	26	<p>It is recommended that all HWDSB job ads have a similar format and provide job-seekers with the following information:</p> <ul style="list-style-type: none"> • Background information about the Board • Job duties • Education and qualifications, including professional registrations • Experience required, e.g., related experience in a public sector environment • Skills and knowledge required • Location of the position • Hours of work • Salary range / hourly wage, and • How to apply. 	X		
Recruitment and Selection Processes and Practices	27	It is recommended that the equity and accommodation statement be included on each job ad.	X		
Recruitment and Selection Processes and Practices	28	It is recommended that the proposed FAQ section on the Careers webpage address questions that job seekers may have about requesting accommodation, such as “What is accommodation?” and “Will asking for accommodation affect the Board’s hiring decision?” Examples of the types of accommodations that may be provided could be included to help job applicants understand whether they should be requesting accommodation. Job seekers should also be informed that accommodation will be provided based on any human rights protected ground, including disability, family status, and religion.	X		
Recruitment and Selection Processes and Practices	29	It is recommended that the Board allow applicants to submit applications at no cost through Apply to Education to remove the financial and other barriers that using Apply to Education may create for Indigenous job seekers and those from the equity-seeking groups.	X		
Recruitment and Selection Processes and Practices	30	It is recommended that the Board work with other school boards to use their influence to call on faculties of education to increase the racial diversity of their graduates.	X		
Recruitment and Selection Processes and Practices	31	It is recommended that the Board promote teaching as a profession to elementary and secondary students from Indigenous communities and the equity-seeking groups.		X	
Recruitment and Selection Processes and Practices	32	It is recommended that the Board engage in targeted outreach recruitment to attract teacher applicants from more diverse backgrounds, in particular Indigenous and racialized teachers.		X	

Recruitment and Selection Processes and Practices	33	<p>It is recommended that guidance be provided to all those involved in the hiring process about:</p> <ul style="list-style-type: none"> • The duty to provide accommodation based on any human rights protected ground, and that the need for accommodation should not be a consideration when making the hiring decision • The duty to notify candidates about the availability of accommodation during the recruitment and selection process • The duty to provide assessment and selection materials in accessible formats, upon request, and • The duty to notify successful candidates of the policies for accommodation of employees with disabilities. 	X		
Recruitment and Selection Processes and Practices	34	It is recommended that procedures be updated to support employees to accurately describe the interview process and practicums so that candidates are able to determine whether they will require accommodation.	X		
Recruitment and Selection Processes and Practices	35	It is recommended that an equivalent combination of education and experience be accepted for positions that do not require a specific diploma or degree.	X		
Recruitment and Selection Processes and Practices	36	It is recommended that the Human Resources Department develop, share, and require the use of a Resume Scoring Matrix to support the consistent assessment of applicants to determine who is invited for an interview.	X		
Recruitment and Selection Processes and Practices	37	It is recommended that all competitions include questions to assess the candidate's ability to work with a diverse group of co-workers, work in a diverse school community, or manage a diverse group of employees.	X		
Recruitment and Selection Processes and Practices	38	It is recommended that where multiple competitions are held for the same position a bank of interview questions be developed to avoid the use of the same questions in each interview.	X		

Recruitment and Selection Processes and Practices	39	<p>It is recommended that a Hiring Toolkit be developed to:</p> <ul style="list-style-type: none"> • Provide guidance to hiring managers on developing interview questions that focus on assessing the candidate’s skills and abilities to do the job and the need to score each question against pre-determine “look-fors” • Educate users about how cultural, gender, and other biases may impact their hiring decisions and the need to focus on the candidate’s skills and abilities to do the job. This should include focusing the interview questions on the skills and abilities to do the job, and not assessing candidates on other factors such as their tone of voice and judgements about them being over-qualified • Require that interview panel provide a written copy of the interview questions for the candidate to refer to during the interview, and where possible, allow the candidate to review the written questions a few minutes prior to the interview • Include instructions for interview teams that reflects a number of best practices: <ul style="list-style-type: none"> o Open the interview by explaining the process to the candidate, including the number of questions to be asked and the time allotted to the interview o Guidance on the use of look-fors o Guidance on probing o Consensus scoring. • Provide guidance on testing to ensure that tests are consistently administered and scored and to ensure that candidates are asked whether they require any accommodation to complete the test. • Address the potential impact of unconscious bias in the hiring process and provide tips for hiring managers to mitigate the impact of bias in the hiring process. 	X	X	
Recruitment and Selection Processes and Practices	40	<p>It is recommended that training continue to be provided to managers and administrators involved in the hiring process to help them understand and mitigate the impact of unconscious bias in the hiring process, and their responsibility to hire based on the skills and abilities to do the job.</p>		X	X
Recruitment and Selection Processes and Practices	41	<p>It is recommended that the Board embed in policies and procedures a commitment to including visible diversity on the interview panel, and the Board identify this as a best practice for principals and managers.</p>	X	X	X
Recruitment and Selection Processes and Practices	42	<p>It is recommended that Human Resources Services serve as a model and leader for the rest of the organization by increasing the diversity of employees within the department.</p>	X		
Recruitment and Selection Processes and Practices	43	<p>It is recommended that the Board regularly communicate with employees about the hiring process, including any changes to the process, to strengthen employees' confidence that the Board has a fair and bias-free process that supports</p>	X	X	X

		the equitable assessment of candidates from Indigenous Communities the equity-seeking groups.			
Recruitment and Selection Processes and Practices	44	It is recommended that reference checks include a question, appropriate for the position, on equity and diversity.	X		
Recruitment and Selection Processes and Practices	45	It is recommended that a checklist be provided to specify which items should be maintained in the competition files.	X		
Recruitment and Selection Processes and Practices	46	Given that individuals have up to 1 year after an incident to make a human rights complaint, it is recommended that all competition files be kept for 18 months after the competition closes.	X		
Recruitment and Selection Processes and Practices	47	It is recommended that the Human Resources Department develop tools, resources, and training for staffing officers/coordinators that support the consistent application of policies, equitable hiring as well as the hiring of Indigenous people and those from the equity-seeking groups.	X	X	X
Recruitment and Selection Processes and Practices	48	It is recommended that the Human Resources Department develop tools, resources, and training for school administrators, and others involved in the hiring process, that support the consistent application of policies, equitable hiring as well as the hiring of Indigenous people and those from the equity-seeking groups.	X	X	
Vice Principal and Principal Promotion Process	49	It is recommended that the Board conduct a demographic survey of all applicants to the vice-principal and principal promotion process so that it can track the success of applicants throughout the entire process to identify any barriers to advancement and ways in which the Board can improve the process.		X	
Vice Principal and Principal Promotion Process	50	It is recommended that the Board create a mentoring program to support the advancement of racialized and Indigenous teachers by giving them access to the knowledge and the breadth of experience needed to advance within the organization.		X	
Vice Principal and Principal Promotion Process	51	It is recommended that the Board develop appropriate training and mentoring programs to support aspiring racialized and Indigenous leaders.		X	
Vice Principal and Principal Promotion Process	52	It is recommended that the Board communicate any changes made to the promotion process to all employees to strengthen their confidence in a fair and bias-free process that supports the equitable success of Indigenous candidates and those from the equity-seeking groups.		X	

Vice Principal and Principal Promotion Process	53	It is recommended that the candidates' responses to interview questions during the promotion process be scored to support advancement based on merit.	X		
Vice Principal and Principal Promotion Process	54	It is recommended that members of the interview panel for vice-principal and principal promotions receive training to help them understand and minimize the impact of unconscious bias in the promotion process.	X		
Employee Perspectives - Working Conditions	55	It is recommended that the HWDSB provide appropriate training and ongoing education for all supervisors about their duty to accommodate employees based on any human rights protected ground, in particular disability, religion, and family responsibilities. This training should also help supervisors understand the range of physical and mental disabilities, both evident and non-evident, for which accommodation may be requested and the types of accommodation that may be provided. Emphasis should be placed on explaining the Board's legal obligations under the Ontario Human Rights Code, as well as how accommodation helps get the best from employees so that accommodation is not seen as special treatment provided to some employees.	X		
Employee Perspectives - Working Conditions	56	It is recommended that the Board educate all employees about their rights regarding workplace accommodation and the process of obtaining said accommodation. Emphasis should be placed on explaining the Board's legal obligations under the Ontario Human Rights Code as well as how accommodation helps get the best from employees so that accommodation is not seen as special treatment provided to some employees.	X	X	X
Employee Perspectives - Respectful Work Environment	57	Recognizing that a great deal of inappropriate behaviours can be stopped and their impact minimized if they are immediately addressed, it is recommended that employees have access to training that provides them with the knowledge and techniques for intervening when they do witness or learn about these behaviours.	X		
Employee Perspectives - Respectful Work Environment	58	It is recommended that managers and school administrators be reminded through ongoing communication, training, and other means of their legal duty to foster a respectful work environment, to lead by example, and to act to stop harassment and discrimination when they witness or hear about these behaviours.	X	X	X
Employee Perspectives - Respectful Work Environment	59	It is recommended that all employees and unions be reminded of the Board's process for receiving and accepting complaints of workplace violence, harassment, and discrimination, and that complaints can be made without going through the grievance process.	X	X	X

Employee Perspectives - Respectful Work Environment	60	It is recommended that leaders throughout the organization commit to and be provided with, adequate supports, including anti-racism and anti-oppressive practice training, to enable them to demonstrate a greater personal and professional commitment to equity, diversity, and inclusion through behaviours and language that demonstrate inclusion and respect for all employees.	X	X	X
Employee Perspectives - Respectful Work Environment	61	It is recommended that the Board help to create and provide ongoing support to affinity groups/employee resource groups in order to create safe and inclusive spaces for Indigenous employees and those from the equity-seeking groups for networking and support. Further, the Board should use the affinity groups as a valuable resource to continue its work to identify and remove barriers to employment equity, diversity, and inclusion.	X		
Employee Perspectives - Respectful Work Environment	62	It is recommended that the Board ensure that it creates inclusive and safe workplaces that allow employees who identify as Two-Spirit and LGBTQIA+ to bring their full selves to work. This should include visual displays of positive spaces as well as training for managers and school administrators about their roles and responsibilities to create inclusive and welcoming spaces for all employees.		X	
Employee Perspectives - Respectful Work Environment	63	It is recommended that the Board develop policies and programs to ensure that its work environment is inclusive of employees who are transgender and gender non-conforming. As such, the board should develop policies such as a Transitioning at Work Policy, provide gender-neutral washrooms for staff, and train managers and employees.			X
Employee Perspectives - Respectful Work Environment	64	It is recommended that the Board develop and distribute a guide on how to hold inclusive meetings to ensure that employees are not required to repeatedly request accommodations.	X	X	X
Employee Perspectives - Respectful Work Environment	65	It is recommended that a communications/learning strategy be developed (which may include a newsletter, lunch and learns, and other informal methods of promoting knowledge, resources, tools, and practices, etc.) with the goal of: <ul style="list-style-type: none"> • Increasing employee understanding of workplace equity, diversity, and inclusion • Increasing employee understanding of barriers to hiring, advancement, and inclusion in the labour market generally and within the Board more specifically, addressing the facts and myths associated with workplace equity, diversity, and inclusion • Defining key terms and concepts, and • Developing and communicating a business case for workplace equity, diversity, and 	X	X	X

		inclusion that links the organization’s diversity and inclusion efforts to operational considerations.			
Employee Perspective - Attitudes and Corporate Culture	66	It is recommended that the Board better support employees to understand the need and rationale for its equity, diversity, and inclusion efforts, by sharing this report and the resulting action plan with employees and providing regular updates with respect to implementation.			X
Employee Perspective - Attitudes and Corporate Culture	67	It is recommended that the Board develop a strategy to engage employees throughout the organization in equity and inclusion training for all employees, beginning with relevant competencies for senior managers, team leads, and supervisors. Such training, involving both online and face-to-face learning, should involve role play on how to hold difficult conversations and address issues as they arise, as well as evaluation of knowledge and skill retention. Core topics should include dimensions of systemic racism, implicit bias, as well as intersectionality (i.e., how class, race, gender, ability, and sexual orientation intersect within the workplace). Specific training on the issues facing particular equity-seeking groups should also be provided.	X		
Employee Perspective - Attitudes and Corporate Culture	68	It is recommended that issues of equity and inclusion be embedded into all other training provided to leaders, including classroom management, duty to report to the children’s aid society, etc.			X
Equity Infrastructure	69	It is recommended that appropriate financial and human resources be allocated to implementing the Employment Equity Plan and leading the Board’s employment equity efforts.	X	X	
Equity Infrastructure	70	It is recommended that the Board conduct another Equity Audit in 5 years to assess progress and develop a new Employment Equity Plan.			X