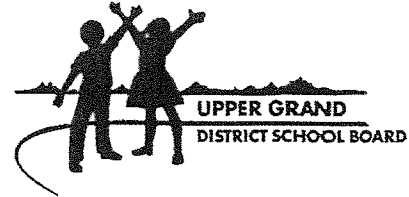


Human Resources Department Memo  
IMPLEMENTATION OF THE REPORT OF THE  
FRENCH REVIEW COMMITTEE  
(Recommendations #5 to #11)



**To:** Martha C. Rogers, Director of Education

**From:** Jennifer Rose, Executive Officer of Human Resources  
Bonnie Evans, Superintendent on Assignment – Human Resources

**Date:** April 12, 2016

**Report Type:** **INFORMATION**

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**Background**

At the January Board meeting, trustees approved the following recommendations:

5. That the Human Resources Department review and expand its recruitment practices as it relates to French language teachers and support staff (e.g. ECEs, EAs).
6. That the Human Resources Department advance the dates of the recruitment, posting and interviewing process for French language teachers.
7. That the Human Resources Department actively pursue increasing teacher and ECE practicum placements in the Board for candidates with French language proficiency.
8. That the Human Resources Department explore pool hiring to attract and retain qualified French language teachers.
9. That the Human Resources Department work in conjunction with the local teacher unions to explore the potential of newly hired qualified French language teachers committing to 5 years of French language instruction in the Board.
10. That the Human Resources Department hire an individual on contract (e.g. a retired principal) to work with UGDSB staff to develop a process to support recruitment and the hiring of qualified French language teachers, including occasional teachers and support staff. As part of this work, other school boards will be canvassed to identify any exemplary practices that could be adapted and incorporated into the UGDSB process.

*This document is available in alternative formats upon request.*

11. That the UGDSB work with OPSBA to advocate for the Ministry of Education and the Deans of the Faculties of Education and Colleges to assist in addressing the number of teacher and support staff available for French language instruction at both the elementary and secondary level.

**Issue**

To provide trustees with an update on the implementation.

**Recommendation**

THAT the report re **Implementation of the Report of the French Review Committee (Recommendations #5 to #11)** dated **April 12, 2016** be received.

**Rationale**

The Implementation Action to date is attached.

JLR:jb

JLR16-013

**REPORT ON THE IMPLEMENTATION OF RECOMMENDATIONS #5 TO #11 FROM  
THE FRENCH REVIEW COMMITTEE REPORT DATED JANUARY 12, 2016**

**BACKGROUND**

Prior to February of the 2015-2016 school year recruitment of French teachers for our elementary panel involved attendance by an elementary superintendent and elementary principals at career fairs hosted by specific faculties of education. Also, all our positions were posted on Apply to Education (a province-wide job site for teachers and other educators and on the Board website).

As a result of the report of the French Review Committee, we have made several immediate changes to our practice and have many changes planned for the future.

**Recommendation #5**

**That the Human Resources Department review and expand its recruitment practices as it relates to French language teachers and support staff (e.g. ECEs, EAs).**

Human Resources has planned and begun implementing an interim plan for recruitment of elementary French teachers for the 2016-2017 school year. See Appendices A and B. As we implement various steps, we are assessing and reflecting on the actions and the timing so that by June 2016 we will have developed an annual recruitment plan for the Board with start dates in the Fall of 2016.

**Recommendation #6**

**That the Human Resources Department advance the dates of the recruitment, posting and interviewing process for French language teachers.**

In February 2016, Anne Lehoux, former principal of French Immersion schools in our system was hired by the Board to lead the recruitment of French teachers. She contacted many of the teachers colleges and arranged for recruitment sessions. Of note is the fact that several of the colleges had no graduates this year because of the new two year pre-service program for teacher candidates. Ms. Lehoux formed teams of French speaking principals/vice-principals and teachers from our schools who visited the colleges to promote our Board to French candidates.

Posting and interviewing for French positions were separated from the regular postings which included both French and English teaching positions. The posting and interviewing for the French positions was performed 3 to 4 months earlier than in previous years.

The ads and information on the interviewing process were communicated to our college of education contacts who in turn let the teacher candidates know about our jobs. For the first time, we used "Twitter" to direct interested people to the French job ads on our Board website.

Elementary principals and vice-principals were contacted and asked to let current staff know we are looking for French teachers. Names of qualified or soon to be qualified French teachers were forwarded to Human Resources and information was provided for applying to our French positions.

In February, a posting for the Occasional Teacher Roster for French teachers in our Board was on the province-wide site [Apply to Education](#).

We also sought teachers who were relocating to the area and offered them interviews for the Long Term Occasional Teacher List.

This process resulted in approximately 96 applications being received. Interviews are being given to approximately 60 teachers, 18 of whom are teachers wanting to relocate. Teachers have applied from Kuwait, Bogata, China, the United States, Regina, Newfoundland and other places. We will be doing some interviews by "Skype" or "Google Hangout".

**Recommendation #7**

**That the Human Resources Department actively pursue increasing teacher and ECE practicum placements in the Board for candidates with French language proficiency.**

Initial contacts have been made with all the provincial teachers' colleges. In May, we will work with the colleges to increase the number of French placements for 2016-2017. Laurentian University in Sudbury has requested more placements for 2016-2017. Superintendent Benallick has a team recruiting ECEs (including French) from several colleges. Also, the Rosetta Stone French program is being made available free of charge to existing ECEs.

**Recommendation #8**

**That the Human Resources Department explore pool hiring to attract and retain qualified French language teachers.**

We have explored the possibility of pool hiring in 2016 and have done so to date due to the complexity of adhering to 4 related processes (Regulation 274), Central ETFO Agreement with OPSBA, local ETFO contract teachers bargaining unit agreement with UGDSB and local ETFO occasional teachers' agreement. (Regulation 274 is attached as Appendix C).

We are not anticipating a shortage of French teachers in secondary panel for September 2016. The Human Resources Department will review the hiring practices for secondary in the 2016-2017 school year.

### Recommendation #9

That the Human Resources Department work in conjunction with the local teacher unions to explore the potential of newly hired qualified French language teachers committing to 5 years of French language instruction in the Board.

During collective bargaining, the Board was unable to achieve a requirement for all newly hired teachers to teach French for 5 years; however, during collective bargaining we were able to achieve the right of principals to request a specific individual daily occasional teacher for French Immersion assignments known to be greater than 2 days.

### Recommendation #10

That the Human Resources Department hire an individual on contract (e.g. a retired principal) to work with UGDSB staff to develop a process to support recruitment and the hiring of qualified French language teachers, including occasional teachers and support staff. As part of this work, other school boards will be canvassed to identify any exemplary practices that could be adapted and incorporated into the UGDSB process.

Retired elementary French principal Anne Lehoux was hired in February 2016 to develop and implement a process to support recruitment and the hiring of qualified French language teachers.

The Human Resources Department is in the process of hiring for September 2016 an elementary principal whose responsibilities will include the recruitment and hiring of qualified French teachers for our elementary schools.

Several other school boards have been contacted by Principal Lehoux to identify exemplary practices that could be incorporated into our process. Some ideas we learned from other Boards are: Take food and good swag. The teacher candidates are not interested in mugs, shirts and hats. They are more interested in backpacks, good multi-purpose pens and gadgets. We also learned they want to know what our Board has to offer e.g., approved unpaid days, PD funds, etc. They want to know about the cultural and economic benefits of our community. One Board interviewed for their roster at the Brock University Career Fair. Further contacting of more school boards will continue in the Fall of 2016.

### Recommendation #11

That the UGDSB work with OPSBA to advocate for the Ministry of Education and the Deans of the Faculties of Education and Colleges to assist in addressing the number of teacher and support staff available for French language instruction at both the elementary and secondary level.

Director Rogers has agreed to participate with the Canadian Parents for French (Ontario) in a proposal for a Labour Market Partnership Study through the Ministry of

Training, Colleges and Universities. They hope to coordinate a study on the reported labour market issues associated with the growth of French as a Second Language (FSL) programs and in particular the reported difficulties hiring qualified FSL teachers in the province. The purpose of the study is to identify strategies and solutions that will support school boards such as Upper Grand District School Board and Halton District School Board moving forward to meet the demand for FSL teachers and meet the Ministry of Education goal to increase the percentage of students studying FSL until graduation.

APPENDIX A

ELEMENTARY FSL TEACHER RECRUITMENT PLAN 2016-2017

	STEPS	DATE	RESPONSIBILITY
1	Review recruitment process 2015-2016 .	Apr. 2016	HR Recruitment Team
2	Communicate with Ontario Colleges of Education to increase number of FSL teacher candidates completing practicum placements in UGDSB schools.	Apr. 2016	HR Recruitment Team
3	Set budget for 2016-2017.	Apr.-May 2016	Human Resources
4	Hire FSL candidates for Fall 2016.	Apr.-Sept. 2016	Human Resources
5	Review success of hiring for O.T. Roster.	Sept. 2016	Human Resources
6	Confirm FSL student teacher placements for Fall 2016 in elementary schools.	Sept. 2016	Human Resources
7	Confirm dates for Career Fairs and Recruiting Sessions at Ontario Colleges of Education 2016-2017.	Oct. 2016	Recruitment Officer
8	Organize recruiting teams for Careers Fairs - current Principals/ Vice-Principals and teachers in French programs.	Oct. 2016	Recruitment Officer
9	Revise information to be communicated to Colleges of Education and shared at Careers Fairs.	Oct.-Nov. 2016	Recruitment Officer
10	Prepare job postings for Spring 2017.	Jan. 2017	Human Resources
11	Recruitment Teams attend Careers Fairs and return with lists of interested candidates.	Dec. 2016-Feb. 2017	Teams
12	Coordinate interview dates and teams.	Jan.-Feb. 2017	Human Resources
13	Job postings for OT Roster and LTO list to Apply to Education.	Feb. 2017	Human Resources
14	Contact elementary principals for names of possible candidates including teachers wishing to relocate from another board.	Feb.-Mar. 2017	Recruitment Officer
15	Applicants Shortlisted.	Feb. 2017	Recruitment team
16	Interviews and hiring for OT Roster and LTO list.	Mar./Apr. 2017	Interview teams and HR
17	Review process 2016-2017.	Apr. 2017	Recruitment Officer/HR

ELEMENTARY FSL TEACHER RECRUITMENT FOR SEPTEMBER 2016

SUMMARY OF ACTIONS TO DATE

1. Communication to Colleges of Education in February 2016:  
Brock  
Laurentian  
Ottawa  
Nipissing  
Trent  
Wilfrid Laurier  
Western  
OISE  
Glendon College, York University  
Queens
2. Sent notification to college contacts re: hiring process as well as the job advertisement to disseminate among staff, include in student teacher newsletters and email communications. Requested recruitment sessions from all of the above. Timing not suitable to some; others had no teacher candidates this year.
3. Conducted Information/Recruitment visits to Brock, OISE, Laurentian, Queens, Glendon College. These visits included 5 elementary principals/vice-principals and 4 FSL teachers.
4. Contacts with all Colleges of Education re: scheduling Careers Fairs 2016-2017.
5. Requests for more student teacher placements in UGDSB from Laurentian. Will follow up at all colleges to encourage French teacher placements next year.



6. Communication with other boards re: their recruitment practices: Halton, Peel, Thames Valley. Continue to follow up with other boards.
7. Email communication to all UGDSB elementary school principals and their teachers to recommend French contract teachers wishing to relocate to UGDSB from other boards and to refer new graduates to the job.
8. Job posting February 29, 2016 for September 2016. 30 O.T. positions to be added to the O.T. Roster.
9. 96 applications received by March 11, 2016 for French teaching in our Board. This has resulted in approximately 60 interviews.
10. 8 days of interviews week of April 4-9, April 15 and April 30, 2016 involving 13 elementary principals and vice-principals and 3 retired principals.
11. Plan is being developed for 2016-2017 recruitment process.



## APPENDIX C

### Français

#### Education Act

### ONTARIO REGULATION 274/12

#### HIRING PRACTICES

**Consolidation Period:** From December 3, 2015 to the e-Laws currency date.

Last amendment: O. Reg. 376/15.

*This is the English version of a bilingual regulation.*

## PART 1 GENERAL RULES

### Interpretation

1. (1) In this Regulation,

“long-term occasional teachers list” means a list established and maintained by a board in accordance with sections 4 and 10; (“liste des enseignants suppléants à long terme”)

“OECTA” means the Ontario English Catholic Teachers’ Association;

“roster of occasional teachers” means any roster of occasional teachers established by a board for the purposes of the Act; (“tableau des enseignants suppléants”)

“weekday” means any Monday, Tuesday, Wednesday, Thursday or Friday that is not a holiday as defined in the *Legislation Act, 2006*. (“jour de semaine”) O. Reg. 274/12, s. 1 (1); O. Reg. 376/15, s. 2.

(2) Any assignment or appointment of a person to a teaching position shall be made with due regard for the provision of the best possible program and the safety and well-being of the pupils, as required under Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General) made under the Act, and in accordance with all other requirements set out in that Regulation, including the requirement that any assignment or appointment shall be made in accordance with the qualifications recorded on the teacher’s certificate of qualification and registration. O. Reg. 274/12, s. 1 (2).

(3) Nothing in this Regulation shall be interpreted in a way that interferes with or controls,

- (a) the denominational aspects of a Roman Catholic board;
- (b) the denominational aspects of a Protestant separate school board; or
- (c) the linguistic or cultural aspects of a French-language district school board. O. Reg. 274/12, s. 1 (3).

(4) For the purposes of counting days under this Regulation, two half days shall be equal to one full day. O. Reg. 274/12, s. 1 (4).

### **Application**

1.1 (1) The application of the sections of this Regulation to the hiring of an occasional teacher is determined by the bargaining unit to which the teacher belongs, and in particular,

- (a) sections 1 to 3 apply to the hiring of all occasional teachers, subject to section 9;
- (b) sections 4 to 8 apply to the hiring of occasional teachers other than occasional teachers in bargaining units represented by OECTA, subject to section 9; and
- (c) sections 10 to 15 apply to the hiring of occasional teachers in bargaining units represented by OECTA. O. Reg. 376/15, s. 3.

(2) References in sections 4 to 15 to long-term assignments and permanent teaching positions are references to such positions that are to be filled by occasional teachers in bargaining units represented by the relevant bargaining agency. O. Reg. 376/15, s. 3.

### **Ranking of occasional teachers**

2. For the purposes of this Regulation, occasional teachers of a board shall be ranked in accordance with the following rules:

1. Ranking is based on a teacher's seniority as an occasional teacher.
2. If two or more teachers have the same seniority, ranking among them shall be based on the number of full days of teaching in schools of the board.
3. If two or more teachers have the same ranking under paragraph 2, ranking among them shall be based on the number of years of experience teaching.
4. If two or more teachers have the same ranking under paragraph 3, ranking among them shall be determined by drawing lots, witnessed by the president of the teachers' bargaining unit or a person designated in writing by the president. O. Reg. 274/12, s. 2.

### **Roster of occasional teachers**

3. (1) A board shall organize its roster of occasional teachers in decreasing order based on the teachers' ranking under section 2. O. Reg. 274/12, s. 3 (1).

(2) The board shall include in the roster the following information about each teacher:

1. The teacher's name.
2. The day the teacher was most recently placed on the roster.
3. A summary of the teacher's teaching experience. O. Reg. 274/12, s. 3 (2).

(3) The board shall post the roster on its website and shall ensure that the roster is updated regularly. O. Reg. 274/12, s. 3 (3).

### **Long-term occasional teachers list**

4. (1) Every board to which this Part applies shall establish and maintain a long-term occasional teachers list. O. Reg. 274/12, s. 4 (1); O. Reg. 376/15, s. 4.

(2) An occasional teacher may apply to the board to be placed on the list and the board shall grant the teacher an interview if,

- (a) the teacher has been on the board's roster of occasional teachers for at least 10 months; and

(b) the teacher has taught as an occasional teacher in one or more schools of the board for at least 20 full days during a 10-month period that is within the five years immediately preceding the day the application is submitted. O. Reg. 274/12, s. 4 (2); O. Reg. 148/13, s. 1.

(3) If the person or panel that conducts the interview recommends that the board place the teacher on the list, the board shall do so. O. Reg. 274/12, s. 4 (3).

(4) The board shall post the list on its website and shall ensure that the list is updated regularly. O. Reg. 274/12, s. 4 (4).

#### **Notice of teaching position**

5. A board shall not interview or make an offer to any person to fill a long-term assignment or permanent teaching position unless a notice of the position has been posted on the board's website for at least five weekdays. O. Reg. 274/12, s. 5.

#### **Assignments or appointments to long-term assignments**

6. (1) If a board is a party to a written agreement with a bargaining unit, including a collective agreement, that governs the process of offering teaching positions to supernumerary teachers with the board or teachers whose positions with the board have been declared redundant, the board shall not interview or make an offer to any other person to fill a long-term assignment position before completing that process. O. Reg. 274/12, s. 6 (1).

(2) If a long-term assignment position is not filled under the process referred to in subsection (1), the board shall not interview or make an offer to any other person to fill the position unless an offer has been made to each teacher interviewed in accordance with subsections (3) and (4) and none of them have accepted it. O. Reg. 274/12, s. 6 (2).

(3) For the purposes of subsection (2), the board shall interview the five teachers from the long-term occasional teachers list who,

- (a) have the required qualifications for the position;
- (b) have the highest ranking under section 2; and
- (c) have agreed to be interviewed. O. Reg. 274/12, s. 6 (3).

(4) If fewer than five teachers on the list satisfy the criteria set out in clauses (3) (a) and (c), the board is required under subsection (3) to interview only those teachers. O. Reg. 274/12, s. 6 (4).

(5) If the position is not filled by a teacher interviewed in accordance with subsections (3) and (4), the board shall not interview or make an offer to any other person to fill it before,

- (a) advertising the position to teachers on the board's long-term occasional teachers list; and
- (b) interviewing a selection of the teachers from the list who apply for the position and have the required qualifications for the position, and making an offer. O. Reg. 274/12, s. 6 (5).

(6) If the position is not filled by a teacher interviewed in accordance with subsection (5), the board shall not interview or make an offer to any other person to fill it before,

- (a) advertising the position to teachers on the board's roster of occasional teachers; and
- (b) interviewing a selection of the teachers from the roster who apply for the position and have the required qualifications for the position, and making an offer. O. Reg. 274/12, s. 6 (6).

#### **Assignments or appointments to permanent positions**

7. (1) If a board is a party to a written agreement with a bargaining unit, including a collective agreement, that governs the process of offering teaching positions to supernumerary teachers with the board or teachers whose positions with the board have been declared redundant, the board shall not interview or make an offer to any other person to fill a permanent position before completing that process. O. Reg. 274/12, s. 7 (1).

(2) If a permanent position is not filled under the process referred to in subsection (1), the board shall not interview or make an offer to any other person to fill the position unless an offer has been made to each teacher interviewed in accordance with subsections (3) and (4) and none of them have accepted it. O. Reg. 274/12, s. 7 (2).

(3) For the purposes of subsection (2), the board shall interview the five teachers from the long-term occasional teachers list who,

- (a) have completed a long-term assignment in a school of the board that was at least four months long and in respect of which the teacher has not received an unsatisfactory evaluation;
- (b) have the required qualifications for the position;
- (c) have the highest ranking under section 2; and
- (d) have agreed to be interviewed. O. Reg. 274/12, s. 7 (3).

(4) If fewer than five teachers on the list satisfy the criteria set out in clauses (3) (a) (b) and (d), the board is required under subsection (3) to interview only those teachers. O. Reg. 274/12, s. 7 (4).

#### **Rights of unsuccessful candidates**

8. If following an interview a teacher is not placed on the long-term occasional teachers list or appointed or assigned to a long-term assignment or permanent position, the teacher is entitled, on request, to meet with the person or panel that conducted the interview to discuss,

- (a) his or her performance during the interview;
- (b) measures he or she could take to enhance his or her professional qualifications; and
- (c) other ways to improve his or her chance of being successful in a similar interview in the future. O. Reg. 274/12, s. 8.

#### **Exemptions and rules for specified boards**

9. (1) The following exemptions and rules apply to the Conseil scolaire de district du Nord-Est de l'Ontario, the Conseil scolaire de district du Grand Nord de l'Ontario and the Conseil scolaire de district catholique du Nouvel-Ontario:

1. Sections 4 and 6 do not apply to those boards.
2. Paragraphs 2, 3 and 4 of section 2 do not apply for the purpose of ranking occasional teachers of those boards, and, if two or more teachers have the same seniority, ranking among them shall be determined in accordance with a written agreement, including a collective agreement, between the board and the relevant bargaining unit.
3. For the purposes of those boards, a reference in section 7 to a long-term occasional teachers list is deemed to be a reference to the board's roster of occasional teachers. O. Reg. 274/12, s. 9 (1).

(2) The following rules apply to boards in respect of occasional teachers represented by the Association des enseignantes et des enseignants franco-ontariens:

1. Paragraphs 2 and 3 of section 2 do not apply for the purpose of ranking occasional teachers of those boards who are represented by the Association, and the reference in paragraph 4 of section 2 to "the same ranking under paragraph 3" is deemed to be a reference to "the same seniority".
2. If the teachers interviewed in accordance with subsection 6 (3) are represented by the Association, subsection 6 (5) does not apply and instead the following rules apply to the board:
  - i. If none of the teachers interviewed in accordance with subsections 6 (3) and (4) have accepted an offer to fill the position, the board shall not interview or make an offer to any other person to fill the position unless an offer has been made to each teacher interviewed in accordance with subparagraph ii and none of them have accepted it.

- ii. For the purposes of subparagraph i, the board shall repeat the process set out in subsections 6 (3) and (4) until all of the teachers on the long-term occasional teachers list who satisfy the criteria set out in clauses 6 (3) (a) and (c) have received offers for the position and none of them have accepted it.
3. If the teachers interviewed in accordance with subsection 7 (3) are represented by the Association, subsection 7 (4) does not apply and instead the following rules apply to the board:
- i. If fewer than five teachers on the long-term occasional teachers list satisfy the criteria set out in clauses 7 (3) (a), (b) and (d), the board is required under subsection 7 (3) to interview,
    - A. all of those teachers, and
    - B. such other persons as are necessary to ensure that the board interviews five people for the purposes of subsection 7 (3).
  - ii. A person described in sub-subparagraph i B is not required to be on the long-term occasional teachers list or satisfy the criterion set out in clause 7 (3) (a) but must satisfy the criterion set out in clause 7 (3) (b). O. Reg. 274/12, s. 9 (2).

## PART 2

### RULES RE OCCASIONAL TEACHERS REPRESENTED BY OECTA

#### Long-term occasional teachers list

10. (1) Every board to which this Part applies shall establish and maintain a long-term occasional teachers list for occasional teachers in bargaining units represented by OECTA. O. Reg. 376/15, s. 5.

(2) An occasional teacher may apply to the board to be placed on the list and the board shall grant the teacher an interview if,

- (a) the teacher has been on the board's roster of occasional teachers for at least 10 months; and
- (b) the teacher has taught as an occasional teacher in one or more schools of the board for at least 20 full days during a 10-month period that is within the five years immediately preceding the day the application is submitted. O. Reg. 376/15, s. 5.

(3) If the person or panel that conducts the interview recommends that the board place the teacher on the list, the board shall do so. O. Reg. 376/15, s. 5.

(4) The board shall post the list on its website and shall ensure that the list is updated regularly. O. Reg. 376/15, s. 5.

(5) The processes described in subsections (2) and (3) shall occur,

- (a) at least two times each year at such times as are mutually agreed to by the board and OECTA; or
- (b) where no such agreement is made, in May and November each year. O. Reg. 376/15, s. 5.

#### Assignments or appointments to long-term assignments

11. (1) If a board is a party to a written agreement with a bargaining unit represented by OECTA, including a collective agreement, that governs the process of offering teaching positions to supernumerary teachers with the board or teachers whose positions with the board have been declared redundant, the board shall not interview or make an offer to any other person to fill a long-term assignment before completing that process. O. Reg. 376/15, s. 5.

(2) If a long-term assignment is not filled under the process referred to in subsection (1),

- (a) section 12 applies for long-term assignments that are 30 school days or less; and
- (b) section 13 applies for long-term assignments that are longer than 30 school days. O. Reg. 376/15, s. 5.

**Assignment 30 school days or less**

12. (1) For a long-term assignment that is 30 school days or less,

(a) the board shall not post notice of the position on the board's website; and

(b) the board shall fill the position in accordance with subsections (2) to (8). O. Reg. 376/15, s. 5.

(2) The board shall offer the position to one of the five most senior qualified occasional teachers from the long-term occasional teachers list who are available for the position, and shall not interview the teacher before making the offer. O. Reg. 376/15, s. 5.

(3) If the occasional teacher who is offered the position under subsection (2) turns it down, the board shall offer the position to each of the other five teachers, one at a time, until a teacher accepts it. O. Reg. 376/15, s. 5.

(4) If fewer than five teachers satisfy the description set out in subsection (2), the board is required to offer the position only to those teachers. O. Reg. 376/15, s. 5.

(5) If the position remains unfilled after completing the process set out in subsections (2) to (4), the board shall repeat the process with the next five most senior qualified occasional teachers from the long-term occasional teachers list who are available for the position and then the next five, and so on, until a teacher accepts the position. O. Reg. 376/15, s. 5.

(6) If the position remains unfilled after completing the process set out in subsection (5), the board shall use the same process as set out in subsections (2) to (5) with the roster of occasional teachers. O. Reg. 376/15, s. 5.

(7) If the position remains unfilled after completing the process set out in subsection (6), the board shall fill the position without regard to whether or not a teacher is an occasional teacher in a bargaining unit represented by OECTA. O. Reg. 376/15, s. 5.

(8) An occasional teacher is available for the purposes of filling a long-term assignment in accordance with the steps set out in subsections (2) to (7) if the teacher has not already been assigned to another long-term assignment that overlaps with the term of the position that is being filled. O. Reg. 376/15, s. 5.

(9) The board shall provide information related to long-term assignments to occasional teachers in bargaining units represented by OECTA. O. Reg. 376/15, s. 5.

**Assignment longer than 30 school days**

13. (1) For a long-term assignment that is longer than 30 school days,

(a) the board shall post notice of the position on the board's website; and

(b) after the notice has been posted for at least three weekdays, the board shall fill the position in accordance with subsections (2) to (6). O. Reg. 376/15, s. 5.

(2) The board shall interview the five teachers from the long-term occasional teachers list who,

(a) have the required qualifications for the position;

(b) have the highest ranking under section 2; and

(c) have agreed to be interviewed. O. Reg. 376/15, s. 5.

(3) If fewer than five teachers on the list satisfy the criteria set out in clauses (2) (a) and (c), the board is required under subsection (2) to interview only those teachers. O. Reg. 376/15, s. 5.

(4) The board shall offer the position to each teacher interviewed in accordance with subsections (2) and (3), one at a time, until a teacher accepts it. O. Reg. 376/15, s. 5.

(5) If the position remains unfilled after completing the process set out in subsections (2), (3) and (4), the board shall interview a selection of the teachers from the long-term occasional teachers list who applied for the position and have the required qualifications for the position, and make an offer. O. Reg. 376/15, s. 5.

(6) If the position remains unfilled after completing the process set out in subsection (5), the board shall interview a selection of the teachers from the roster of occasional teachers who applied for the position and have the required qualifications for the position, and make an offer. O. Reg. 376/15, s. 5.

#### **Assignments or appointments to permanent positions**

14. (1) If a board is a party to a written agreement with a bargaining unit represented by OECTA, including a collective agreement, that governs the process of offering teaching positions to supernumerary teachers with the board or teachers whose positions with the board have been declared redundant, the board shall not interview or make an offer to any other person to fill a permanent position before completing that process. O. Reg. 376/15, s. 5.

(2) If a permanent position is not filled under the process referred to in subsection (1),

(a) the board shall post notice of the position on the board's website; and

(b) after the notice has been posted for at least five weekdays, the board shall fill the position in accordance with subsections (3) to (5). O. Reg. 376/15, s. 5.

(3) The board shall interview the five teachers from the long-term occasional teachers list who,

(a) have completed a long-term assignment in a school of the board that was at least four months long and in respect of which the teacher has not received an unsatisfactory evaluation;

(b) have the required qualifications for the position;

(c) have the highest ranking under section 2; and

(d) have agreed to be interviewed. O. Reg. 376/15, s. 5.

(4) If fewer than five teachers on the list satisfy the criteria set out in clauses (3) (a), (b) and (d), the board is required under subsection (3) to interview only those teachers. O. Reg. 376/15, s. 5.

(5) The board shall offer the position to each teacher interviewed in accordance with subsections (3) and (4) and shall not interview or make an offer to any other person to fill the position unless none of them have accepted it. O. Reg. 376/15, s. 5.

#### **Rights of unsuccessful candidates**

15. If following an interview a teacher is not placed on the long-term occasional teachers list or appointed or assigned to a long-term assignment or permanent position, the teacher is entitled, on request, to meet with the person or panel that conducted the interview to discuss,

(a) his or her performance during the interview;

(b) measures he or she could take to enhance his or her professional qualifications; and

(c) other ways to improve his or her chance of being successful in a similar interview in the future. O. Reg. 376/15, s. 5.

#### **Français**