EQUITY AUDIT ACTION PLAN

Work Force Census
Employment Systems Review

DISTRICT SCHOOL BOARD OF NIAGARA
EQUITY AUDIT

DSBN
DISTRICT
SCHOOL BOARD
OF NIAGARA

TURNER
CONSULTING GROUP

Introduction

BACKGROUND

Through its mission statement, the District School Board of Niagara (the DSBN) commits to "student success by working together to inspire, empower, and support all learners to achieve their full potential." The DSBN also believes that every employee is entitled to a working environment that respects who they are and values their contributions to the success of the organization. To ensure that everyone has an equitable opportunity to become successful, the Board has gone beyond this statement of belief to gather evidence of how well it is fostering a welcoming and inclusive work culture.

To support these beliefs DSBN engaged in an Equity Audit to gain a deeper understanding of how we are cultivating an inclusive organization that represents our wider community. Turner Consulting Group, an external agency with extensive experience in conducting Equity Audits, was contracted to complete both the Employment Systems Review and Workforce Census. An external agency was used to ensure confidentiality and staff participation in both processes. Turner Consulting reviewed and analyzed all the data and made recommendations for improvement.

A Working Group was also convened to provide input into both the ESR and Census methodology and to offer further insights into workplace culture. The Working Group included various staff, such as Human Resources, Administrators, Teachers, Consultants, Information Technology, Communications and Facility Services.

The audit consisted of:

AN EMPLOYMENT SYSTEMS REVIEW
(2018–2019 School Year)

The Employment Systems Review (ESR) examined the Human Resources policies and practices as well as the corporate culture through an equity lens.

A WORKFORCE CENSUS
(2019–2020 School Year)

The Workforce Census was a demographic survey of all staff. It provided DSBN with a better understanding of the composition of its workforce.

The results of the Employment Systems Review and the Census guided us to develop this Employment Equity Plan.

A STUDENT CENSUS
(2020–2021 School Year)

This will be a demographic survey of DSBN students. It will provide a better picture of the communities served and identify areas of need that require further support.

THE PURPOSE OF THE EMPLOYMENT EQUITY PLAN

The purpose of this plan is to ensure the DSBN has built an inclusive organization; one which embraces, values, and capitalizes on its rich diversity as a source of strength, innovation, and creativity. To be a place where everyone feels free from discrimination and harassment, and where each person is supported to achieve and contribute their best. It has not only become the "smart thing to do" but the "right thing to do" to attract, retain, and benefit from the best talent representing the rich diversity of the province.

While this is the goal, an inclusive organization does not happen by chance; even in a country that welcomes and champions diversity. Instead, it requires the intentional and persistent effort of the organization. The journey to becoming an inclusive organization must be deliberately begun, boldly led, and constantly nurtured. It requires having courageous conversations and standing firm to the commitment to inclusion. It requires the investment of time, energy, tenacity, and the appropriate financial and human resources. It requires the recognition that the approach must be customized for the organization and the understanding that this is an ongoing organizational journey and not a one-time initiative.

Thank you to the Equity Working Group whose efforts contributed to the creation of this plan:
Lora Courtois, Superintendent of Human Resources; Tracey Krysa, HR Manager; Lorne Gretsinger, Principal; Pratima Burton, Vice-Principal; Amanda Adams, Facility Operations Supervisor; Dale Sackfie, Network Services Supervisor; Ronda Menard, Consultant, Curriculum; Kim Yielding, Chief Communications Officer; Rebecca Ballantyne, HR Manager; Stacy Turner, Consultant, Curriculum.

Definitions

DIVERSITY

Diversity is 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, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

EQUITY

Equity is a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

INCLUSION

If diversity is about the mix, inclusion is about making the mix work. Inclusion values each person for their skills, experiences, and perspectives and welcomes and embraces the strength of our differences by allowing everyone to fully participate in and contribute to the organization. Inclusion capitalizes on the rich diversity among employees by creating a sense of belonging and involvement in the workplace where the inherent worth and dignity of all employees are recognized and valued. An inclusive workplace values and practices respect for the talents, beliefs, backgrounds, and ways of living of all employees.

REPRESENTATION

Representation focuses on the types and number of people present in the workforce. These groups have been identified by the federal government as the focus of employment equity programs and include women, racialized people (visible/racial minorities), First Nations, Métis and Inuit (FNMI), and persons with disabilities. The representation of these groups in the workforce is not a problem in itself, but lack of representation could be a symptom of requiring additional training and support to ensure inclusive hiring practices.

Representation is a "check-in" metric to enable us to assess whether we are removing barriers to hiring, are making merit-based hiring and promotion decisions, and have an inclusive organizational culture.

If representation itself is not the problem, it is also not the solution. Bringing staff from diverse communities, backgrounds, and identities into the workplace is essential but not enough. If we are to create a diverse and inclusive organization, we also need to embed inclusion into all our human resources practices and into the organizational culture.

ACCOMMODATION

An adjustment made to policies, programs, and practices that enables individuals to benefit from and participate in the provision of services equally and to perform to the best of their ability. Accommodations are provided so that individuals are not disadvantaged on the basis of the prohibited grounds of discrimination identified in the Ontario Human Rights Code or other similar codes.

Workforce Census

The census questions were designed to focus on the groups that experience systemic and persistent disadvantage in the labour market as identified by the Royal Commission on Equality in Employment,[1] namely women, racialized people[2] (visible minorities), First Nations, Métis and Inuit, and persons with disabilities. In addition, a question about religion was also asked to explore an additional dimension of diversity. The questions were designed to allow a direct comparison of the composition of the DSBN workforce to the recently released 2016 Census data and other relevant data sources.

Additional data on age, length of service, level in the organization, and type of position was collected to help with the analysis of the demographic data to identify any barriers to hiring and advancement of the various groups within the organization.

Of the DSBN's total of 5,941 permanent, contract, and occasional employees, 3,997 indicated that they received and were given the opportunity to participate in the census. This is a census completion rate of 67%. Of those who received the survey, 141, or 4%, indicated that they did not want to participate in the census.

TEACHER DIVERSITY GAP

The Teacher Diversity Gap compares the percentage of racialized teachers to the proportion of the Niagara Region population that is racialized. A value of 1.0 indicates that there is no gap and that the diversity among the teaching population reflects the diversity among the student population. The smaller the number, the more significant the gap.

While there is a great deal of variation in the number of racialized staff throughout the region, the representation of racialized teachers tends to reflect the diversity of the Niagara Region. The racialized population makes up 9% of Niagara Region's population and comprises 3.7% of the 1,922 permanent full-time teachers who completed the Workforce Census. This results in a Teacher Diversity Gap of 0.41, or 94 teachers, which is slightly better than the provincial gap of 0.38.[3] The representation of racialized teachers at the DSBN reflects the diversity of the Niagara Region however the overall number of racialized teachers at the DSBN should be increased to reduce the teacher diversity gap.

Statistics Canada data also shows that the Niagara Region's racialized population is growing at a faster rate than the total provincial population. As such, this gap in representation could continue to grow if a deliberate focus is not placed on diversifying the teacher workforce, particularly in the larger municipalities, which are becoming increasingly diverse. There are many reasons to close the Teacher Diversity Gap and a great deal of evidence that all students benefit from having racialized teachers. Further, exposure to racialized teachers and administrators also prepares all students to work in a diverse province and a global environment.
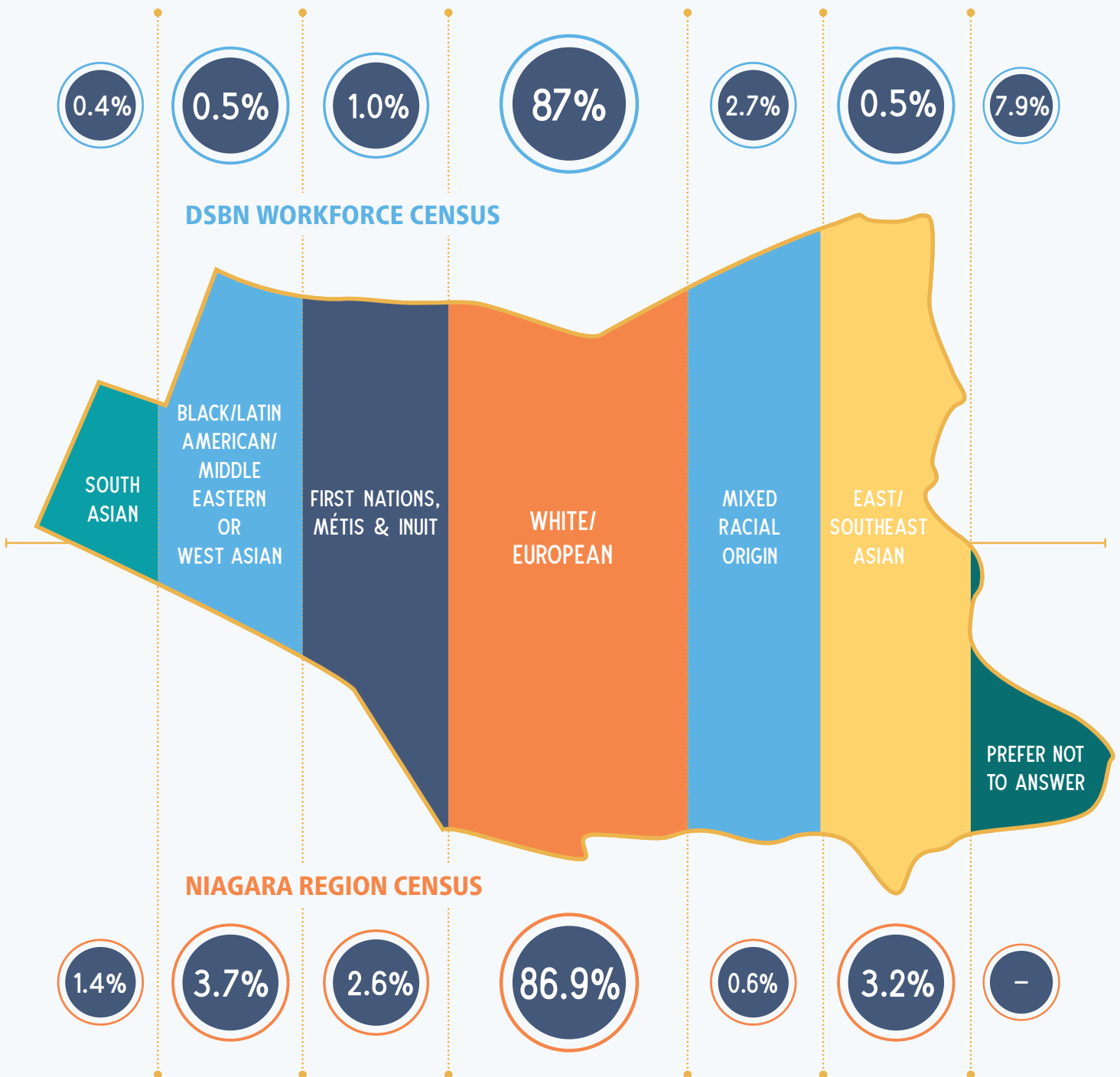
[1] The Royal Commission on Equality in Employment, whose report was released in 1984. *Equality in Employment: A Royal Commission Report* was a landmark that fundamentally influenced the fields of employment and human rights law, jurisprudence, and public policy. It created the concept of employment equity, a distinctly Canadian policy to address inequality in employment on the basis of gender, visible minority status, disability, and Aboriginal identity.

[2] The term "racialized" is used throughout this report to replace the term "visible minority" used by Statistics Canada. This definition includes those who self-identify as South Asian, Chinese, Black, Filipino, Latin American, Arab, Southeast Asian, West Asian, Korean, Japanese, mixed race, and others who identify as non-White and non-Indigenous.
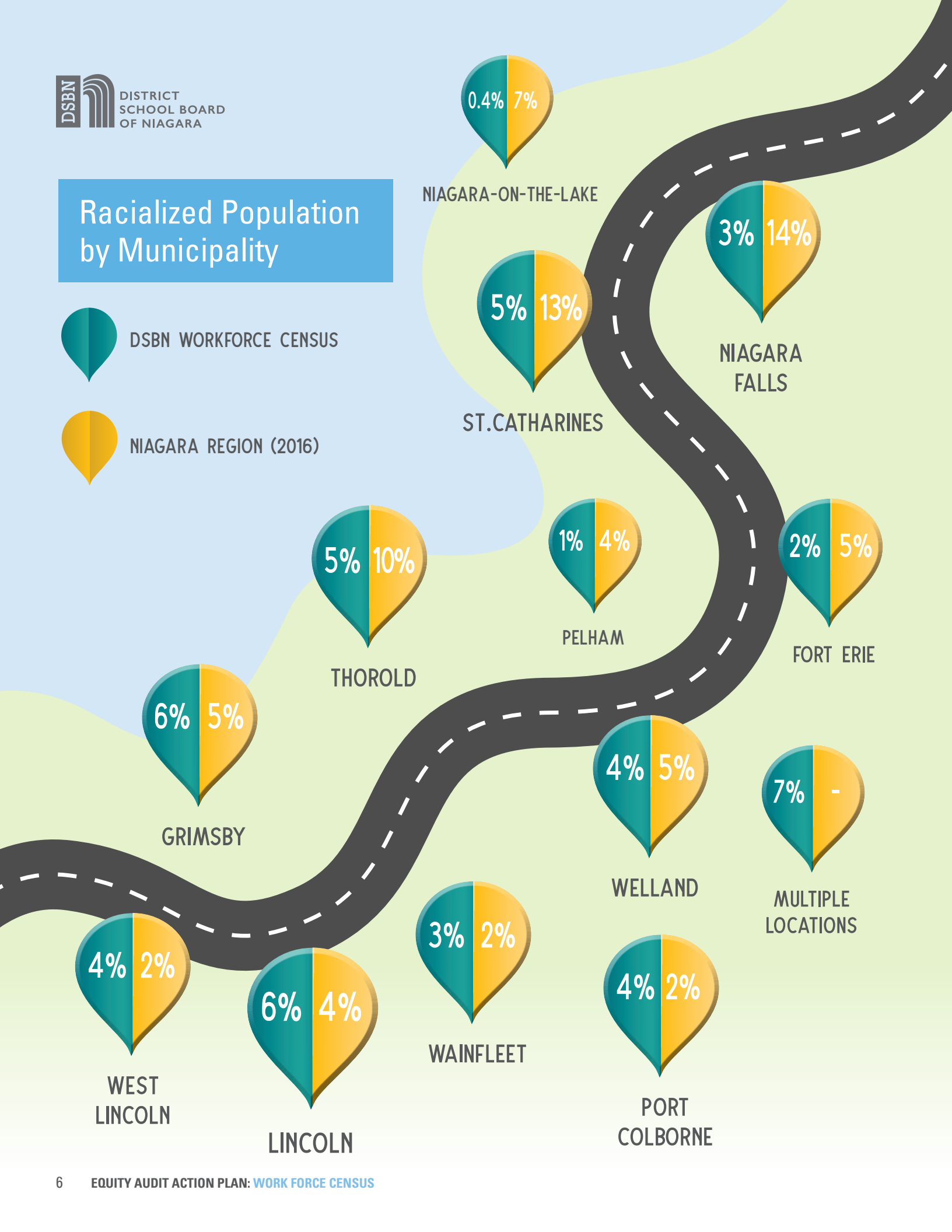
[3] See: Turner Consulting Group. Teacher Diversity Gap. https://turnerconsultinggroup.weebly.com/blog-tana-turner/teacher-diversity-gap

Race, Workforce Census & Niagara Region

DSBN WORKFORCE CENSUS

| 0.4% | 0.5% | 1.0% | 87% | 2.7% | 0.5% | 7.9% |

SOUTH ASIAN

BLACK/LATIN AMERICAN/ MIDDLE EASTERN OR WEST ASIAN

FIRST NATIONS, MÉTIS & INUIT

WHITE/ EUROPEAN

MIXED RACIAL ORIGIN

EAST/ SOUTHEAST ASIAN

PREFER NOT TO ANSWER

NIAGARA REGION CENSUS

| 1.4% | 3.7% | 2.6% | 86.9% | 0.6% | 3.2% | – |

![District School Board of Niagara logo] DSBN DISTRICT SCHOOL BOARD OF NIAGARA

Racialized Population by Municipality

DSBN WORKFORCE CENSUS

NIAGARA REGION (2016)

NIAGARA-ON-THE-LAKE
0.4% 7%

ST. CATHARINES
5% 13%

NIAGARA FALLS
3% 14%

THOROLD
5% 10%

PELHAM
1% 4%

FORT ERIE
2% 5%

GRIMSBY
6% 5%

WELLAND
4% 5%

MULTIPLE LOCATIONS
7% -

WEST LINCOLN
4% 2%

LINCOLN
6% 4%

WAINFLEET
3% 2%

PORT COLBORNE
4% 2%

EQUITY AUDIT ACTION PLAN: WORK FORCE CENSUS

DISTRICT SCHOOL BOARD OF NIAGARA
EQUITY AUDIT

TOTAL EMPLOYEE COUNT AT TIME OF CENSUS 5,941

Response Rate By Employment Type

TOTAL EMPLOYEE RESPONDENTS

3,811

100%

PERMANENT FULL-TIME

2,977

78.2%

TEMPORARY/ CASUAL/LTO – FULL-TIME

266

7.4%

PERMANENT PART-TIME

243

6.4%

CASUAL/ OCCASIONAL TEACHER

243

6.4%

TEMPORARY/ CASUAL/LTO – PART-TIME

62

1.6%

PREFER NOT TO RESPOND / DON'T KNOW

34

0.5%

OTHER

27

0.3%

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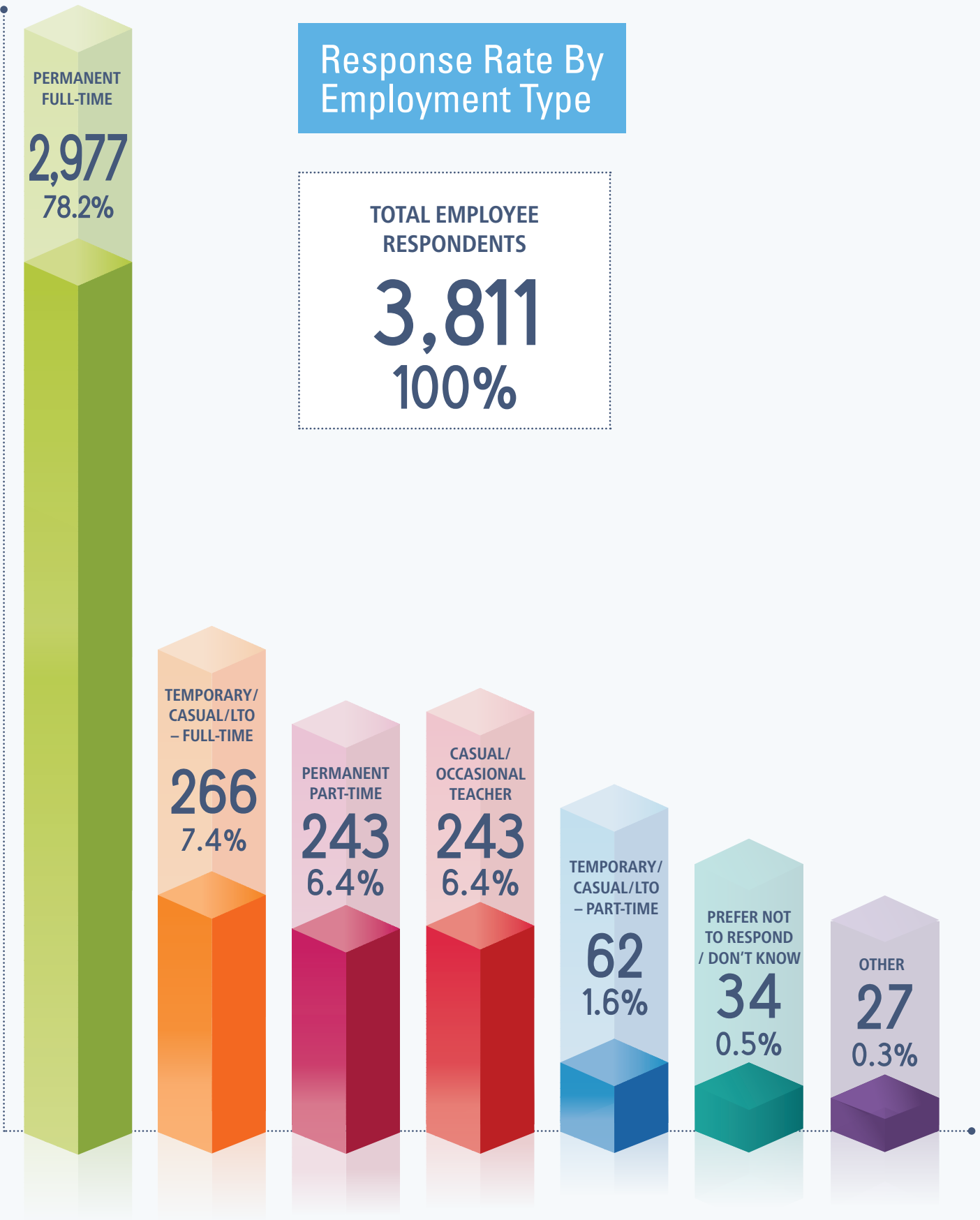
What is the nature of your disability?

PHYSICAL DISABILITY OR HEALTH CONDITION (e.g. visual impairment, hearing impairment, require the use of a wheechair or guide dog or other support animal) — **3.9%**

MENTAL HEALTH DISABILITY (e.g. depression, bipolar disorder, anxiety) — **2.9%**

PREFER NOT TO ANSWER — **0.9%**

LEARNING DISABILITY (e.g. dyslexia, attention deficit disorder) — **0.7%**

OTHER DISABILITIES AFFECTING YOUR ABILITY TO WORK (e.g. epilepsy, amputation, MS, etc.) — **0.007%**

Indicate your Religion

CHRISTIANITY	57%
ATHEISM	26%
PREFER NOT TO ANSWER	14%
BUDDHISM	1%
OTHER RELIGIONS OR FAITHS	0.7%
ISLAM	0.6%
HINDUISM	0.4%
JUDAISM	0.3%

Indicate your sexual orientation

1.3% BISEXUAL

GAY **0.6%**

0.6% LESBIAN

HETEROSEXUAL **89.5%**

0.3% OTHER

PREFER NOT TO ANSWER **7.7%**
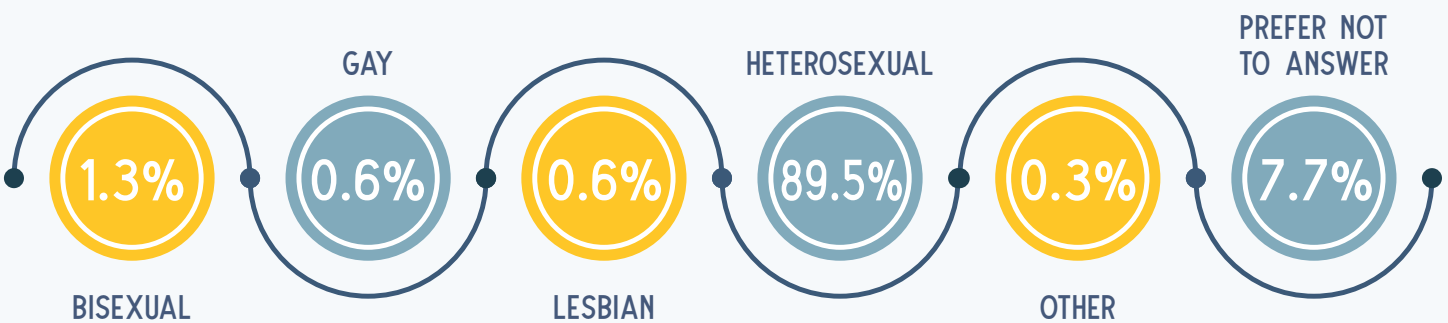
Demographic Overview by Gender

71%
WOMEN

<0.3%
GENDER NON-CONFORMING/ TRANS/TWO-SPIRITED

26%
MAN

3%
PREFER NOT TO ANSWER
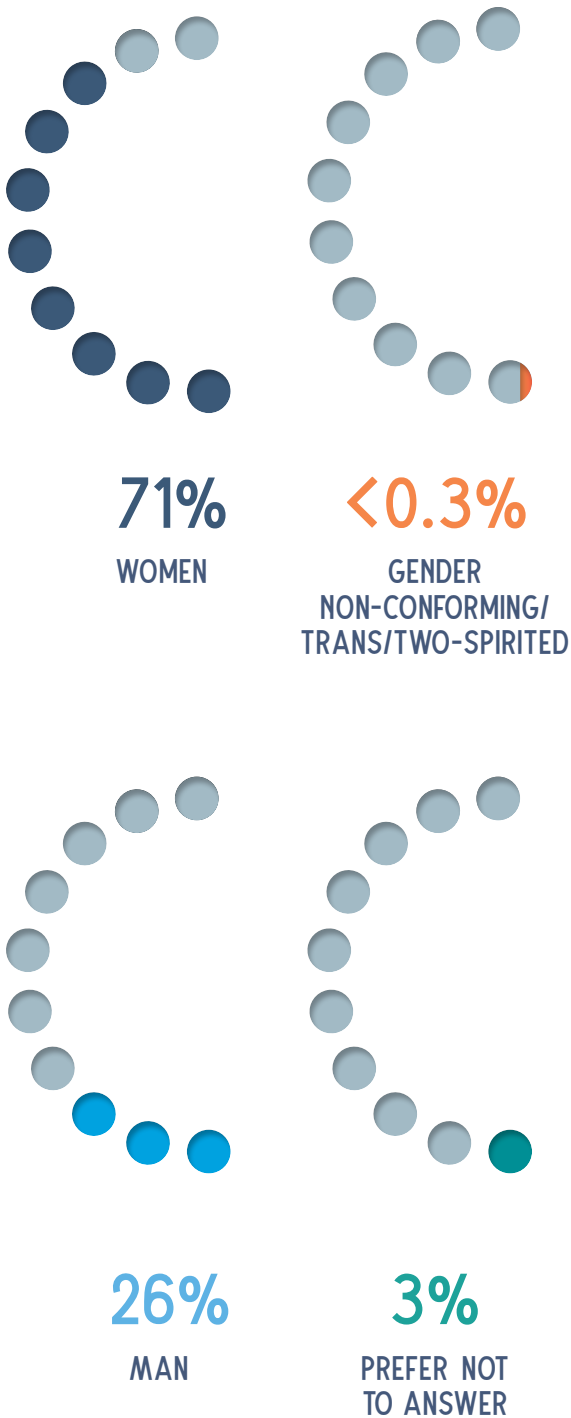
Equity Representation Among School Administration

Equity-Seeking Groups, Representation Among Teachers and School Administrators. Permanent Full-time. Graphic compares the representation of the equity-seeking groups in teaching to their representation among school administration positions.

PERSONS WITH DISABILITIES			RACIALIZED PEOPLE			WOMEN			LGBTQ+		
8%	5%	5%	4%	2%	4%	68%	67%	62%	3%	0%	5%

● TEACHERS ● VICE PRINCIPALS ● PRINCIPALS/SO

As Graph 2 shows, persons with disabilities and racialized people are fairly well represented among school administrators (vice principals and principals) compared with their representation among teachers. Women experience a slight drop in representation at the more senior levels within the DSBN. By contrast, while 3% of all teachers identified as LGBTQ+, 5% of those at the principal level and above identified as such. However, none of the vice principals who completed the census identified as LGBTQ+.

Why Employment Equity, Diversity, & Inclusion Matter

DEMOGRAPHIC IMPERATIVE

It's about student success and well-being

The data clearly shows that the population of Niagara Region is changing. Students in the region are a dynamic mix of cultures, races, religions, and identities. Employees from diverse communities, backgrounds, and identities bring different life experiences, cultural understanding, language ability, and ways of thinking that will help them relate to, understand, and meet the needs of their students and school communities.

Students also react positively when they have role models who look like them, and student achievement is improved when students see themselves reflected in their school communities. The more we mirror the full diversity of our student population, the more likely we are to understand the needs of students and support their success.

BUSINESS IMPERATIVE

It's good business

Our staff play an important role in contributing to the success of DSBN. To build a successful organization, we must attract, hire, and retain employees with the right skills and talent. This means accessing the skills and talents of the entire diverse labour market, not just a small proportion.

Diverse organizations are more flexible, creative, and innovative than homogeneous organizations. Sharing and considering diverse perspectives also allows us to better adapt to a constantly changing external environment and respond to the needs of a diverse student population and school community.

Embracing and supporting a diverse workforce and inclusive work environment also creates an environment where employees can bring their full selves to work, enabling them to flourish and do their best work.

LEGAL IMPERATIVE

It's the law

The Ontario Human Rights Code and Occupational Health and Safety Act places specific obligations on all employees to treat employees fairly and create workplaces that are free from discrimination, harassment, and violence. The Accessibility for Ontarians with Disabilities Act also requires that all employers remove barriers to employment for persons with disabilities.

SOCIAL IMPERATIVE

It's the right thing to do

As the largest employer in Niagara Region, access to good jobs for people from all communities, backgrounds, and identities is critical if we are to make Niagara Region a great place to live and work. A strong Niagara Region community, with lower rates of poverty and greater social inclusion, supports the success of students and school communities.
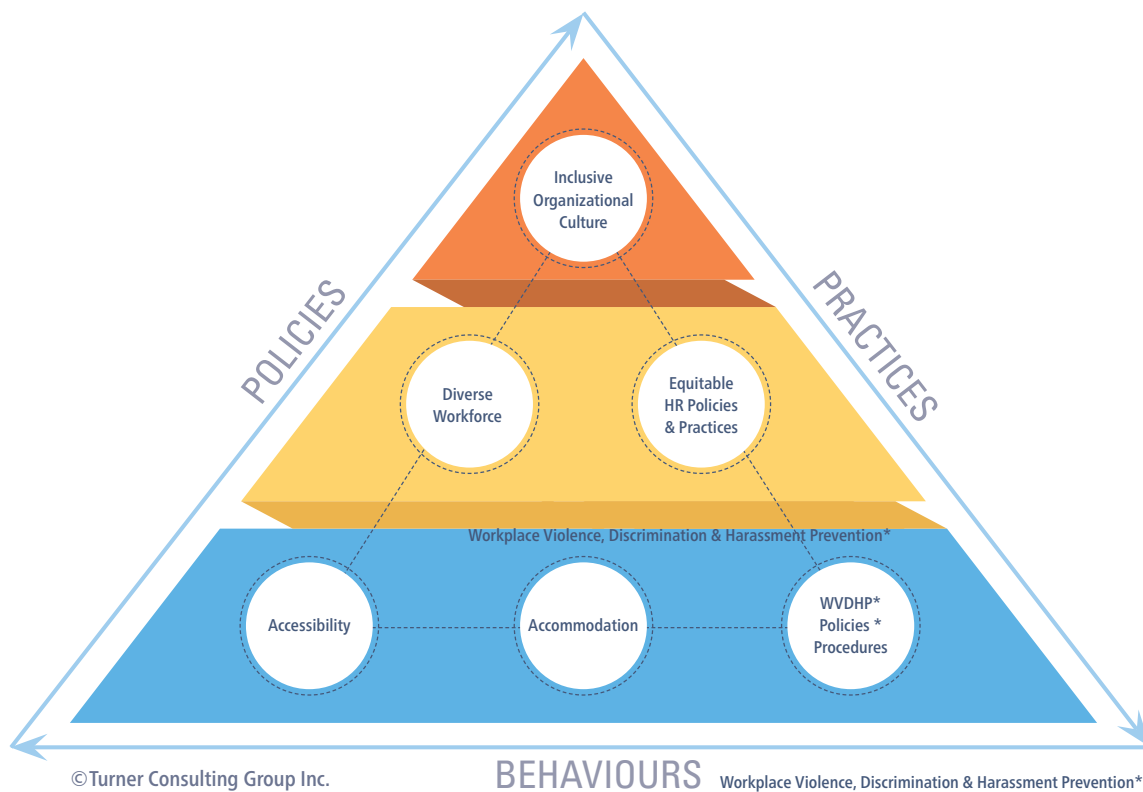
Employment Equity Framework

The employment equity framework model shows an inclusive organization has equity, through compliance with human rights legislation, as its foundation. Human rights, equity, and diversity are embedded in the organization's policies and practices, as well as within the behaviours of managers and employees. An inclusive organization is accessible, accommodates the needs of all human rights protected groups, and is free from workplace violence, discrimination, and harassment. On this foundation, an inclusive organization embeds equity throughout all its employment policies and practices, and hires a diverse workforce that reflects the diversity of the community it serves.

An inclusive organization includes people of different races, cultures, religions, ages, sexes, abilities, and sexual and gender identities at all job levels. DSBN recognizes that diversity is a source of strength and innovation, which adds to the effective education of students from diverse communities. DSBN also develops, and works to maintain, an inclusive organizational culture in which all employees feel respected, welcomed, and are able to bring their full selves to work. When this happens, employees are able and willing to contribute their best to the organization. An inclusive organizational culture is supported by a public commitment to equity, diversity and inclusion, relevant policies and the leadership of senior managers.

The DSBN states its commitment to equity, diversity, and inclusion in a number of documents that provide guidance to all administrators, managers, and employees when developing policies, implementing procedures, managing the workplace, or interacting with colleagues.

POLICIES

PRACTICES

Inclusive Organizational Culture

Diverse Workforce

Equitable HR Policies & Practices

Workplace Violence, Discrimination & Harassment Prevention*

Accessibility

Accommodation

WVDHP* Policies * Procedures

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BEHAVIOURS   Workplace Violence, Discrimination & Harassment Prevention*

The Journey Ahead: Key Priority Areas

This review has identified various issues and gaps that fall into three key priority areas. These three areas will form the basis of the DSBN's Employment Equity Plan.

## PRIORITY 1: EDUCATE STAFF ABOUT EQUITY, DIVERSITY AND INCLUSION

Throughout the consultations, it became clear that there are significant differences in staff experiences and in their knowledge of and attitudes toward equity, diversity, and inclusion. There are those staff who believe that the DSBN needs to do much more, and move quickly to address issues of equity, diversity, and inclusion. There are also those who have had a very positive experience working with the DSBN. As such, they don't see the need for any further change. In addition, there are also those who believe that the DSBN has done a great deal with respect to workplace equity, diversity, and inclusion, and that groups who are dominant in society (men, White people, Christians in particular) are disadvantaged within the organization.

While it is unclear the extent to which these attitudes exist within the organization, the DSBN needs to be cognizant of these differing perspectives and educate staff if it is to effect and sustain change. Ongoing education and training will support the ideological shifts and deep understanding needed to sustain organizational change.

To maximize workplace equity, diversity, and inclusion efforts, it is important to measure an organization's current understanding as a starting point for additional education. It is critical to begin by establishing a foundation of understanding of the key principles of equity and inclusion. Subsequent, deeper understanding can be built over time.

In addition, education and training is required on topics of accommodation as well as workplace discrimination and harassment prevention, to ensure that employees, managers and administrators understand their roles and responsibilities to meet human rights obligations.
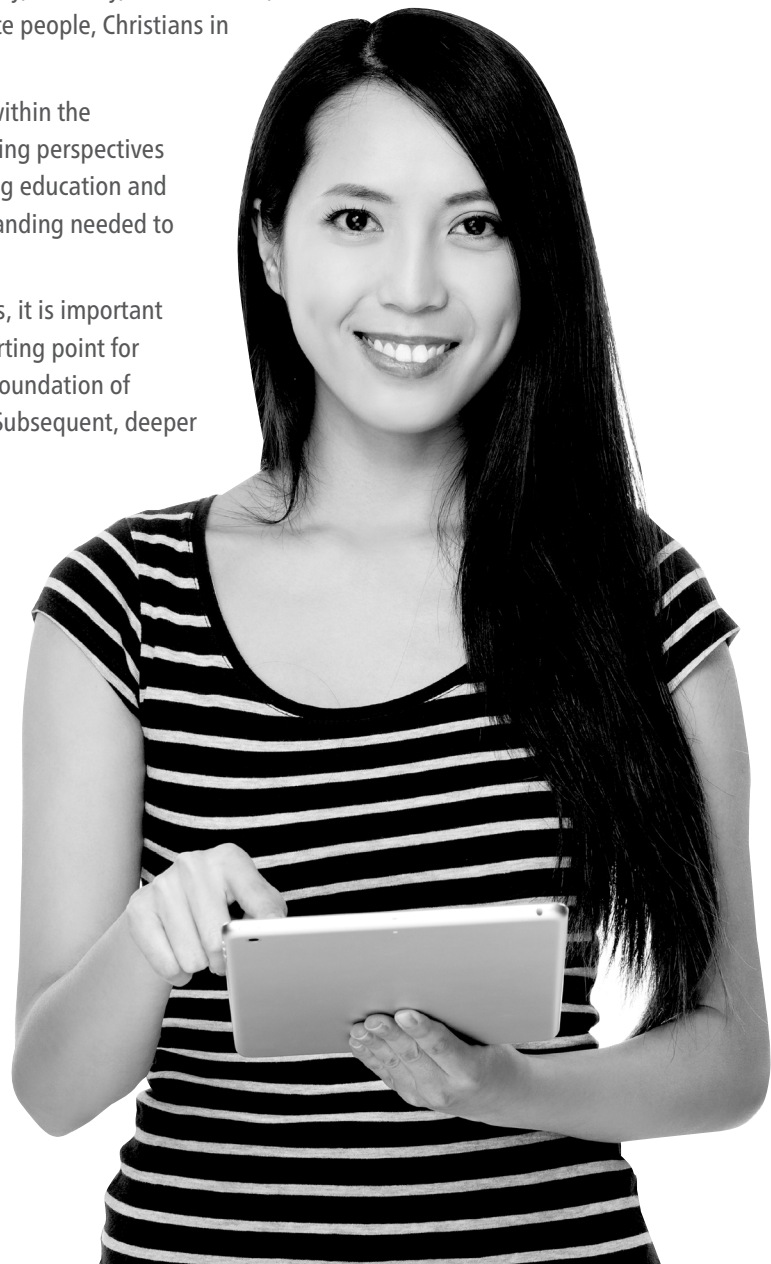
PRIORITY 2: CREATE A MORE INCLUSIVE AND RESPECTFUL ORGANIZATIONAL CULTURE

2

Each person has a unique experience in the DSBN which depends on a number of factors including their personality, their occupation, the department or school where they work, and also their identity. While there are many employees who indicated that they feel welcomed and valued at the DSBN, there are also a number of people who felt disrespected, devalued, and marginalized in the workplace. Sometimes, these feelings were connected to the position the person holds, while at other times, these feelings were connected to the person's identity.

As the DSBN advances its workplace equity, diversity, and inclusion efforts, it needs to focus its attention on fostering a more inclusive organizational culture in which all staff feel welcome, safe, and able to contribute their best. Inclusion needs to be championed by senior leaders, managers, and administrators, and modelled by them to create a shift in the organizational culture. As the DSBN's workplace begins to become more diversified, it is critical that these staff feel welcomed and included in the workplace, and are supported to be successful.

PRIORITY 3: EMBED EQUITY THROUGHOUT HUMAN RESOURCES POLICIES AND PRACTICES

3

While the DSBN has a strong Human Resource infrastructure, it can do more to embed equity within these policies and processes. This will help to foster more inclusive workplaces and support the hiring, retention, and advancement of a qualified and diverse workforce. It will also help to instill confidence in our hiring and promotion policies and practices. This includes providing appropriate supports and training for those involved in the hiring process to further foster the value that diversity brings to the workplace.

PRIORITY 4: DIVERSIFY THE WORKFORCE AT ALL LEVELS

4

The degree to which the diversity of the DSBN workplace reflects the community served was examined in the Workforce Census. While employees do not have data on the diversity of the DSBN workforce, throughout the focus groups and online survey they shared their perception that the DSBN workforce lacks visible diversity. The review of the DSBN's employment practices highlighted a number of opportunities to diversify the workforce to better reflect the school community.

The DSBN Strategic Plan 2015–2020

The DSBN's Strategic Plan "recognizes the role and importance of each individual's contributions" to the school community, and also establishes the DSBN's commitment to all those in the school community. The DSBN's mission is:

"The District School Board of Niagara is committed to student success by working together to inspire, empower, and support all learners to achieve their full potential."

The Strategic Plan outlines the DSBN's core values, which include equity, diversity, and inclusion, and identifies the specific needs of some groups. These core values include:

RESPECT

- Recognizing the importance of equity, dignity, well-being, diversity, and inclusion of all individuals, groups, and communities

RELATIONSHIPS

- Developing and implementing supports to promote mental health and well-being among students, staff, families, and communities
- Strengthening an environment that supports, facilitates, and celebrates success and innovation for diverse learners

RESPONSIBILITY

- Providing a caring, inclusive, safe, and healthy learning and working environment for all individuals and groups
- Using our resources efficiently and intentionally to support equity across the system

The plan then identifies its strategic priorities in the following areas, each of which lists a number of specific priorities related to the areas of equity, diversity, and inclusion:

STUDENT GROWTH

- Enhance and support innovative programs, initiatives, and strategies that are relevant and responsive to diverse student learning needs, including mental health and well-being

STAFF GROWTH

- Provide opportunities for all staff to support mental health and well-being

SYSTEM GROWTH

- Continually improve the mental health and well-being and safety of students and staff
- Continue to develop resources and learning opportunities for embedding First Nations, Métis and Inuit perspectives

Actions we will take to achieve our vision

WE WILL VALUE EQUITY BY:

- Identifying, addressing, and removing barriers in processes, policies, plans, practices, programs, and services
- Examining outcomes for equity-seeking groups to identify and remove barriers to hiring and advancement

WE WILL VALUE DIVERSITY BY:

- Creating a workforce that is reflective of the diversity of our student body
- Accepting, respecting, and valuing individual differences

WE WILL VALUE INCLUSION BY:

- Treating everyone with dignity, respect, and fairness
- Creating welcoming and inclusive work environments where employees feel that they are valued members of the organization
- Promoting workplaces free from harassment and discrimination
- Encouraging self-awareness and personal accountability
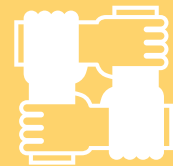
DSBN Employment Equity Action Plan Recommendations

The Employment Equity Plan includes the following completed actions arising out of the
Workforce Census and Employment Systems Review.

COMPLETED ACTIONS

ACCESSIBILITY

- Developed a process to ensure that a plan is developed for all employees who require assistance to evacuate during an emergency.

ACCOMMODATIONS

- Accommodation statement informs job seekers that accommodation will be provided based on any human rights protected. This is also stated on the Career Opportunities webpage.

EQUITY

- FAQs added to the Careers Opportunities webpage to answer questions such as "What is accommodation?" and "Will asking for accommodation affect the DSBN's hiring decision?"
- Developed an Equity Statement that mentions accommodation will be provided upon request. It is also posted on the Career Opportunities webpage and on job ads.
- Allocated appropriate financial and human resources personnel to implement the Employment Equity Plan and lead DSBN's workplace equity efforts.
- Fostered an inclusive and safe workplace that allows employees who identify as LGBTQ+ to bring their full selves to work. Posted Safe Space Posters in workplaces, supported training for managers/administrators about their roles and responsibilities to create inclusive and welcoming spaces for all employees.

POLICIES & ADMINISTRATIVE PROCEDURES

- Created a Conflict of Interest Policy to identify that a conflict of interest exits when employing direct relatives, individuals who share the same household, those with whom an employee has close personal relationship or the act of influencing others to hire such a person.
- Updated Police Criminal Record Check – Police Vulnerable Sector Check and Offence Declaration Policy to protect the privacy of an employee should a positive police record check be received.

The following Administrative Procedures were updated, pending approval:

- Ontario Human Rights Code Discrimination and Harassment to address issues that were identified in the ESR and Workforce Census.
- Conflict of Interest to contain specifies on how to manage a conflict of interest and who should manage it.
- Disability Support to clearly state that any reprisal against an employee for requesting or receiving an accommodation is a violation.
- Police Criminal Record Check – Police Vulnerable Sector Check and Offence Declaration.

COMPLETED ACTIONS

HIRING

- Hiring process updated to include a signed statement by the interviewee acknowledging that they do not have a conflict of interest with the DSBN.

- The Careers website has been updated to include information on why criminal record checks are needed, when it will be required in the hiring process, how a job candidate obtains one, and what the process is should evidence of a police record be confirmed.

- Job advertisements now require the inclusion of the need for a police record check and also specify the type of police check required.

- Emails to candidates invited for an interview now contain a reminder that they can request accommodation based on any human rights protected ground, and indicate who to contact should accommodation be needed.

- Engage in a targeted outreach recruitment to attract teacher applicants from more diverse backgrounds.

- DSBN has used its position as an educator employer influence faculties of education to increase the racial diversity of their graduates.

TRAINING

- Reminded staff of procedures and processes for making complaints.

- Trained managers/administrators on their duty to foster a respectful work environment, to lead by example, and to stop harassment and discrimination when they witness or hear about these behaviours.

- Leaders are committed, supported and provided training to help them demonstrate a greater personal and professional commitment to equity, diversity, and inclusion through behaviours and language that communicate inclusion and respect for all employees.

- Help and support are provided to staff to understand the need and rationale for equity, diversity and inclusion efforts. For example, sharing this report and providing regular updates regarding implementation.

- Educated and trained Education Centre managers/administrators on the duty to accommodate persons with physical and mental disabilities. This training included the different types of accommodations. Training emphasized how accommodation helps get the best from the employees.

DSBN Employment Equity Action Plan Recommendations

The Employment Equity Plan includes the following recommended actions arising out of the Workforce Census and Employment Systems Review.

ACTIONS TO BE COMPLETED 2020 & BEYOND

ACCESSIBILITY

- Create an administrative procedure that notes the responsibilities of staff at various levels of the organization, to support the implementation of the Accessibility Standards for Employment Policy.
- Accessibility Committee needs to explore a process and timelines for making staff washrooms gender neutral.
- New construction and renovations that go beyond minimum accessibility requirements.

ACCOMMODATIONS

- Educate employees about the DSBN's legal duty to accommodate based on any human rights protected ground.

EQUITY

- Develop a Staff Mental Health and Addictions Strategy, with input from staff through a staff survey. Strategy should address a supervisor's duty to accommodate, an employee's right to accommodation, explain the process of requesting accommodation and address stigma associated with Mental Health.

POLICIES

- Develop a guideline to ensure that its work environment is inclusive of employees who are gender non-conforming. For example, Transitioning at Work Policy, gender-neutral washrooms for staff, and training for managers and employees.
- Policies are in place for all religions and that managers and administrators receive appropriate training.
- Develop a Hiring and Selection Policy and procedure that provides guidance to staff involved in the hiring process and states how they are to incorporate equity and diversity into the hiring and selection process, including outreach recruitment, accommodation, training for staff involved in the hiring process, the role of human resources staff, etc.

ACTIONS TO BE COMPLETED 2020 & BEYOND

HIRING

- Create documents and begin to communicate a desire to diversify the workforce to reflect the diversity of its student population.

- Educate employees about their rights regarding workplace accommodation and the process of obtaining accommodation when hiring.

- On the Career Opportunity website include information on the recruitment process, interview, and information for foreign-trained professionals and teachers.

TRAINING

- Educate and train managers/administrators on the duty to accommodate persons with physical and mental disabilities and the different types of accommodations. Training emphasis on how accommodation helps get the best from the employees.

- Train employees how to intervene when they witness inappropriate behaviours.

SURVEY

- Annually review promotion process and the demographic data on who is applying and who is successful to identify whether potential barriers to advancement exist for groups and examining how the process could be improved.

- Conduct another Employment Standards Review and Workforce Census in 5 years to assess progress and develop a revised Employment Equity Plan.

- Work with the respective unions to survey occasional and long-term occasional teachers in order to assess the diversity in the groups.

- Survey new employees at the point of hire to assess progress made to diversify the workforce.

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