



TCDSB Policy Register

Employment Equity H.M.11

Date Approved: Board – March 3, 2010

Policy

The Toronto Catholic District School Board (TCDSB) recognizes that its school system, consistent with the protection afforded in the Constitution Act 1867 and confirmed in the *Canadian Charter of Rights and Freedoms*, gives pre-eminence to the tenets of Roman Catholicism. Subsection 19(1) of the Ontario Human Rights Code provides that *“This act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act.* The Board affirms and maintains these rights.

To demonstrate the TCDSB’s ongoing commitment to the development, implementation, maintenance and communication of equitable and inclusive employment and promotion policies, practices and procedures that result in and sustain a workforce that, at all levels, understands and reflects a diverse population and that supports high levels of student achievement.

Definitions:

Designated Groups: Social groups whose individual members have been denied equal access to employment, education, social services, housing, etc. because of membership in the group. The designated groups in Ontario are visible minorities, women, aboriginal peoples and persons with disabilities.

Diversity: 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 the protected groups under the Ontario Human Rights Code.

Employment Equity: A program designed to remove systemic barriers to equality of outcome in employment by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination, and ensuring appropriate representation of designated groups. Employment equity programs usually involve setting goals and timelines in order to ensure that defined objectives and outcomes are met by a specified date.



Equality: The achievement of equal status in society in terms of access to opportunities, support, rewards and economic and social power for all.

Equity: The provision of opportunities for equality for all by responding to the needs of individuals. Equity of treatment is not the same as equal treatment because it includes acknowledging historical and present systemic discrimination against identified groups and removing barriers, eliminating discrimination and remedying the impact of past discrimination.

First Nation, Métis, Inuit, (aboriginal persons): A term frequently used to describe the first inhabitants of what is now Canada, and their descendents. Each Nation of “Turtle Island” (North America) has a name for themselves which when translated implies “The People” or “The Human Beings.” Other terms include First Nations, Native, Indigenous, Indian, Métis, Dene and Inuit. Some of these terms are generic and some describe a subset within Aboriginal societies.

Inclusive Education: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Person with a Disability: Refers to persons who *identify themselves* as experiencing difficulties in carrying out the activities of daily living or disadvantage in employment, and who may require some accommodation, because of a long term or recurring, physical or developmental condition.

Racialized Group: A social and political rather than a scientific construct, used to classify people according to common ancestry or descent. It differentiates by physical characteristics such as skin and eye colour, hair type, stature, facial features, etc. Race is sometimes socially defined based on religion or language.

Regulations:

1. The TCDSB recognizes that its school community exists to foster and exemplify Catholic values centered on the teachings of Jesus Christ.
2. There shall be an ongoing emphasis on the development and communication of principles of Employment Equity throughout the Board (ie: students, staff and community).
3. Equitable hiring processes, employment and promotion practices shall be applied to all positions and staff of the board. This shall include active recruitment of qualified and certified Catholic teachers and other staff who are racialized persons, women, First Nation, Metis, Inuit (aboriginal persons), or persons with disabilities and other groups protected under the Ontario Human Rights Code.



4. The TCDSB is committed to fair and transparent processes to ensure equitable recruitment, selection and promotion of racialized persons, women, First Nation, Metis, Inuit (aboriginal persons), and persons with disabilities, and other groups protected under the Ontario Human Rights Code.
5. Outreach activities including mentoring and staff development shall focus on racialized persons, women, First Nation, Metis, Inuit, (aboriginal persons), and persons with disabilities, and other groups protected under the Ontario Human Rights Code, with a view to ensuring that these groups achieve equitable representation.
6. Designated groups shall be the focus of these principles, but not to the exclusion of other groups.