



**TRI-COUNTY REGIONAL SCHOOL BOARD
POLICY and PROCEDURES**

Title	Effective Date	Revision Date	No. Of Pages
No. 842 EMPLOYMENT EQUITY THROUGH AFFIRMATIVE MEASURES	April 1, 1996		1 of 5

It shall be the policy of the Tri-County Regional School Board to support an employment equity policy which treats all job applicants and employees without prejudice or discrimination on any ground prohibited by the *Nova Scotia Human Rights Act*. The aim of the Tri-County Regional School Board is to achieve a workforce that reflects the qualified pool and the gender, racial and ethnic diversity in the district served by the Board.

Employment equity is a fundamental goal of the Tri-County Regional School Board, as it will ensure our students are enriched by the diverse nature of our society.

Accordingly, the Board is committed to:

1. Employment equity which treats all job applicants and employees without prejudice and/or discrimination on any grounds prohibited by the Nova Scotia Human Rights Act;
2. Achieving workplace equality through an affirmative measures program wherein employment barriers and discriminatory practices are identified and removed; and, strategies are identified and implemented to achieve a fair and reasonable representation of aboriginal peoples, person with disabilities, women, black person, and other racially visible people in the workforce; and,
3. Achieving a workforce which reflects the qualified labour pool and is representative of the diverse population (inclusive of racial, ethnic, and gender differences and persons with disabilities) in the region served by the School Board; and
4. A workplace free of discrimination wherein all current and prospective employees receive fair and equitable treatment in hiring, training and promotion procedures.

DEFINITIONS

Employment Equity

A program designed to ensure equitable representation of designated groups through the workplace and to remedy and prevent the effects of intentional or unintentional discrimination. It is the result you achieve through implementation of pro-active affirmative action measures. Employment equity requires a special blend of what is fair, what is necessary and what is workable.

Affirmative Measures

A comprehensive plan to identify imbalance and discriminatory practices and to create programs in recruitment, hiring, training and promotion practices. It allows for a catch-up period until designated groups have representation in the workforce proportionate to their representation in the population.

Designated Groups

These are groups of persons (aboriginal peoples, persons with disabilities, women, black persons and other racially visible people) who have experienced employment barriers (e.g. high levels of unemployment, low representation in occupations, low wage levels) and may require *specific* recruitment and employment conditions.

Bona Fide Qualifications/Requirement

A job qualification/requirement that is an essential skill required to perform the particular assignment.

Administrative Procedures

Authorization These Administrative Procedures have been approved by the Superintendent of Schools.

Scope These Administrative Procedures apply to all staff who are involved with the hiring, placement and promotion of employees.

Responsibility it is the responsibility of the Director of Human Resources to ensure that Policy #842 and these Administrative Procedures are implemented.

Implementation Policy #842 and these Administrative Procedures shall be implemented by the Director of Human Resources, assisted by the

Coordinator of Race Relations, Cross Cultural Understanding and Human Rights, school principals, and/or worksite supervisors.

- Procedures
1. The Director of Human Resources shall:
- a) Work to establish an environment;
- reflective of the principles of Policy #842;
- which will attract and retain members of designated groups;
- and
- which will encourage individuals to self-identify.
- b) Ensure that a copy of Policy #842 and these Administrative Procedures is posted in all schools/worksites.
- c) Assisted by the Coordinator of Race Relations, Cross Cultural Understanding and Human Rights, prepare and maintain a data bank of personnel information from the designated groups on the bases of self-identification, in accordance with the provisions of the Privacy Act;
- d) Assisted by the Coordinator of Race Relations, Cross Cultural Understanding and Human Rights, conducts an analysis of the representation and distribution of persons from the designated groups within the Board's employee groups at all levels in order to identify areas of under-representation;
- e) prepare a profile of the workforce with respect to the designated groups;
- f) assisted by the Coordinator of Race Relations, Cross Cultural Understanding and Human Rights, review all employment practices and procedures to identify and eliminate any practices and/or procedures, both formal and informal, which may have an adverse impact on designated groups, including:
- job posting
 - selection standards
 - selection procedures
 - promotion procedures
 - contracts/collective agreements
 - forms
- g) prepare and implement an action plan to identify and correct imbalances and inequities. Such action plan shall include:
- objectives
 - activities

- time-frame for implementation
 - monitoring/reporting procedures
- h) determine and communicate a timeline for achieving a fair and reasonable representation of designated groups in all employee groups at all levels;
- i) establish goals for hiring, training, and promoting designated group employees;
- j) assisted by the Coordinator of Race Relations, Cross Cultural Understanding and Human Rights, identify and provide appropriate support to persons from designated groups seeking employment with, or promotion within, the TCRSB school system;
- k) assisted by the Coordinator of Race Relations, Cross Cultural Understanding and Human Rights, provides information and professional development opportunities for designated groups to ensure these groups have access to positions of leadership
- l) provide mentorship opportunities in order to develop the potential of employees from designated groups interested in seeking leadership positions;
- m) establish an Employment Equity Advisory Committee:
- whose mandate includes assisting Human Resources Department with planning, implementing, monitoring and reporting on progress related to affirmative measures and employment equity; and
 - whose membership includes:
 - Director of Human Resources (or designate)
 - Coordinator of Race Relations, Cross Cultural Understanding and Human Rights
 - one school/supervisory representative
 - one community member
 - one representative of employee groups (CUPE, NSGEU, SIEU, non-unionized employees)
 - two School Board members.

- n) establish a formal process for “employee(s) entry to the system” which as its basic goal the placement of qualified candidates into all assignments. In this process, qualified means bona fide qualifications and requirements essential for the performance of the assignment.
2. The Coordinator of Race Relations, Cross Cultural Understanding and Human Rights shall:
- a) prepare and implement programs to sensitize Board members, employees, students and communities to the particular employment and related needs, experiences and expectations of persons in the designated groups; and
 - b) provide advice and assistance in the analysis, development and implementation of employment equity strategies.
 - c) provide advice and assistance to the Director of Human Resources in the procedures established in 1 above.