

 <p style="text-align: center;"> <small>DIVISION SCOLAIRE</small> LOUIS RIEL <small>SCHOOL DIVISION</small> </p>	<p>EMPLOYMENT PRACTICES: DIVERSITY, EQUITY & INCLUSION</p> <p><i>FRAMEWORK FOR IMPLEMENTATION & GLOSSARY OF TERMS</i></p>
<p>ADMINISTRATIVE PROTOCOL</p>	<p>Supporting Policy GBA</p>

This protocol aligns with Louis Riel School Division’s 2023-2027 Multi Year Plan, specifically Strategic Priority 4.6: Fulfilling the aspirations, protocols, and practices of the Employment Equity Policy. Further, it provides direction to System and School Leaders regarding promoting equity across the Division’s Employment Systems. The Administrative Protocol will be implemented over the course of the 4-year Multi Year Strategic Plan through consultation with divisional and school based leaders.

The Board shall:

- Participate in training in diverse, equitable and inclusive employment practices (i.e., antibias, antiracist, anti-oppressive, cultural competency, decolonization).
- Review the Employment Systems: Equity, Diversity, and Inclusion Policy on an annual basis.
- Review the information brought forward by the Employment Systems Review Committee on an annual basis.

Superintendent of Schools or Designate shall:

- Establish an Employment Systems Review Committee comprised of community members and all employee groups, with representation from various equity seeking groups.
- Listen to the community with a view to understanding its needs and its demographic composition through engagement with all stakeholder groups.
- Participate in training in diverse, equitable and inclusive employment practices (i.e., antibias, antiracist, anti-oppressive, cultural competency, decolonization).
- Review the Employment Systems: Equity, Diversity, and Inclusion Policy with all staff in supervisory positions on an annual basis.
- Provide ongoing training to all staff with supervisory responsibilities in diverse, equitable and inclusive employment practices (i.e., antibias, antiracist, anti-oppressive, cultural competency, decolonization).
- Provide initial training to every newly appointed leader/manager/supervisor in diverse, equitable and inclusive employment practices (i.e., antibias, antiracist, anti-oppressive, cultural competency, decolonization).
- Gather, analyze, and broadly share workforce data (e.g., demographics, retention, representation, areas of growth, culture, and inclusion, exit surveys, employee experience).
- Review the information brought forward by the Employment Systems Review Committee on an annual basis.
- Conduct annual reviews to explore:
 - a. Who is leaving the Division? Why?
 - b. Who is joining the Division? Why?
 - c. Who is staying in the Division? Why?
 - d. Who is progressing in the Division? Why?
 - e. What roles in the Division are people from equity seeking groups represented in?

- f. What is the overall demographic profile of the division?
- g. What is the demographic profile of trainees/teacher candidates/practicum students/mentees?
- Promote public awareness of the Division's commitment to employment practices rooted in diversity, equity, and inclusion.
- Include an equity statement on all job advertisements and postings.
- Ensure that external job postings are shared with community partners.
- Review qualifications as a systemic barrier to employment (required versus preferred, valuing of international credentials/training/experience).
- Create internal and external support opportunities for professional development and mentorship specific to members of equity focused groups.
- Advocate for, support, create, and recruit participants for programs intended to increase representation of equity seeking groups in the teaching profession (e.g., Community-based Aboriginal Teacher Education Program and Immigrant Teacher Education Program).
- Advocate for, support, and create programs intended to increase representation of equity seeking groups in other employee groups.
- Offer professional learning for all employees to create diverse, equitable and inclusive work environments and foster new ways of being.
- Develop training tools specific to equitable hiring practices in the Division (e.g., interview formats/protocols).

Divisional and School Based Leaders/Managers/Supervisors shall:

- Listen to the community with a view to understanding its needs and its demographic composition.
- Participate in training in diverse, equitable and inclusive employment practices (i.e., antibias, antiracist, anti-oppressive, cultural competency, decolonization).
- Review the Policy GBA – Employment Systems: Equity, Diversity & Inclusion on an annual basis.
- Contribute to professional development and mentorship specific to members of equity seeking groups.
- Advocate for and support programs intended to increase representation of equity seeking groups in all employee groups.
- Offer professional learning for all employees to create diverse, equitable and inclusive work environments.

The Employment Systems Review Committee shall:

- Review Policy GBA – Employment Systems: Diversity, Equity & Inclusion and make recommendations for updates on an annual basis.
- Review Divisional data to explore:
 - a. Who is leaving the Division? Why?
 - b. Who is joining the Division? Why?
 - c. Who is staying in the Division? Why?
 - d. Who is progressing in Division? Why?
 - e. What roles in the division are people from equity seeking groups represented in?
 - f. What is the overall demographic profile of the Division?
 - g. What is the demographic information of trainees/teacher candidates/practicum students/mentees?

Glossary of Terms

2SLGBTQIA+

An acronym used to capture the diverse identities of Two spirit, Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Intersex, Asexual with “+” representing groups not captured in the acronym.

Accessibility

Related to this legislation, accessibility means giving people of all abilities opportunities to participate fully in everyday life. Accessibility refers to the ability to access and benefit from a system, service, product or environment. (The Accessibility for Manitobans Act, 2022)

Anti-bias

An active and consistent process of change to challenge subjective opinion, preference, prejudice, or inclination, often formed without reasonable justification, which influences the ability of an individual or group to evaluate a particular situation objectively or accurately. (Canadian Race Relations Foundation, 2022)

Anti-oppressive

Using strategies, theories, and actions that challenge social and historical inequalities/injustices that have become part of our systems and institutions and allow certain groups to dominate over others. (Canadian Race Relations Foundation, 2022)

Anti-racist

A person who engages in an active and consistent process of change to eliminate individual, institutional and systemic racism.

Cultural competency

The ability to effectively communicate and interact with people across cultures through positive behaviors, attitudes and policies.

Cultural identity

Cultural identity is a part of a person's identity, or their self-conception and self-perception, and is related to nationality, ethnicity, religion, social class, generation, local or any kind of social group that has its own distinct culture.

Discrimination

The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability: "victims of racial discrimination"

Discriminatory practices

Discriminatory practices means a policy, action, or failure to act that limits or denies equal access to, or benefits from, the educational activities [or] and programs of a school, or that generates or permits injustice or unfair or otherwise inequitable treatment of students or staff on the basis of [race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status] the protected categories listed at N.J.A.C. 6A:7-1.1(a)

Diversity

A term used to encompass the acceptance and respect of various dimensions including race, gender, sexual orientation, ethnicity, socio-economic status, religious beliefs, age, physical abilities, political beliefs, or other ideologies. (Canadian Race Relations Foundation, 2022)

Employment equity

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or intellectual disabilities and members of other minority groups

Equity

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. (Canadian Race Relations Foundation, 2022)

Inclusion

The extent to which diverse members of a group (society/organization) feel valued and respected. (Canadian Race Relations Foundation, 2022)