



Employment Equity- Addendum to Annual Report 2020

To: Program and School Services Committee

Date: 29 October, 2020

Report No.: 10-20-3965

Strategic Directions

- Provide equity of access to learning opportunities for all students
- Transform student learning
- Create a culture for student and staff well-being
- Provide equity of access to learning opportunities for all students
- Allocate human and financial resources strategically to support student needs
- Build strong relationships and partnerships within school communities to support student learning and well-being

Recommendation

It is recommended that the Employment Equity- Addendum Annual Report 2020 be received.

Context

This report has been produced as an addendum to the Employment Equity Annual Report received by the Board on 17 June 2020.

The Employment Equity Office gathers voluntary workforce data to understand the composition of the Board's workforce, including the representation of designated groups in order to better understand patterns and trends and support future planning. Applicant diversity data is collected to help inform, evaluate and diversify employee recruitment and talent management strategies. These efforts as outlined in the Board's Multi Year strategic plan add to the ongoing work of building the most equitable and inclusive workforce possible where all staff members feel safe, welcome and can flourish.

Employment equity data sets and applicant data on designated group status are also used for monitoring participation rates, measuring and identifying outcomes, identifying outreach priorities and for responding to Human Rights Commission complaints.

The Employment Equity Office is working with Research Services to develop a comprehensive data plan. Currently, a couple of limitations of the workforce/staff census include the inability to provide school based, Learning Centre or department based, staff demographic data sets.

Currently the four primary areas for data collection within the Board include:

- Workforce/Staff Census (every 5-6 years)
- Point of Application (new applicants to teaching and support staff)
- Point of Hire (during documentation)
- Principal/Vice Principal Promotion (during application)

Overall, consistently across a majority of employee groups, TDSB is hiring and promoting racialized staff at a progressive rate. Staff is currently engaging the Urban Indigenous Education Centre to advance the hiring of Indigenous staff across all employee groups. Furthermore, the hiring of LGBTQ2S individuals has also been progressive. The inclusive hiring of people with known disabilities has remained at a consistent level relative to other groups. However, the representation of this group in the promotion to Principal & Vice Principal positions is relatively low.

Finally, the representation of Black staff at Principal, Vice Principal and Senior Team positions has increased. Based on the most recent Board workforce/staff census from 2017, the overall representation of Black employees across the organization is approximately eight percent (8%). Black employees have a greater representation in Unit A (OSSTF Professional Student Services) at 15.3%, Unit B (CUPE Local 4400 Instructors) 12.2% and Unit C Temporary (Office, Clerical, Technical, Classroom Support Services) 17.1%. Black employees have a slighter lower representation among Elementary teachers at 7.2%, and Secondary teachers at 5%, however, advancement to Principal and Vice Principal (P & VP) levels is greater at 10.8% and even more progressive at Senior Team level at 14.3%. Furthermore, in the Spring 2020 promotions of P & VP's, the representation of successful Black applicants was 21% to the VP list and 26% to the P list. Finally with respect to new teacher hiring onto the occasional and supply teacher rosters, the representation of Black teachers was approximately nine percent (9%).

The Board is committed to the hiring, retention and promotion of staff which will result in a diverse workforce which is representative of the students and communities it serves, and will continue to pursue policies and procedures to that end.

The Minister of Education recently announced that, effective October 29, 2020, Regulation 274 will be revoked, and teacher hiring in Ontario will be dictated by merit, diversity, and the unique needs of schools and communities. To that end, Board staff have been in contact with Ministry staff to ensure compliance with the new regulation.

Action Plan and Associated Timeline

The Employment Equity office continues to establish a commitment to the development, implementation and maintenance of employment and promotion policies, practices and procedures that result in and sustain a workforce that, at all levels, reflects, understands and responds to our diverse population.

- There shall be an ongoing commitment to the development and communication of the principles of Employment Equity throughout the Board (i.e. students, staff and community).
- Equitable hiring, employment and promotion practices shall be applied.
- Systemic barriers to equitable recruitment, selection, hiring, training and development, career counselling, transfer processes, performance assessment and promotion shall be identified and eliminated.
- Outreach activities and affirmative action strategies (e.g., encouragement, mentoring, training and staff development) shall focus on designated groups in order to ensure that all levels of occupational groups within the Board achieve equitable representation.

Resource Implications

Funding will be provided through current existing budget allocations.

Communications Considerations

The Employment Equity report will be shared with key stakeholders through existing TDSB communication channels.

Board Policy and Procedure Reference(s)

Employment Equity Policy (P.029)
Human Rights Policy (P.031)
Equity Policy (P.037)
Accessibility Policy (P.069)

Appendices

- Appendix A: Employment Equity Annual Report 2019- 2020
- Appendix B: TDSB Staff- Workforce Census 2017
- Appendix C: New Hires to TDSB
- Appendix D: Teacher Applicants to Elementary & Secondary Vice-Principal List

From

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Appendix A - Employment Equity Annual Report 2019-2020

To: Program and School Services Committee

Date: 3 June, 2020

Report No.: 06-20-3898

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

That the report be received.

Context

In June 2004, the Board approved an Employment Equity Policy. In February 2005, the Board approved the establishment of an Employment Equity Office and administration of a Self-Identification Census to be completed by all employees. In June 2006 the initial Workforce Census took place. It was followed-up with a workforce census in February 2012. Recently, in November 2017 a staff wellbeing survey combined with demographic information took place.

Currently the four primary areas for data collection within the Board include:

- Workforce/Staff Census (Every 5-6 years)
- Point of Application (New Applicants to Teaching and Support Staff)
- Point of Hire (During Documentation)
- Principal/Vice Principal Promotion (Application Process)

Please note, due to the current lockdown, demographic data reports can not be processed, as a result, various data reports are not available. These reports will be shared through Employee Services to Senior Team and Executive Leadership.

The Employment Equity Office carries out a number of initiatives, programs and services to enhance and support employment equity in TDSB and build organizational capacity.

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Resource Implications

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Communications Considerations

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Board Policy and Procedure Reference(s)

List all Board policies and procedures that relate to this matter.

Appendices

- Appendix A: Enhancing Employment Equity
- Appendix B: New Hires
- Appendix C: P & VP
- Appendix D: 2017 Workforce/Staff Census

From

Executive Superintendent Jim Spyropoulos, Human Rights and Indigenous Education,
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Appendix A - Enhancing Employment Equity in TDSB

2019-2020 Report

Pardeep Singh Nagra, Manager, Employment Equity Office

Employment Equity in Canada

The Abella Royal Commission was struck in June 1983 at a time when Canadian society and politics were embroiled in struggles surrounding social justice and inequality. The era of the 1970s through the mid-1980s was marked by activism by advocates for women, racialized groups, persons with disabilities, and Indigenous people who were organizing politically and raising demands that the inequality they experienced be addressed. In 1982 Canada's Charter of Rights and Freedoms was adopted, influenced by a remarkable grass roots campaign by women across Canada to ensure that gender equality rights would be protected.

Justice Rosalie Silberman Abella was the sole commissioner on the Royal Commission on Equality in Employment, whose report was released in 1984. Equality in Employment: A Royal Commission Report (Abella 1984, often called the Abella 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 self identified Indigenous. Today, addressing inequality in employment has been extended to on the basis of sexual orientation and other demographics.

Purpose of Employment Equity

Much legislative attention has been paid to eradicating and remedying discriminatory behaviour. Human rights acts, labour codes, and the Charter of Rights and Freedoms contain provisions to address the problem⁴ By and large these provisions have been limited in two respects: they are restricted to individual allegations of discrimination; and they are potentially restricted, except under the Ontario Human Rights Code and the Canadian Human Rights Act, to cases of intentional discrimination.

This approach to the enforcement of human rights, based as it is on individual rather than group remedies, and perhaps confined to allegations of intentional discrimination, cannot deal with the pervasiveness and subtlety of discrimination.

Neither, by itself, can education. Education has been the classic crutch upon which we lean in the hopes of coaxing change in prejudicial attitudes. But education is an unreliable agent, glacially slow in movement and impact, and often completely ineffective in the face of intractable views. It promises no immediate relief despite the immediacy of the injustice.

Employment Equity Toronto District School Board

Prior to amalgamation, some of the legacy Boards did engage in Employment Equity.

In June 2004, the Board approved an Employment Equity Policy. In February 2005, the Board approved the establishment of an Employment Equity Office and administration of a Self-Identification Census to be completed by all employees. In June 2006 the initial Workforce Census took place, since then, two additional staff censuses have been conducted.

The Employment Equity Office continues to establish a commitment to the development, implementation and maintenance of employment and promotion policies, practices and procedures that result in and sustain a workforce that, at all levels, reflects, understands and responds to our diverse population.

The Employment Equity Office works collaboratively and in partnership across the system and with various departments to further employment equity in the Board. This includes working with the Human Rights Department for creed based employee accommodation and , Urban Indigenous Education Centre for hiring and recruitment , Employee Services for accommodations and promotions , Elementary/Secondary and Occasional Teaching for outreach, recruitment and hiring, Professional Learning, Training and Leadership for staff development and organizational capacity building, and Research and Development for demographic data enhancement.

Multi-Year Strategic Plan

The Employment Equity Office supports the Multi-Year Strategic Plan through the goal of providing Equity of access to learning opportunities for all students.

Specifically, the Employment Equity Office has been reviewing and enhancing recruitment practices to enable the hiring of Indigenous staff and teachers. This has included but is not limited to working with the Urban Indigenous Education Centre (UIEC) to initiate a special programs provision to assist in enhancing and enabling the hiring of Indigenous staff, as well as hosting a specific opportunity fair at the UIEC. Further, the Employment Equity Office is working directly with the Bachelor of Education (BEd) – WAABAN Indigenous Teacher Education program to recruit teachers with priority for interview given to Waaban teacher candidates.

In addition, the Employment Equity Office has completed a review and refresh of demographic questionnaires from point of application - to point of hire -to point of promotion in order to provide a consistency of language and demographic data.

The Employment Equity Office has also provided various professional learning to those who hire staff in TDSB so that our hiring processes are fair, equitable and inclusive.

Further, the Employment Equity Office has engaged staff to create equitable opportunities for advancement, and supported staff in their professional development including through the leadership and mentoring program for racialized and Indigenous teachers and staff.

Finally, the Employment Equity Office will be initiating a review of the Position of Responsibility (POR) positions and processes for hiring and promotion so that our commitment to equity is embedded in all processes.

The work of the Employment Equity Office for the past year can be summarized through the following six main areas of focus. They include Organizational Capacity Building, Case Management, Data Management, Workplace Inclusion, Accommodations, and Policies and Procedures.

1. Organizational Capacity Building

One of the cornerstones of the work of the Employment Equity Office is to engage the current compliment of staff within certain demographic and employee groups to develop and strengthen their skills, instincts, abilities, processes and resources that are required to support, survive, advance and thrive.

These initiatives will both increase the pool of candidates highly qualified for Board employment and ensure recognition and development of the abilities of current employees., they include but are not limited to the following:

- Leadership and Mentoring program for Racialized and Indigenous Teachers and Support Staff

The Employment Equity Office, offered a six session leadership and mentoring programs for Racialized and Indigenous Teachers. In addition, a five session leadership and mentoring program was available for Racialized and Indigenous staff.

- Staff development and training programs

The Employment Equity Office conducted various professional development and training through various workshops and seminars to schools, departments, and staff to foster and endorse attitudes and behaviour that advance employment equity.

- Career Coaching and Development

The Employment Equity Office supported employees in career development and of career opportunities within the Board and related requirements.

2. Case Management

The Employment Equity Office (EEO) provides consultation to employees which includes expert advice, guidance and information about the policy and procedures, as well as on harassment and discrimination. The EEO also engages in case management of complaint procedures which may differentiate between “formal” and “informal” processes. Further the EEO facilitates mediation and dispute resolution. The following are some of the steps in managing complaints and issues related to employment equity:

- Screening
- Assessing
- Stratifying Risk
- Planning
- Implementing
- Following-Up

3. Data Management

The Employment Equity Office gathered voluntary workforce data to understand the composition of our workforce, including the representation of designated groups, and to foster employment equity, in keeping with the Boards commitment to Employment Equity. We collect applicant diversity data to help inform, evaluate and diversify our employee recruitment and talent management strategies. These efforts add to our ongoing work to build an equitable and inclusive community where all members flourish, and to advance employment equity across our employee groups.

Further, the Employment Equity Office collects, analyzes and reports on workforce data to track progress in achieving representation of designated group members in the spirit of the Boards Employment Equity policy.

Currently the four primary areas for data collection within the Board include:

- Workforce/Staff Census (Every 5-6 years)
- Point of Application (New Applicants to Teaching and Support Staff)
- Point of Hire (During Documentation)
- Principal/Vice Principal Promotion (Application Process)

Employee and applicant data on designated group status are also used for monitoring participation rates, measuring and identifying outcomes, identifying outreach priorities and for responding to Human Rights Commission complaints.

The Employment Equity Office is working with Research and Development to develop a comprehensive data plan. Currently, a couple of limitations of the workforce/staff census include the inability to provide school based, learning centre or department based. staff demographic data sets

4. Workplace Inclusion

The Employment Equity Office seeks to create a healthy and favourable climate in the work environment. The Toronto District School Board is committed to a workplace free of discrimination that is supportive and respectful of employees with diverse backgrounds and that ensures everyone at the TDSB has a full and enriching experience. A diverse workplace is not necessarily an inclusive one, In this sense, inclusion is the pre-requisite for the functioning of a diverse workforce and involves the full and successful integration of diverse people into a workplace.

The Employment Equity Office supports and cultivates diversity and inclusion in the workplace through the following :

- Representation- the presence of people across a range of employee role and leadership positions
- Receptivity – Respect for differences in working styles, and flexibility in tailoring positions to the strengths and abilities of employees.
- Fairness – Equitable access to all resources, opportunities, and networks, and decision making processes.

5. Accommodations

The duty to accommodate recognizes that people have different needs and require different solutions to gain equal access to employment. The Employment Equity Office provides guidance and support for accommodations including pre-employment (job applicants including interviews and testing), on boarding and during employment. The duty to accommodate can arise in different situations as a result of a person's disability, age, religion, marital status, immigration status, ethnic or racial identity or family obligations or other factors listed in the Code. Collective agreements or other contract arrangements cannot act as a bar to providing accommodation. The courts have determined that collective agreements and contracts must give way to the requirements of human rights law. If an employer and a union cannot agree on how to solve an accommodation issue, the employer must make the accommodation in spite of the collective agreement

Accommodation is a fundamental and integral part of the right to equal treatment. When facilitating accommodations, in addition to "good faith" (accept the employee's request for accommodation in good faith, unless there are legitimate reasons for acting otherwise) the Employment Equity Office involves three factors: dignity, individualization and inclusion.

- Dignity: Persons must be accommodated in a way that most respects their dignity, including their privacy, confidentiality, comfort and autonomy.
- Individualization: There is no set formula for accommodation. Each person's needs are unique and must be considered afresh when an accommodation request is made. A solution may meet one person's requirements but not another's, although many accommodations will benefit many other people with similar needs.
- Inclusion: Achieving integration and full participation requires barrier-free and inclusive design and removing existing barriers. Preventing and removing barriers means all persons should have access to their environment and face the same duties and requirements with dignity and without impediment.

6. Policies and Procedures

Policies and procedures can act as a barrier or a resolution in employment equity. The Employment Equity Office regularly reviews and evaluated policies and procedures to assess if they are prohibited or have a negative impact on an employee or designated group. Currently, the Employment Equity Office is pursuing the following policies and procedures:

Employment Equity Policy (P029) – The Policy is being reviewed in accordance with the Policy Review Schedule and the policy review process.

Special Programs Provisions – Adapting specific programs that help disadvantaged groups improve their situation. It is not discrimination to put in place a 'special' program if it is designed to improve equality of opportunity and help eliminate discrimination for such groups. These can include outreach and consultation with experts and representatives of designated groups or special training programs during the recruitment process, or specific hiring or promotion. Special Programs are protected by the Ontario Human Rights Code and the Canadian Charter of Rights and Freedom.

Positions of Responsibility (POR) – Pursuing initiatives to address ongoing systemic and structural gaps as identified by Executive Staff in the selection and appointment of teachers to positions of responsibility. For example, develop employment equity resources, guidelines for hiring.



TDSB STAFF - WORKFORCE CENSUS

Basic Comparison of TDSB with Representation Job Categories: Summary

APPENDIX B

CATEGORY	WOMEN			RACIAL MINORITIES					INDIGENOUS PEOPLE			PERSONS WITH DISABILITIES		
	2006 Percentage Women	2012 Percentage Women	2017 Percentage Women	2006 Percentage Racial Minorities	2012 Percentage Racial Minorities	2017 Percentage BLACK	2017 Percentage OTHER RACIAL MINORITIES	2017 Percentage TOTAL RACIAL MINORITIES	2006 Percentage Aboriginal People	2012 Percentage Indigenous	2017 Percentage Indigenous	2006 Percentage Persons w/ Disabilities	2012 Percentage Persons w/ Disabilities	2017 Percentage Persons w/ Disabilities
Student Services Structors Unit C: CUPE Local 4400 Office, Clerical, rt Services	65.8%	63.7%	65.1%	19.3%	29.2%	10.8%	14.2%	25.0%	1.0%	1.2%	0.8%	3.4%	2.8%	4.7%
	44.6%	47.5%	47.2%	25.2%	34.0%	8.1%	21.6%	29.7%	<1%	<1%	0.9%	4.1%	2.3%	2.5%
	64.7%	61.3%	65.2%	21.6%	21.9%	14.3%	14.3%	28.6%	0.0%	3.8%	0.0%	4.0%	3.2%	4.4%
	76.9%	78.7%	79.2%	21.9%	28.7%	7.2%	19.0%	26.2%	0.8%	0.8%	1.2%	4.4%	3.0%	6.4%
	58.9%	62.0%	62.6%	22.9%	28.7%	5.0%	20.6%	25.6%	1.1%	0.8%	0.8%	5.4%	4.2%	6.0%
	75.1%	82.5%	86.1%	25.9%	27.0%	6.1%	14.1%	20.2%	0.0%	1.2%	0.7%	5.5%	5.0%	4.3%
	69.6%	84.7%	87.2%	27.0%	38.7%	15.3%	20.3%	35.6%	1.0%	0.5%	1.7%	6.3%	4.1%	5.6%
	82.8%	85.0%	89.3%	49.9%	49.3%	12.2%	27.8%	40.0%	<1%	2.2%	2.8%	4.5%	4.6%	9.2%
	85.6%	87.0%	87.4%	28.5%	32.7%	8.8%	25.4%	34.2%	1.0%	1.1%	2.2%	5.2%	3.5%	7.7%
	75.2%	84.6%	85.2%	35.6%	42.4%	17.1%	34.3%	51.4%	<1%	0.0%	0.4%	5.0%	3.6%	5.3%
Unit D: CUPE Local 4400 Caretaking, ng	19.6%	14.0%	16.8%	23.9%	24.6%	6.3%	22.9%	29.2%	0.9%	1.9%	2.0%	11.2%	7.4%	11.0%
Unit E: Maintenance and Construction Skilled Trades Council	2.9%	1.9%	1.3%	13.4%	14.1%	1.4%	5.6%	7.0%	1.9%	2.3%	3.8%	10.9%	15.4%	19.7%

TOTAL NUMBER OF RESPONDENTS														2019- 2020	TOTAL CURRENT YEAR ELEMENTARY	SECONDARY
GENDER**														66	62	4
Female	318	129	385	302	253	258	262	131	158	513	541			54	53	1
	73.4%	72.1%	72.9%	67.4%	70.3%	75.0%	70.2%	69.7%	77.1%	68.4%	70.3%			81.8%	85.5%	25.0%
Male	110	46	133	131	100	76	96	51	44	216	215			11	8	3
	25.4%	25.7%	25.2%	29.2%	27.8%	22.1%	25.7%	27.1%	21.5%	28.8%	27.9%			16.7%	12.9%	75.0%
Genderfluid	0	0	0	0	0	0	0	0	0	0	2			0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%			0.0%	0.0%	0.0%
Genderqueer	0	0	0	0	0	0	0	0	0	0	0			0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%	0.0%	0.0%
Nonbinary	0	0	0	0	0	0	0	0	0	0	1			0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%			0.0%	0.0%	0.0%
Transgendered	0	0	0	0	0	0	0	0	0	0	0			0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%	0.0%	0.0%
Two-spirit	0	0	0	0	0	0	0	0	0	0	0			0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%	0.0%	0.0%
Other	5	4	10	15	7	10	15	6	3	21	11			1	1	0
	1.2%	2.2%	1.9%	3.3%	1.9%	2.9%	4.0%	3.2%	1.5%	2.8%	1.4%			1.5%	1.6%	0.0%
RACE																
Indigenous	2	5	3	5	0	1	5	3	1	9	7			1	1	0
	0.5%	2.8%	0.6%	1.1%	0.0%	0.3%	1.3%	1.6%	0.5%	1.2%	0.9%			1.5%	1.6%	0.0%
Persons of Colour	155	60	183	162	140	150	144	73	75	314	351			23	22	1
	35.8%	33.5%	34.7%	36.2%	38.9%	43.6%	38.6%	38.8%	36.6%	41.9%	45.6%			34.8%	35.5%	25.0%
White	251	106	331	268	204	172	220	98	128	414	406			41	38	3
	58.0%	59.2%	62.7%	59.8%	56.7%	50.0%	59.0%	52.1%	62.4%	55.2%	52.7%			62.1%	61.3%	75.0%
DISABILITY(S)																
Disability(s)	23	5	14	10	17	13	17	4	4	41	33			4	4	0
	5.3%	2.8%	2.7%	2.2%	4.7%	3.8%	4.6%	2.1%	2.0%	5.5%	4.3%			6.1%	6.5%	0.0%
No Disability	407	166	512	435	334	328	351	183	200	692	729			61	57	4
	94.0%	92.7%	97.0%	97.1%	92.8%	95.3%	94.1%	97.3%	97.6%	92.3%	94.7%			92.4%	91.9%	100.0%
SEXUAL ORIENTATION**																
ABGLPQQ2S***	23	11	24	33	13	11	15	10	14	46	68			8	8	0
	5.3%	6.1%	4.5%	7.4%	3.6%	3.2%	4.0%	5.3%	6.8%	6.1%	8.8%			12.1%	12.9%	0.0%
Heterosexual	280	117	334	256	208	179	201	109	110	403	512			46	43	3
	64.7%	65.4%	63.3%	57.1%	57.8%	52.0%	53.9%	58.0%	53.7%	53.7%	66.5%			69.7%	69.4%	75.0%

Source Data: Ongoing.dbf

Report: Rteach.fx

Programmer: peter.langford@tdsb.on.ca

* Values and Percentages are calculated using only those records where question was answered

** Expansion of Gender & Sexual Orientation Categories as of 01 July 2018

*** Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer, Questioning, Two-spirit

Date Printed: 21 October 2020

OCCASIONAL TEACHER SUBMISSIONS

TOTAL RECORDS: 294

FROM: 01 July 2019

TO: 30 June 2020

JOB CLASSIFICATION

ELEMENTARY OCCASIONAL TEACHERS	179	60.9 %
SECONDARY OCCASIONAL TEACHERS	115	39.1 %

TOTAL - JOB CLASSIFICATION 294
YEARS EXPERIENCE

0 - 2 YEARS	207	70.4 %
3 - 5 YEARS	31	10.5 %
6 - 10 YEARS	27	9.2 %
11 - 15 YEARS	10	3.4 %
16+ YEARS	17	5.8 %
DID NOT ANSWER	2	0.7 %

TOTAL - YEARS EXPERIENCE 294
GENDER IDENTIFICATION

FEMALE	225	76.5 %
MALE	59	20.1 %
GENDERFLUID	1	0.3 %
GENDERQUEER	2	0.7 %
NONBINARY	2	0.7 %
TRANSGENDER	0	0.0 %
TWO-SPIRIT	0	0.0 %
DID NOT ANSWER	5	1.7 %

TOTAL - GENDER IDENTIFICATION 294
RACE

INDIGENOUS PERSONS	3	1.0 %
PERSONS OF COLOUR	125	42.5 %
WHITE	163	55.4 %
DID NOT ANSWER	3	1.0 %

TOTAL - RACE 294
DISABILITY

WITH DISABILITY	15	5.1 %
WITHOUT DISABILITY	278	94.6 %
DID NOT ANSWER	1	0.3 %

TOTAL - DISABILITY 294
SEXUAL ORIENTATION

ASEXUAL	10	3.4 %
BISEXUAL	17	5.8 %
GAY	6	2.0 %
HETEROSEXUAL	198	67.3 %
LESBIAN	5	1.7 %
PANSEXUAL	6	2.0 %
QUEER	4	1.4 %
QUESTIONING	0	0.0 %
TWO-SPIRIT	0	0.0 %
DID NOT ANSWER	48	16.3 %

TOTAL - SEXUAL ORIENTATION 294

TOTAL NO. OF RESPONDENTS		2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
		217	129	135	162	219	308	354	229	201	216	183
		117	80	99	94	109	152	142	78	114	79	144
GENDER**		53.9%	62.0%	73.3%	58.0%	49.8%	49.4%	40.1%	34.1%	56.7%	36.6%	78.7%
Female		93	47	32	63	105	146	192	148	85	130	39
Male		42.9%	36.4%	23.7%	38.9%	47.9%	47.4%	54.2%	64.6%	42.3%	60.2%	21.3%
Genderfluid		0	0	0	0	0	0	0	0	0	0	0
Genderqueer		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Nonbinary		0	0	0	0	0	0	0	0	0	0	0
Transgendered		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two-spirit		0	0	0	0	0	0	0	0	0	0	0
Other		7	2	4	5	5	10	20	3	2	7	0
RACE		3.2%	1.6%	3.0%	3.1%	2.3%	3.2%	5.6%	1.3%	1.0%	3.2%	0.0%
Indigenous		3	1	1	2	2	1	3	2	3	2	1
Persons of Colour		1.4%	0.8%	0.7%	1.2%	0.9%	0.3%	0.8%	0.9%	1.5%	0.9%	0.5%
White		91	52	66	84	119	134	166	96	97	111	106
Disability(s)		41.9%	40.3%	48.9%	51.9%	54.3%	43.5%	46.9%	41.9%	48.3%	51.4%	57.9%
ABGLPQQ2S***		119	71	67	74	94	165	179	130	99	101	73
Sexual Orientation***		54.8%	55.0%	49.6%	45.7%	42.9%	53.6%	50.6%	56.8%	49.3%	46.8%	39.9%
Disability(s)		10	4	9	3	5	16	13	8	10	14	10
No Disability		4.6%	3.1%	6.7%	1.9%	2.3%	5.2%	3.7%	3.5%	5.0%	6.5%	5.5%
Sexual Orientation***		205	124	123	159	207	286	336	219	187	195	172
ABGLPQQ2S***		94.5%	96.1%	91.1%	98.1%	94.5%	92.9%	94.9%	95.6%	93.0%	90.3%	94.0%
Heterosexual		5	4	5	5	7	12	12	14	12	10	17
ABGLPQQ2S***		2.3%	3.1%	3.7%	3.1%	3.2%	3.9%	3.4%	6.1%	6.0%	4.6%	9.3%
Heterosexual		138	93	78	100	134	207	206	133	112	118	106
ABGLPQQ2S***		63.6%	72.1%	57.8%	61.7%	61.2%	67.2%	58.2%	58.1%	55.7%	54.6%	57.9%

Source Data: Ongoing.dbf
Report: Rsupport.fx
Programmer: peter.langford@tdsb.on.ca

* Values and Percentages are calculated using only those records where question was answered
** Expansion of Gender & Sexual Orientation Categories as of 01 July 2018
*** Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer, Questioning, Two-spirit

Date Printed: 21 October 2020

SCHEDULE II (NON UNION) - LEVELS (1-6) & (7 - 12)
TOTAL RECORDS: 14
FROM: 01 July 2019
TO: 30 June 2020
JOB CLASSIFICATION

SCHEDULE II (1 - 6)	0	0.0 %
SCHEDULE II (7-12)	14	100.0 %
TOTAL - JOB CLASSIFICATION	14	

YEARS EXPERIENCE

0 - 2 YEARS	1	7.1 %
3 - 5 YEARS	1	7.1 %
6 - 10 YEARS	4	28.6 %
11 - 15 YEARS	2	14.3 %
16+ YEARS	5	35.7 %
DID NOT ANSWER	1	7.1 %
TOTAL - YEARS EXPERIENCE	14	

GENDER IDENTIFICATION

FEMALE	7	50.0 %
MALE	7	50.0 %
GENDERFLUID	0	0.0 %
GENDERQUEER	0	0.0 %
NONBINARY	0	0.0 %
TRANSGENDER	0	0.0 %
TWO-SPIRIT	0	0.0 %
DID NOT ANSWER	0	0.0 %
TOTAL - GENDER IDENTIFICATION	14	

RACE

INDIGENOUS PERSONS	0	0.0 %
PERSONS OF COLOUR	7	50.0 %
WHITE	7	50.0 %
DID NOT ANSWER	0	0.0 %
TOTAL - RACE	14	

DISABILITY

WITH DISABILITY	1	7.1 %
WITHOUT DISABILITY	13	92.9 %
DID NOT ANSWER	0	0.0 %
TOTAL - DISABILITY	14	

SEXUAL ORIENTATION

ASEXUAL	1	7.1 %
BISEXUAL	0	0.0 %
GAY	0	0.0 %
HETEROSEXUAL	12	85.7 %
LESBIAN	0	0.0 %
PANSEXUAL	0	0.0 %
QUEER	0	0.0 %
QUESTIONING	0	0.0 %
TWO-SPIRIT	0	0.0 %
DID NOT ANSWER	1	7.1 %
TOTAL - SEXUAL ORIENTATION	14	



APPENDIX D

Teacher Applicants to Elementary & Secondary Vice-Principal List
Spring 2020

JOB CATEGORY	195	
Elementary VP	122	63%
Secondary VP	73	37%
GENDER I.D.	105	
Female	65	62%
Male	39	37%
Genderfluid	0	0%
Genderqueer	1	1%
Nonbinary	0	0%
Transgender	0	0%
Two-Spirit	0	0%
RACE	96	
Indigenous Persons	1	1%
Persons of Colour	52	54%
Black	24	25%
Other Persons of Colour	28	29%
White	43	45%
DISABILITY	100	
Disability - Yes	4	4%
Disability - No	96	96%
SEXUAL ORIENTATION	92	
Asexual	0	0%
Bisexual	2	2%
Gay	6	7%
Heterosexual	79	86%
Lesbian	1	1%
Pansexual	0	0%
Queer	4	4%
Questioning	0	0%
Two-Spirit	0	0%



APPENDIX D

**Accepted Teacher Applicants to Elementary & Secondary Vice-Principal List
Spring 2020**

JOB CATEGORY	71	
Elementary VP	41	58%
Secondary VP	30	42%
GENDER I.D.	49	
Female	30	61%
Male	19	39%
Genderfluid	0	0%
Genderqueer	0	0%
Nonbinary	0	0%
Transgender	0	0%
Two-Spirit	0	0%
RACE	48	
Indigenous Persons	1	2%
Persons of Colour	31	65%
Black	10	21%
Other Persons of Colour	21	44%
White	16	33%
DISABILITY	57	
Disability - Yes	2	4%
Disability - No	55	96%
SEXUAL ORIENTATION	43	
Asexual	0	0%
Bisexual	2	5%
Gay	3	7%
Heterosexual	36	84%
Lesbian	0	0%
Pansexual	0	0%
Queer	2	5%
Questioning	0	0%
Two-Spirit	0	0%



APPENDIX D

**VP Applicants to Elementary & Secondary Principal List
2019-2020**

JOB CATEGORY	121	
Elementary P	83	69%
Secondary P	38	31%
GENDER I.D.	55	
Female	30	55%
Male	24	44%
Genderfluid	1	2%
Genderqueer	0	0%
Nonbinary	0	0%
Transgender	0	0%
Two-Spirit	0	0%
RACE	54	
Indigenous Persons	0	0%
Persons of Colour	28	52%
Black	14	26%
Other Persons of Colour	14	26%
White	26	48%
DISABILITY	51	
Disability - Yes	1	2%
Disability - No	50	98%
SEXUAL ORIENTATION	51	
Asexual	0	0%
Bisexual	0	0%
Gay	4	8%
Heterosexual	47	92%
Lesbian	0	0%
Pansexual	0	0%
Queer	0	0%
Questioning	0	0%
Two-Spirit	0	0%



APPENDIX D

**Accepted VP Applicants to Elementary & Secondary Principal List
2019-2020**

JOB CATEGORY	45	
Elementary P	35	78%
Secondary P	10	22%
GENDER I.D.	25	
Female	16	64%
Male	9	36%
Genderfluid	0	0%
Genderqueer	0	0%
Nonbinary	0	0%
Transgender	0	0%
Two-Spirit	0	0%
RACE	24	
Indigenous Persons	0	0%
Persons of Colour	14	58%
Black	6	25%
Other Persons of Colour	8	33%
White	10	42%
DISABILITY	24	
Disability - Yes	0	0%
Disability - No	24	100%
SEXUAL ORIENTATION	23	
Asexual	0	0%
Bisexual	0	0%
Gay	1	4%
Heterosexual	22	96%
Lesbian	0	0%
Pansexual	0	0%
Queer	0	0%
Questioning	0	0%
Two-Spirit	0	0%