

DRAFT Human Rights Roles, Responsibilities and Accountability Framework

Adopted under the Human Rights, Anti-Discrimination and Anti-Racism Policy

1.0 Objective

- 1.1 The Human Rights, Anti-Discrimination and Anti-Racism Policy (the “Human Rights Policy”) requires the District to implement a human rights roles, responsibilities and accountability framework to support individual and organizational roles and responsibilities in meeting the policy’s objectives. This procedure:
- a) Is adopted under the Human Rights Policy in order to implement an accountability framework for DDSB employees; and
 - b) Must be applied to the implementation of the Human Rights Policy and its related procedures.
- 1.2 Pursuant to the Human Rights policy and this procedure, the DDSB is committed to:
- a) Promoting, protecting and upholding the distinct rights of Indigenous Peoples and human rights, and proactively preventing discrimination;
 - b) Taking intentional human rights, anti-discriminatory and anti-racist approaches and actions to support equitable experiences, opportunities and access and to prevent disproportionate outcomes for students and employees; and
 - c) Providing services, employment and learning and working environment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination, oppression, harassment and harm.
- 1.3 As a publicly funded school board, the District is accountable to the students and communities it serves. The District will take intentional steps to fulfill human rights responsibilities and assess and report on its efforts to support an accountable human rights organization.
- 1.4 This procedure must be read in conjunction with the Human Rights Policy and related procedures and the Indigenous Education Policy and procedures. These documents focus on proactive actions to promote, protect and uphold human rights and to identify, prevent and address all forms of discrimination and racism in the services, employment, and learning and working environments.

2.0 Definitions

- 2.1 This procedure refers to certain terms related to human rights and equity that are defined in Appendix A (Glossary of Terms) of the Human Rights Policy.

3.0 Procedure

Roles, Responsibilities and Accountability

- 3.1 *Responsibility* in this procedure references the duty to fulfill a role, make a decision or take a specific action. Responsibility may be delegated based on individual roles and level or scope of authority.
- 3.2 *Accountability* in this procedure references being responsible for and being able to explain decisions and actions. It also refers to the consequences of not fulfilling responsibilities appropriately, including where this leads to discriminatory effects, experiences and/or outcomes. Accountability cannot be delegated.
- 3.3 Responsibilities and accountabilities:
- a) Are key parts of supporting, promoting and protecting human rights and meeting requirements under the Human Rights Policy and procedures; and
 - b) Can be described as the relationship between:
 - Rights holders: all students, employees and community members¹
 - Duty bearers: employees in the organization who are responsible for promoting, protecting and upholding human rights and preventing and addressing discrimination against rights holders (in other words, all employees).
- 3.4 Under the Human Rights Policy, the term “duty bearer” includes all employees and temporary, casual and contract staff, volunteers, university and college students on placement, interns and any other person included in the definition of “worker” under the Occupational Health and Safety Act.)

Duty Bearer Responsibilities

- 3.5 All Duty Bearers are responsible for:
- a) Upholding the Human Rights Code and Human Rights Policy and procedures;
 - b) Not engaging in discrimination and harassment;
 - c) Contributing to and supporting:
 - Safe, welcoming, equitable, respectful, accessible and inclusive environments free from discrimination, oppression, harassment and harm; and
 - Organizational human rights responsibilities;
 - d) Understanding, applying and fulfilling their duty bearer roles and responsibilities; and
 - e) Contributing to school, department and system level responsibilities and accountabilities.

¹ Although students, parents and community members are not “Duty Bearers” under the Human Rights Policy, they are bound by the Code of Conduct under the terms of which they are expected to respect the dignity and rights of others (including other students, employees, visitors, etc.) and to not engage in discriminatory or harassing behaviors in District learning and working environments

- 3.6 Under the Human Rights Policy, all Duty Bearers have human rights responsibilities **within the scope of their roles, authority and influence** to:
- a) **Promote and protect** human rights and provide DDSB community members (rights holders and duty bearers) with information about their rights and responsibilities;
 - b) **Identify, prevent and address** human rights barriers and discriminatory structures in learning and/or working environments (for example, classrooms, schools, offices, job sites, etc.) and in all services and operational and employment related policies, procedures, practices, teaching and learning, plans, initiatives and decision making;
 - c) **Respond** to and address human rights barriers, issues and accommodation requests under the Human Rights Code for all DDSB community members;
 - d) **Learn** about the Human Rights Policy and related procedures so that all Duty Bearers have knowledge, skills, learning and resources to apply human rights, anti-discrimination and anti-racism principles to their jobs/roles, decision-making and interactions with DDSB community members; and
 - e) **Correct** and address human rights issues, incidents and complaints.
- 3.7 For administrators, supervisors, managers and senior leaders, these responsibilities also include the following:
- a) Not condoning discrimination and harassment;
 - b) Addressing human rights issues, complaints and accommodation requests fairly and effectively;
 - c) Leading/championing the implementation of the Human Rights Policy and procedures;
 - d) Holding employees accountable for meeting duty bearer responsibilities and other responsibilities set out in the Human Rights Policy, procedures and this framework; and
 - e) In consultation with Human Resources, taking appropriate corrective, remedial, responsive, restorative and disciplinary action when these responsibilities are not met, up to and including termination of employment (subject to the principles of progressive discipline).
- 3.8 The Director of Education and/or designates is responsible for:
- a) Promoting and maintaining an accountable human rights organizational culture that:
 - Supports, respects and upholds the District's commitments and responsibilities set out in the Human Rights Policy and procedures; and
 - Complies with the individual and organizational requirements and elements of this framework;
 - b) Holding direct reports accountable; and
 - c) Providing regular reports to the Board of Trustees about organizational compliance with the Human Rights Policy, including relevant implementation and experience and outcome measures and data.
- 3.9 Appendix A outlines additional responsibilities for all employees, managers/supervisors and the Director of Education to uphold human rights, prevent discrimination and implement the Human Rights Policy and procedures. All responsibilities are based on and/or flow from the Human Rights Policy and procedures.

Board of Trustees

3.10 Although not within the definition of a Duty Bearer, the Board of Trustees have responsibilities to:

- a) Uphold and apply the objectives of this Human Rights Policy when fulfilling Board responsibilities, processes and committee work; and
- b) Ensure that board governance, policy setting, and strategic direction and priorities promote and protect students' right to education free from discrimination, address barriers to equitable access and participation, and support equitable opportunities, experiences and outcomes for all students.

Organizational Requirements

3.11 All schools, program areas and system departments are, through their respective employees, responsible for the successful implementation and adoption of the Human Rights Policy and procedures, which includes:

- a) Acting on and implementing the elements of this framework; and
- b) Fulfilling duty bearer roles and responsibilities in:
 - Learning and working environments; and
 - The services and supports they provide to students, parents/guardians, employees and community members.

Elements of an Accountable Human Rights Organization

3.12 To support an organizational culture of human rights responsibilities and accountability as called for in the Human Rights Policy, the District will:

1. **Document expectations** so that all employees understand their duty bearer responsibilities (for example, in operational and employment procedures, practices, strategies and initiatives, job descriptions, hiring processes, performance appraisals/reviews and learning plans);
2. **Build employee capacity** to meet duty bearer responsibilities and provide duty bearers with knowledge and skills (e.g., through professional development/training and access to tools, resources and internal subject matter expertise) to help apply human rights responsibilities in day to day actions and decision making;
3. **Uphold human rights** by proactively identifying, preventing and addressing discriminatory structures and barriers in policies, procedures and practices;
4. **Have an effective issue and complaint resolution processes** and mechanisms to address individual and systemic issues and complaints; and
5. **Monitor, evaluate and report results** through data collection, analysis and public reporting.

3.13 Appendix B sets out the general concepts and principles as to accountability that have informed this procedure and that shall guide all employees in the District in adopting and implementing the Human Rights Policy and related procedures.

Individual and Organizational Accountability Mechanisms

3.14 As particularized in Appendix "A", this framework sets out:

- a) Individual and organizational responsibilities for the Director of Education and all employees, including school-based employees, non-school-based employees, and system leaders and supervisors;
- b) Detailed requirements to support school/classroom practices to uphold human rights; and
- c) Specific actions and responsibilities for all:
 - System departments that directly support schools
 - Corporate services and employment related departments.

3.15 Each school and system department will:

- a) Develop and action implementation plans to meet the requirements of the policy, procedures and this framework through the mechanisms listed below at the employee and appropriate organizational level(s); and
- b) Demonstrate how the implementation plans incorporate duty bearer responsibilities and the elements of an accountable human rights organization (including the requirements and actions listed in Appendices A and B) into all activities.

Organizational level	Accountability mechanism
Community	Public reporting
Board	Governance Committees Multi-Year Strategic Plan Policies
District	Decisions and recommendations to the Board Operational Plan Accessibility Plan Strategies and initiatives Procedures and practices System Professional Development plan Community partnerships Employment systems Student Census and Workforce Census Human rights issues, incidents and complaints data Communications plan Engagement plan
Schools and system departments	School learning plan or department operational plan School Climate data and Student Census Human rights procedure implementation plan School Community Councils and community engagement Program evaluations
Managers, supervisors, system leaders and administrators	All operational and employment related decision making (recruitment, hiring, performance management, promotions, discipline, etc.)
All employee (at all levels, including the Director of Education)	Job description/position profile Performance appraisal Learning plan Professional development Professional duties and obligations

Evaluation and Reporting

- 3.16 In accordance with the Human Rights Policy, the Director and designates shall collect, analyze and publicly report to the Board of Trustees on specific qualitative and quantitative data including and not limited to:
- a) In relation to services, learning environments and student experiences and outcomes: Student Census and School Climate surveys, academic placements, course enrolments, access to programs, achievement and learning skills, well-being, attendance, bullying/safety, Education Quality and Assessment Ontario (EQAO) test scores, credits granted to students, graduation metrics, post-secondary access (i.e., university and college applications and confirmations), accommodations, special education identifications, special education class placements, awards and scholarships, discipline (e.g., suspensions and expulsions), curriculum development, extra and co-curricular engagement, and human rights issues and complaints and resolutions/results; and
 - b) In relation to employment, working environments and employee experiences and outcomes: Workforce Census and employee experience surveys, recruitment, selection, accommodations, workplace conditions and experiences, retention, access to developmental opportunities, volunteer recruitment, promotions, discipline, workforce data, terminations, exits, and human rights issues and complaints and resolutions/results.
- 3.17 The Director, in consultation with Assessment & Accountability, may also consider additional data and research, as maybe required to uphold the objectives of the Human Rights Policy.
- 3.18 In relation to this data, the Director of Education and designates shall develop an evaluation plan to:
- a) Identify discriminatory structures, policies, practices, barriers and differential and disproportionate student and employee opportunities, access, experiences and outcomes;
 - b) Set out an action plan to address discriminatory structures, policies, practices, barriers and differential and disproportionate student and employee opportunities, access, experiences and outcomes (e.g., removing barriers, adjusting practices, revising procedures or this framework, etc.) to support ongoing human rights performance improvements; and
 - c) Report to the Board of Trustees and the public on the foregoing.

4.0 Reference Documents

4.1 Policies

- Indigenous Education
- Human Rights Policy
- Consultative Processes
- Equity and Inclusive Education
- Equitable Recruitment
- Positive School Climates
- Workplace Harassment Prevention, Workplace Sexual Harassment Prevention and Safe and Respectful Workplace

4.2 Procedures

- Classroom Practices: Teaching and Learning
- Human Rights, Anti-Discrimination and Anti-Racism
- Human Rights Inclusive Design and Accommodation
- Student/Family Human Rights Issue, Incident and Complaint Resolution
- Equity and Inclusive Education
- Equitable Recruitment
- Positive School Climates
- Complaint Procedure – Workplace Harassment Prevention, Workplace Sexual Harassment Prevent and Safe and Respectful Workplace

4.3 Other Documents

- Universal Declaration of Human Rights
- United Nations Declaration on the Rights of Indigenous Peoples
- United Nations Convention on the Rights of the Child, Rights of Persons with Disabilities, Yogyakarta Principles and other United Nations documents and instruments
- Ontario Human Rights Commission's policies, guidelines and resources
- Anti-Racism Directorate's Anti-Racism Policy, Anti-Racism Strategy and Data Standards for the Identification and Monitoring of Systemic Racism
- Ministry of Education strategies, plans and policy and procedures memoranda
- York Region District School Board Anti-Black Racism Strategy
- The Equity Continuum: Action for Critical Transformation in Schools and Classrooms (Murray and West-Burns, 2011)
- Building Capacity: A Focus on Culturally Responsive and Relevant Pedagogy Through a Critically Conscious Practitioner Inquiry (West-Burns, 2018)

Adapted from *draft* accountability framework, former Strategic Projects Unit, Ontario Public Service

Appendix:

Appendix A: Employee Roles and Duty Bearer Responsibilities

Appendix B: Key Organizational Elements and Actions

Effective Date

YYYY-MM-DD

Amended

YYYY-MM-DD

Appendix A: Employee Roles and Duty Bearer Responsibilities

- 1.1 All employees have individual roles, responsibilities and accountability for human rights, anti-discrimination and anti-racism in district services, employment and learning and working environments as set out in:
 - a) The Human Rights Policy and related procedures; and
 - b) Legislation, other policies and procedures, collective agreements (where applicable) and professional standards governing conduct (where applicable).
- 1.2 In addition, all employees contribute to shared organizational responsibilities to create and contribute to learning and working environments that centre human rights and equity and that are welcoming, safe, respectful, equitable, inclusive, accessible and free from discrimination, oppression, harassment and harm.
- 1.3 The Director of Education and/or designates is responsible for the operations of the district and implementing (or overseeing the implementation of):
 - a) Organizational requirements to uphold the Human Rights Policy and procedures; and
 - b) Initiatives, practices and measures to support all employees in complying with the Human Rights Policy and procedures.

Organizational Responsibilities

- 1.4 The District, through the Director of Education and/or designates, will:
 - a) Engage and consult with diverse communities, including enhancing existing or developing new relationships with communities and networks;
 - b) Integrate human rights, anti-discrimination, anti-racism, inclusive design, Universal Design for Learning (UDL) and accessibility principles into organizational operational, service related and employment related policies, procedures, practices, rules, programs, initiatives and informal and formal decision making;
 - c) Identify, prevent and address discriminatory and inequitable impacts, practices, processes, experiences, barriers and outcomes in all aspects of:
 - Curriculum design and delivery, pedagogical approaches and all classroom/school practices;
 - Recruitment, selection, promotion and retention and all human resources practices and decisions;
 - Initiatives and programs, including school and board improvement, learning, operational and strategic plans and priorities;
 - Training, learning, professional development, performance and succession plans and decision making;
 - Business planning, processes and decisions (e.g., procurements, budgets, resources, etc.);
 - Communications;
 - Evaluation and reporting;
 - Community engagement; and
 - Organizational change processes, assessments and decision making;

- d) Communicate about human rights related accountabilities so that all employees recognize and understand their individual and organizational roles and responsibilities and how their decisions and actions must uphold human rights and prevent discrimination;
- e) Communicate about human rights related accountabilities so that all employees recognize and understand their individual and organizational roles and responsibilities and how their decisions and actions must uphold human rights and prevent discrimination;
- f) Fulfill its legal duty to accommodate Human Rights Code related needs to the point of undue hardship;
- g) Provide students, parents/guardians, employees and community members with information, tools, resources and processes to identify and raise potential discriminatory practices, exercise their rights, and provide feedback on their Human Rights Code-related experiences in DDSB learning and working environments;
- h) Not condone, ignore or continue discriminatory practices;
- i) Have in place transparent, fair, accessible and effective processes to address human rights accommodation requests, issues, incidents and complaints;
- j) Implement additional actions/initiatives as may be required to meet the objectives of the Human Rights Policy and procedures;
- k) Work with education sector and other partners to raise potential human rights issues in their processes/practices that impact district students, employees and communities; and
- l) Measure, evaluate and report on organizational human rights performance.

1.5 To support these organizational responsibilities, the Director of Education and/or designates shall:

- a) Set clear direction and expectations to help employees at all levels fulfill individual and organizational roles, responsibilities and accountabilities for human rights, anti-discrimination, anti-racism, inclusive design, UDL and accessibility;
- b) Build capacity and competencies and providing professional learning and training to equip employees with knowledge and skills to:
 - Support the implementation of the Human Rights Policy and procedures
 - Identify, prevent, and address discrimination and discriminatory barriers
 - Apply human rights, anti-discrimination and anti-racism principles and approaches in day-to-day activities and decision making;
- c) Integrate and embed human rights, anti-discrimination and anti-racism into:
 - Recommendations to the Board of Trustees to inform the Board's decision making;
 - Strategic priorities, operational strategies, initiatives and action plans
 - Operational functions, policies, procedures and practices, including (and not limited to) those related to curriculum, pedagogy, student assessment, placement, guidance, supports, resources and discipline;
 - Employment and human resources functions, policies, procedures and practices, including (and not limited to) job descriptions, hiring practices, supervision, performance appraisals, performance management, promotion practices, succession planning, termination, exits and safe and respectful workplaces;
 - Mental health and well-being initiatives;
 - Organizational learning plans and other job expectations;
 - Financial and business planning and relationships including:
 - Equitable budget and resource allocation recommendations that include human rights barrier identification, removal and accommodation costs that are appropriately spread as widely as possible throughout the organization; and

- Procurement processes, vendor selection, community use of schools permits, etc.
 - Research and evaluation;
 - Community engagement and partnerships, including School Community Councils;
 - Communications and reporting;
- d) Develop fair, effective and efficient human rights accommodation, issue, incident and complaint resolution mechanisms;
- e) Prevent and correct human rights violations and upholding individual and organizational obligations and accountabilities;
- f) Monitor, evaluate and report on progress, including collecting and analyzing data to identify potential issues and trends;
- g) Act on and address results, findings and trends to support ongoing organizational learning and growth;
- h) Support Human Rights Policy commitments, champion an organizational culture of human rights, and promote human rights, anti-discrimination and anti-racism as core competencies and practices;
- i) Raise systemic human rights related policy or other issues that affect the district's services, employment and learning and working environments to the Board of Trustees, education/community partners or the Ministry of Education, as appropriate;
- j) Strengthen Board of Trustee governance through the provision of training on human rights, anti-discrimination and anti-racism principles and the scope, use and results of identity-based data collection and analyses within the district;
- k) Monitor and assess organizational compliance with this procedure and:
 - Revise or remove procedures and practices that conflict with the Human Rights Policy and procedures;
 - Implement new procedures, actions or initiatives that proactively promote and support human rights, anti-discrimination and anti-racism; and
 - Hold direct reports accountable for complying with individual and shared organizational roles and responsibilities set out in the Human Rights Policy and procedures; and
- l) Put in place appropriate organizational structures and allocate sufficient resources and expertise to:
 - Implement requirements and meet the objectives of the Human Rights Policy and procedures; this may include additional actions as may be required to meet the policy's objectives; and
 - Support this critical work.

1.6 The Director and/or designates shall include, reflect and assess the requirements of the Human Rights Policy and procedures and/or responsibilities and accountabilities in:

- a) Recommendations to the Board of Trustees on the Board's board multi-year strategic plans;
- b) Strategic operational goals, priorities and initiatives;
- c) Organizational leadership and professional development plans
- d) System departmental plans;
- e) School improvement/learning plans;
- f) Protocols for inclusion in all employee performance appraisals and learning plans; and
- g) All other mechanisms listed in Section 4 (Individual and Organizational Accountability Mechanisms) of this framework.

Employee Responsibilities

1.7 **All employees** shall implement and comply with the Human Rights policy and procedures within the scope of their job duties, role, authority and influence and must:

- a) Model human rights positive behaviour and not engage in any form of discrimination or harassment;
- b) Support and contribute to safe, welcoming, respectful, inclusive, accessible and equitable learning and working environments;
- c) Engage in ongoing learning and professional development to:
 - Strengthen human rights, anti-discrimination and anti-racism knowledge, skills and competencies; and
 - Recognize how positionality, power and privilege and discriminatory biases, beliefs, assumptions, stereotypes, ideologies, inequities and barriers operate in district learning and working environments and in individual practices;
- d) Apply human rights, anti-discrimination and anti-racism principles, practices and approaches (including inclusive design, UDL and accessibility principles) in all work, interactions, actions and decision making; this includes:
 - Addressing human rights obligations when applying other policies, procedures and practices;
 - Examining practices and decision making to consider potential discriminatory barriers and inequitable experiences, processes, effects and outcomes, including impacts on students, families, employees and communities that may be discriminatory and may unintentionally cause trauma and harm;
 - Act in ways that uphold the rights of the child/student and the rights of employees, are in the best interests of the child/student, are asset-based, do not cause or perpetuate harm and are not discriminatory (e.g., adjust practices to prevent or address potential discrimination);
- e) Report potential discrimination and discriminatory barriers to their supervisor/manager;
- f) Intervene to stop all forms of harassment or discrimination against a student(s) and report it to their supervisor/manager;
- g) Not interfere with human rights issue or complaint resolution processes;
- h) Participate in and cooperate fully with information gathering or investigation procedures, as may be required to respond to a human rights issue or complaint;
- i) Not engage in reprisal actions against students (or their family members/guardians), employees or community members who raise human rights related issues, concerns, accommodation requests or complaints, or who participate in complaint or issue resolution processes; and
- j) Support and contribute to the organizational responsibilities outlined in the Human Rights Policy and procedures.

1.8 All employees, within the scope of their job duties, role, authority and influence and shall be informed by, apply and incorporate the principles and requirements of and/or implement the following in their work:

- a) The Indigenous Education Policy and related procedures;
- b) The DDSB's Accessibility Plan;
- c) Inclusive design, UDL and differentiated instruction, assessment and evaluation;
- d) The Equity Continuum: Action for Critical Transformation in Schools and Classrooms;
- e) Culturally Relevant and Responsive Pedagogy (CRRP) and critically conscious practitioner inquiries;
- f) The Compendium of Action for Black Student Success; and

- g) Additional new tools and resources to support anti-discrimination, as they are developed and become available.

1.9 In addition, **all employees who interact with students** (including but not limited to school-based administrators, educators, professional services staff and support staff) will:

- a) Create conditions that support welcoming, safe, inclusive, accessible, equitable learning environments, opportunities, experiences and outcomes for students;
- b) Treat students equitably, with dignity, respect and care, and respond to individual and intersecting identities, strengths, barriers, needs, circumstances and other factors that influence individual student learning and experiences;
- c) Critically examine and reflect on how positionality, systems of power, privileges, biases and ideologies operate and affect their decisions, actions and interactions in classrooms and schools (for example, relating to educational philosophies, pedagogical approaches, class rules and routines, curriculum and delivery, instructional materials and resources, student assessment, placement, programming needs, evaluation, classroom management, guidance practices, office referrals, referrals to the police and Children's Aid Society, discipline, resources and support for students, school activities and events, parent/guardian and community engagement, etc.) and how this affects students;
- d) Not take part in, condone or allow discrimination in learning environments; and
- e) Confront, challenge and disrupt discriminatory practices, barriers and inequities in student learning environments and services and adjust practices and approaches and address barriers as required to support equitable opportunities, processes, experiences and outcomes. This includes reviewing and addressing class/school data findings and trends.

1.10 In addition, **administrators, system leads, managers/supervisors** and **superintendents** shall:

- a) Communicate about this procedure to students/families and employees (and, where needed, make accessible copies available) so that they are aware of obligations, rights, responsibilities and how to raise human rights accommodation requests, issues and complaints;
- b) Provide the Human Rights Policy and related procedures to all existing and new staff;
- c) Create and maintain learning and working environments that are free from discrimination, oppression, harassment and harm;
- d) Take steps to immediately act on and address human rights accommodation requests, issues, complaints and observations or allegations of discrimination or harassment (including potential poisoned learning or working environments); this includes acting upon becoming aware of potential discrimination, even in the absence of formal or written complaint;
- e) Not condone discrimination;
- f) Implement policies, procedures and initiatives in ways that align with human rights obligations and that assess and address potential discriminatory barriers, experiences, outcomes and impacts;
- g) Incorporate and apply human rights, anti-discrimination, anti-racist, equity, inclusive design and accessibility principles and competencies in job descriptions/requirements, outreach, recruitment, hiring and selection decisions, onboarding, supervision policies and practices, coaching, mentoring, performance appraisals, performance management, promotions, succession planning and staffing decisions;
- h) Provide learning and professional development opportunities for employees to enhance their understanding of human rights, racism, ableism, sexism, homophobia, biphobia, transphobia, faithism and other forms of discrimination;

- i) Hold staff accountable for complying with the Human Rights Policy and procedures by:
 - Assessing human rights, anti-discrimination and anti-racism competencies and skills and meeting human rights roles and responsibilities in (among other things) recruitment (e.g., job descriptions, selection criteria, etc.) supervision/coaching, learning plans, performance appraisals and performance management; and
 - In consultation with Human Resources, taking appropriate corrective, responsive, remedial, restorative and/or disciplinary action (up to and including termination of employment) to address human rights performance concerns and policy violations;
- j) Address potential resistance to initiatives and strategies that challenge discriminatory ideologies, practices and inequities and that promote increased access to, and opportunities and participation for, groups that are discriminated against, marginalized and minoritized;
- k) Build and sustain relationships and regularly engage district community members on initiatives that affect them;
- l) Champion and promote initiatives that support human rights organizational change and that address barriers, disparities and disproportionate experiences, processes and outcomes for Human Rights Code-protected groups; and
- m) Incorporate the commitments, objectives and requirements of the Human Rights Policy and procedures in school and/or system department learning plans and initiatives.

1.11 To support these requirements, all employees shall include, reflect and assess human rights anti-discrimination and anti-racism roles, responsibilities and accountabilities in their:

- a) Individual learning and professional development plans and performance plans and/or appraisals; and
- b) Contributions to school learning or system department plans.

Accountability

1.12 All employees are expected to:

- a) Adhere to the Human Rights Policy and procedures, including the requirements set out in this framework; and
- b) Not engage in behaviour and/or express views, share materials, discuss or teach content that is contrary to or inconsistent with the Human Rights Code and the Education Act in the DDSB's services, employment and learning and working environments.

Employees who do not comply with these requirements are subject to corrective and disciplinary action, up to and including termination of employment. Each situation and all relevant factors will be considered on a case-by-case basis.

School Community Councils

1.13 School Community Councils will comply with this procedure within the scope of their mandate, responsibilities and activities and in ways that promote and uphold human rights, anti-discrimination and anti-racism principles and actions.

Appendix B: Key Organizational Elements and Actions

Principles

Shared Responsibility	Transparency	Ethics and Integrity	Equity
Employees contribute to an accountable human rights organizational culture	Processes, communications and reporting about human rights responsibilities and accountability are clear and accessible	Employees perform their duties ethically, consistent with legal obligations and strategic priorities and commitments	Employees treat all community members equitably and with dignity and respect

Key Elements of an Accountable Human Rights Organization

<p>1. Document expectations</p> <p>Duty bearers know what their human rights- related responsibilities are</p>	<p>a) Outline human rights requirements, responsibilities and expectations in:</p> <ul style="list-style-type: none"> • Policies, procedures, practices, and learning/training; and • Operational plans, strategies, priorities and communications <p>b) Define human rights-related roles and responsibilities and set clear expectations in all performance plans (i.e., identify, include and evaluate human rights performance and learning commitments, strategies and activities in job descriptions and performance plans, and reinforce expectations in day-to-day work)</p> <p>c) Clearly communicate Human Rights Policy requirements and the consequences for policy violations (including reprisal)</p>
<p>2. Build employee capacity</p> <p>Provide learning and resources on human rights roles and responsibilities</p>	<p>a) Provide opportunities for employees to learn about human rights and to understand how to apply human rights requirements to their jobs and decision making</p> <p>b) Provide resources to help employees support system- wide actions to identify, prevent and address discriminatory barriers</p> <p>c) Provide managers and employees with access to resources and Indigenous and human rights expertise to help resolve issues</p>
<p>3. Uphold human rights</p> <p>Proactively identify, prevent and address discriminatory structures and barriers</p>	<p>a) Design inclusive services, employment and learning and working environments to support equitable access, experiences and opportunities and to prevent discriminatory outcomes</p> <p>b) Identify, prevent and address:</p> <ul style="list-style-type: none"> • Human rights barriers and needs in services, employment and learning and working environments; and • Processes or practices that conflict with human rights requirements <p>c) Anticipate and address potential challenges to uphold the requirements of the Human Rights Policy and procedures</p>

<p>4. Effective issue and complaint resolution processes</p> <p>Rights holders can safely raise human rights issues and complaints</p> <p>Duty bearers address complaints fairly and effectively</p>	<ul style="list-style-type: none"> a) Establish transparent and accessible processes to raise human rights issues, incidents and complaints b) Address issues, incidents and complaints fairly and effectively c) Clearly communicate processes and outcomes d) Take appropriate corrective, responsive, remedial, restorative and disciplinary action (in consultation with Human Resources and other areas, as may be appropriate in the circumstances, consistent with the principles of progressive discipline) to address human rights violations, and restore learning and working environments and relationships
<p>5. Monitor, evaluate and report results</p> <p>Review to determine if responsibilities and obligations are being met</p> <p>Learn from and act on the results to continuously improve human rights performance</p> <p>Communicate the results</p>	<ul style="list-style-type: none"> a) Monitor compliance with requirements and address potential barriers and issues, as needed b) Collect data to assess experiences and outcomes c) Report results to DDSB community members d) Provide opportunities for DDSB community members to provide: <ul style="list-style-type: none"> • Provide feedback on their human rights experiences; and • Invite input on district human rights initiatives e) Make responsive changes to the framework, as needed