

DRAFT Human Rights, Anti-Discrimination and Anti-Racism

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

1.0 Objective

1.1 The objective of this procedure is to implement the Human Rights, Anti-Discrimination and Anti-Racism Policy (the “Human Rights Policy”), with a 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 district’s services, employment, and learning and working environments.

1.2 This procedure includes:

- a) Specific employee, classroom and school, system department and organizational actions to uphold the Human Rights Policy and to support services, employment and learning and working environments free from discrimination; and
- b) Requirements to support equitable experiences, access and opportunities and to prevent discriminatory outcomes for students and employees.

1.3 This procedure also supports the Board’s Human Rights Policy to intentionally address anti-Indigenous racism, anti-Black racism, anti-Asian racism, anti-Latin American racism, all other forms of racism, Islamophobia/anti-Muslim hate, antisemitism, other forms of religious discrimination, ableism, homophobia, biphobia, transphobia, and all other forms of discrimination and hate in DDSB learning and working environments.

1.4 Additional procedures are adopted under the Human Rights Policy to address human rights accommodation requests, issues, incidents and complaints.

1.5 This procedure shall be read in conjunction with the Human Rights Roles, Responsibilities and Accountability Framework adopted under the Human Rights Policy. The policy and framework define Duty Bearer responsibilities for all DDSB employees to uphold the objectives and requirements of the policy.

1.6 The Director of Education and designates may take additional approaches and implement other procedures, initiatives or actions to address specific (e.g., racism, ableism, homophobia, biphobia, transphobia, faithism, etc.) and intersecting forms of discrimination, and classism.

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

3.1 This procedure applies to all students, employees and district community members and to all Human Rights Code related grounds (and intersection of grounds) as set out in the Human Rights Policy.

- 3.2 All organizational practices and decision making will comply with this procedure and uphold the strategic direction of the Human Rights Policy.
- 3.3 The successful implementation of this procedure requires ongoing collaboration and engagement with the district's communities, including internal departments, employee groups/federations and community partners. Student, employee and community voice and engagement is critical to help the district identify, address and prevent discriminatory behaviours, barriers, actions, experiences and outcomes. The district will engage students, employees and communities on initiatives that affect them ("nothing for/about us without us").
- 3.4 It is recognized that students, employees and other community members may be at different stages of awareness and understanding of the impacts of various forms of oppression, discrimination and racism and underlying ideologies, and that this learning may take time. In addition, some elements of the procedure require system changes that may also require time to develop and implement.
- 3.5 However, the Human Rights Policy recognizes the ongoing impacts and harm caused by discriminatory structures, policies and practices that deeply affect students, employees and communities, and that prompt action is required to address those impacts and to prevent further or ongoing harm.
- 3.6 Each system department is required to develop and implement action plans to meet the objectives and requirements set out in the Human Rights Policy, accountability framework and this procedure, with a focus on individual, departmental and organizational roles, responsibilities and accountabilities to build capacity, promote human rights and prevent, address and correct discrimination and discriminatory barriers.
- 3.7 All schools and system departments will:
- a) Promote and protect human rights in their work, actions and interactions;
 - b) Review the requirements of the policy, procedure and accountability framework;
 - c) Critically and carefully examine their processes, practices, decision making and department/school/district student and employee data and consider potential discriminatory barriers, experiences, processes, impacts and outcomes; and
 - d) Adjust, remove or develop new structures, practices and decision-making processes to align with the policy and procedure and to address discriminatory barriers, experiences, impacts and outcomes.
- 3.8 All employees within the scope of their job duties, role, authority, influence and responsibilities will apply human rights, anti-discrimination, anti-racism and accessibility principles and actions, and shall be informed by, apply, 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) Universal Design for Learning (UDL), inclusive design, 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.

Universal Design for Learning (UDL)

3.9 Employees must consider UDL principles in all their work and interactions that involve or affect students. UDL emphasizes equal participation and recognizes that all students have individual identities, abilities, strengths and needs. It involves and considers:

- a) Developing flexible ways to learn and providing students with choice;
- b) Creating an engaging classroom and school environment;
- c) Maintaining high expectations for all students while allowing multiple ways to meet expectations;
- d) Empowering educators to think differently about their own teaching;
- e) Focusing on educational outcomes for all;
- f) Designing classroom experiences and implementing curricula that meet and adjust to the requirements of all students;
- g) Flexible and multiple forms of assessments and evaluations that recognize individual progress and provide a variety of methodologies for students to demonstrate their learning; and
- h) Offering multiple means of:
 - Representation to give learners various ways of acquiring information and knowledge;
 - Formative assessments prior to summative evaluations; and
 - Engagement to tap into learner's interests, challenge them appropriately and motivate them to learn.

Inclusive Design

3.10 Employees must also apply inclusive design principles to their work. Inclusive design:

- a) Emphasizes inclusion, accessibility, barrier-free environments and equal participation of individuals and groups with diverse identities and varying levels of ability; and
- b) Requires those who develop or revise programs, procedures, standards, requirements and facilities to proactively:
 - Design with everyone in mind to include people and groups with diverse identities and to be aware of differences among individuals and groups;
 - Identify and prevent barriers to inclusion and to maximize a person's ability to independently access and participate in services and employment without discrimination; this means:
 - Identifying and preventing barriers and adjusting structures and assumptions that may otherwise exclude people based on Human Rights Code related identities;
 - Developing equitable standards or requirements; and
 - Incorporating accessibility standards and meeting legal requirements under the Accessibility for Ontarians with Disabilities Act.

3.11 The District's Inclusive Design Lens provides further guidance to support inclusive design principles, including:

- a) Engaging student voice: students' voices are part of the programming and learning experience;
- b) Engaging parents/families and communities: honouring the experiences of parents, families, caregivers and community members in classroom, school and system practices;

- c) Analyzing data: knowing who students and employees are and drawing on their knowledge, experiences and perceptions to maximize their strengths and help them grow;
- d) Environment as third teacher: the environment shows that learners and their experiences and realities are valued;
- e) Designing instructional and professional learning: programming is authentic and reflective of the lived experiences and perspectives of learners; and
- f) Building leadership capacity: intentionally creating successful entry points into leadership for students and employees.

Accessibility

3.12 The Accessibility for Ontarians with Disabilities Act:

- a) Provides a mechanism for developing, implementing and enforcing accessibility standards that affect (among other things) employment and services;
- b) Sets out specific standards for accessible customer service, employment, information and communications, transportation and public spaces.

All Employees

3.13 All employees, at all levels, schools and system departments, are required to:

- a) Lead by demonstrating respectful behaviours and decision-making that are grounded in policies and procedures;
- b) Develop/enhance their understanding of (and commit to ongoing learning and reflection about) human rights, anti-discrimination and anti-racism, including how privilege, positionality, power, oppression and dominant narratives and ideologies (including and not limited to white supremacy, racism, ableism, sexism, heteronormativity, cisnormativity, faithism, etc.) can:
 - Shape and inform assumptions and beliefs, and affect structures, policies, practices, decision making and actions;
 - Operate in district services, employment and learning and working environments;
 - Perpetuate discrimination, marginalization and harm; and
 - Result in barriers and inequitable access, experiences and outcomes for students, employees and communities;
- c) Critically reflect, analyze and challenge their own privilege, positionality and actions and existing structures that are based on colonial, oppressive, racist, ableist, sexist, heteronormative, homophobic, cisnormative, transphobic, faithist and classist ideologies that negatively and disproportionately affect students, employees and community members based on Human Rights Code grounds and combination of grounds and:
 - Consider how their decisions and actions affect communities/groups that are discriminated against, marginalized and minoritized, including and not limited to newcomers, English language learners, undocumented children, children and youth in care;
 - Act to prevent and not perpetuate discrimination and harm; and
 - Apply human rights and anti-discrimination principles to all decisions, interactions and actions; and
- d) Always consider the rights of the child/student and the best interests of the child/student in decision making and check that they are not relying upon discriminatory biases, stereotypes, assumptions and attitudes/beliefs about the child/student, their family/caregiver or community. In doing so, they should, as they deem appropriate:
 - Consult with the child/student and their family/caregiver; and

- Consult with their supervisor, who may engage with district resources and subject matter expertise (e.g., Indigenous Education, Equity and Inclusive Education, Inclusive Student Services, Mental Health and Well-Being, Positive School Climates, community members, etc.).

3.14 This procedure sets out additional specific actions and requirements related to:

- Practices in classrooms, schools and learning environments that affect students;
- Employees and system departments that support students, schools and classrooms; and
- Working environments and practices that affect employees.

Classrooms, Schools and Learning Environments

3.15 School/classroom-based educators, and all employees who work and interact with students or who support schools and classrooms, must apply human rights, anti-discrimination, anti-racism, accessibility, UDL and inclusive design principles to all aspects of school and classroom practices. This includes using the Equity Continuum’s indicators and “look-fors” across its seven tenets/areas:

- Classroom climate and instruction;
- School climate;
- Student voice and space;
- Family/caregiver school relations;
- School leadership;
- Community connections; and
- Culture of professional development.

3.16 Employees will take concrete actions to:

- Consider, reflect and respond to students’ diverse and intersecting identities, abilities, strengths and needs;
- Identify, prevent and address:
 - Discriminatory biases, stereotypes and assumptions;
 - Inequitable structures, process and barriers for students; and
 - Disproportionate opportunities, experiences and outcomes;
- Prevent harm; and
- Support learning environments that are intentionally and meaningfully inclusive, responsive and authentic for all learners.

Curriculum, Pedagogy and Resources

3.17 Educators are to apply the principles of the Human Rights Policy and this procedure when delivering/implementing curriculum, programs, pedagogical and instructional approaches and practices, learning materials (including books, videos, etc.), teaching/lesson plans and resources. This means that educators will:

- Work to build appropriate and supportive relationships with all students, parents/guardians/families to better understand their identities and perspectives;
- Thoughtfully and respectfully:
 - Centre students in instruction so that all students feel visible, heard, valued, and know that they matter and belong;
 - Reflect, lift up, represent and positively promote students’ identities and voices; and

- Affirm and foster the expression of students' diverse felt, lived and intersecting identities based on ancestry, race, disability, sexual orientation, gender identity, gender expression, creed/religion, and all other Human Rights Code grounds and/or combination of grounds;
- c) Provide appropriate learning opportunities and integrate content that enhances understanding, respect and appreciation for multiple and intersecting social identities, including the diverse identities, voices, stories, cultures, histories, experiences and perspectives of the communities the district serves and of Ontario;
- d) Teach complete and accurate histories and narratives in accordance with district protocols and additional procedures, including:
 - The impacts of colonialism, oppression and historical and ongoing systemic discrimination; and
 - Examples of resistance to discrimination and stories of agency, excellence and joy; this includes and is not limited to:
 - Promoting historical and contemporary successes and accomplishments of Indigenous peoples, Black peoples, racialized people, women, people with disabilities, people who identify as members of 2SLGBTQI communities, people who practice various creeds/religions, etc. and people with intersecting identities;
 - Recognizing their valuable contributions throughout the year (and not only during days/months of significance);
 - Embedding these into respectful practice, without appropriation;
- e) Provide resources and materials that challenge racism, sexism, ableism, homophobia, transphobia, faithism and all forms of discrimination;
- f) Remove resources that contribute to or perpetuate discriminatory biases, assumptions, or stereotypes, in consultation with system leads where required;
- g) Consider and strive to address the unique strengths and needs of, and barriers for, newcomers, undocumented students, English language learners and children and youth in care; and
- h) Promote global competencies, social justice, human rights, anti-discrimination and responsible citizenship.

3.18 The foregoing requires educators to:

- a) Identify how and where power, privilege and oppression operate in learning environments and intentionally decentre, counter and explicitly address white supremacy, racism, ableism, sexism, homophobia, biphobia, transphobia, faithism and dominant narratives and ideologies in classrooms and schools;
- b) Not include (and to not permit others to use) harmful, derogatory and discriminatory content or language including but not limited to racist, ableist, xenophobic, sexist, gendered, homophobic, biphobic, transphobic and faithist slurs and epithets; and
- c) Not expect or rely on students who identify as members of communities that are discriminated against, marginalized or minoritized to speak to their community's histories and experiences.

Learning environments, activities and events

3.19 Educators are to apply the principles of the Human Rights Policy and this procedure to create and maintain welcoming, accessible, inclusive and equitable learning environments, classrooms, schools and displays that reflect diverse identities, prevent and address barriers, are not discriminatory and do not create or reinforce inequities. This includes and is not limited to:

- a) Promoting anti-racism, anti-ableism, anti-sexism, anti-homophobia, anti-biphobia, anti-transphobia and anti-faithism;

- b) Affirming and reflecting all identities in classroom and school environments and displays (e.g., posters, visual displays, content, etc.);
- c) Maintaining libraries with books and other resources that reflect diverse identities, authors, perspectives and lived experiences, in accordance with guidance from system leads;
- d) Using gender neutral and inclusive pronouns, language, and activities;
- e) Implementing the actions outlined in the Human Rights Inclusive Design and Accommodation [*working title*] procedure to address barriers related to ancestry, race, disability, gender identity, gender expression, creed/religion and intersecting grounds;
- f) Considering and addressing discriminatory experiences, barriers, impacts and outcomes:
 - That prevent students from participating in or accessing class/school practices, events and activities [e.g., opening exercises, schedules, “spirit” days, fundraising events (e.g., pizza days), cafeteria and catering food options and dietary restrictions, spaces to practice faith beliefs, school trips, clubs, affinity groups, extracurricular activities, sports teams, team/school logos and mascots, graduation ceremonies, etc.];
 - For student leadership opportunities and events; and
 - When granting awards and scholarships;
- g) Being attentive and sensitive to, and taking appropriate action to address, potential discrimination and harassment against students; and
- h) Supporting affinity groups for communities that are discriminated against, marginalized and minoritized.

Guidance, Assessment and Evaluation

3.20 This procedure also engages:

- a) Guidance practices, including supporting pathways to success that are to reflect and respond to students’ abilities, strengths and post-secondary choices, and are not based on biases, assumptions and stereotypes rooted in racism, sexism, ableism, homophobia, biphobia, transphobia, faithism, other forms of discrimination and classism;
- b) Culturally relevant, appropriate and responsive clinical practices and mental health and well-being resources that:
 - Recognize that school-based and other experiences of discrimination affect mental health and well-being, can cause or trigger trauma and harm, and may impact physical and psychological safety, student engagement and achievement; and
 - Reflect and address the needs of diverse communities and support trauma-aware, trauma-informed and healing-centred approaches, in addition to steps to address and prevent discrimination;
- c) Analyzing structural and individual biases in assessment, evaluation and placement theories, processes, decisions and appeals so that they are asset-based and do not reflect deficit, discriminatory and classist ideologies, assumptions and stereotypes about Indigenous students, Black students, racialized students, students with disabilities, students who identify as members of 2SLGBTQI communities, students who identify as members of a religious/faith groups that are discriminated against, minoritized and marginalized, newcomers, English language learners and children and youth in care; this includes and is not limited to:
 - Learning skills assessments; and
 - Special education and other placement decisions; and
- d) Reviewing and acting on the results of student achievement data and other indicators of student engagement and success to address systemic issues, disparities and disproportionate outcomes.

Classroom Management and Discipline

- 3.21 This procedure also applies to developing and enforcing fair, equitable, anti-discriminatory and anti-racist formal and informal school and classroom rules, practices, expectations, initiatives, programs and/or decisions related (and not limited) to:
- a) Codes of Conduct, Dress Codes, health and safety standards, attendance and other policies, procedures and practices to address disproportionate experiences and outcomes for Human Rights Code protected groups;
 - b) Challenging how behaviour is interpreted based on privilege, power, ideologies, biases, stereotypes and assumptions (e.g., depictions and stereotypes based on race, disability, sexual orientation, gender identity, gender expression, creed/religion, language, appearance/dress and classism; for example, the criminalization of students, the “model minority myth,” etc.);
 - c) Positive school climates, including addressing:
 - Bullying, harassment and other discriminatory behaviours against students based on their identities (or perceived identities);
 - Behaviours that may be in response to harassment and discrimination or that may stem from unaddressed Human Rights Code related barriers and needs; and
 - the over-scrutiny/over-surveillance of students, and unnecessary response escalation, based on ancestry, race, gender, disability and other Human Rights Code grounds;
 - d) Referrals to the principal’s office;
 - e) Making assessments as to whether circumstances exist to trigger reporting or referrals to police services, the Children’s Aid Society and other external agencies or organizations;
 - f) Disciplinary decisions and outcomes, including exclusions, suspensions and expulsions; discipline processes must consider:
 - Human rights and other mitigating factors;
 - The disproportionate harm and impacts of exclusion, suspension and expulsion on racialized students and students with disabilities;
 - Alternatives to exclusion, suspension and expulsion; and
 - Restorative practices; and
 - g) All other school and classroom management practices and decision making that affect students and adjusting practices or decision making to address potential discriminatory barriers, experiences and outcomes.

School and Community Engagement

- 3.22 These requirements also apply to:
- a) Student, parent/caregiver and community engagement initiatives, including strategies to engage communities that are discriminated against, marginalized and minoritized (see sections 3.23 and 3.46);
 - b) School Community Council activities and events (see section 3.28);
 - c) Community partnerships (i.e., not partnering or enter into contracts/agreements with community groups or organizations that do not support or uphold human rights, anti-discrimination principles or the district’s commitments and values) (see sections 3.25 and 3.26);
 - d) All communications and interactions with students, parents/caregivers and community members, including the use of inclusive, non-discriminatory language and approaches and not relying on stereotypes and assumptions about family structures, parenting styles, etc.;
 - e) Parent/community member and employee reception at schools and offices (e.g., during meetings, phone calls, etc.); and

- f) The development and implementation of school learning/improvement plans and professional development plans that include, reflect and address these requirements.

Freedom of Expression and Upholding Human Rights

- 3.23 The district recognizes the Canadian Charter of Rights and Freedoms and the importance of the freedom of thought, belief, opinion and expression. These rights and freedoms are subject to “reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.” The district recognizes that an individual’s rights may conflict with another individual or group’s rights and that:
- a) No rights are absolute;
 - b) The district has a responsibility to respect the rights and freedoms of others, including the right to learn and work in environments free from discrimination and hate/hate speech;
 - c) Discrimination can affect physical and mental health and well-being and can cause trauma and harm, especially for communities that are marginalized and minoritized; and
 - d) Promoting and protecting the rights of the child/student and preventing trauma and harm in district learning and working environments, may place limits on Charter freedoms in certain situations.

Community Engagement and Partnerships

- 3.24 The district recognizes the valuable role that community members play in equitable educational services and employment. Engagement strategies will invite and encourage engagement with the district’s diverse communities to support the implementation of:
- a) Elements of this procedure; and
 - b) Other human rights related procedures and initiatives.
- 3.25 Employees assigned to Board committees by the Director (as a staff resource) will provide guidance and assistance to the committee Chair or co-Chairs to help integrate human rights, anti-discrimination and anti-racism principles into committee practices and activities.
- 3.26 The Director and designates will apply human rights, anti-discrimination and anti-racism principles to its processes for, selection of and formal and informal agreements with community organizations and business partners and groups that work with or in DDSB schools, on DDSB premises or in other DDSB learning and working environments.
- 3.27 The DDSB will not enter into partnerships with community groups and organizations whose mandates/objectives conflict with the district’s values and commitments as set out in the Human Rights Policy and this procedure. This includes community fundraising efforts, donations (e.g., food, clothing and toy drives), community use of schools permits and other partnerships. Wherever possible, the district will partner with community groups and organizations that actively demonstrate their support for human rights, anti-discrimination, anti-racism and for communities that are discriminated against, marginalized and minoritized.
- 3.28 The Board has embedded Human Rights principles into its Community Use of Schools Policy.
- 3.29 School Community Councils must comply with the Human Rights Policy and procedures within the scope of their mandate, responsibilities and activities.

Supporting Schools and Classrooms: Academic Services

3.30 The Director of Education and designates shall apply and embed human rights, anti-discrimination and anti-racism principles into, and address barriers in, all aspects of academic services and operations to support staff in fulfilling the requirements and responsibilities outlined in this procedure. This includes and is not limited to:

- a) Educational and operational procedures, protocols as to programs, curriculum, learning materials and resources (including providing guidance on resources);
- b) Protocols for educator assessment and evaluation and related tools and resources;
- c) Mental health and well-being programs, services, resources and supports for students;
- d) Clinical and professional services and supports; and
- e) Strategies, initiatives and resources to support student success, inclusive student services, outdoor education, English language learners, newcomers, undocumented students/families, children and youth in care, early years, the poverty strategy and positive school climates.

3.31 The Director of Education and designates shall also:

- a) Include role specific human rights responsibilities and accountabilities in learning, professional development and leadership opportunities (including but not limited to the New Teacher Induction Program (NTIP), aspiring leaders programs, etc.);
- b) Support the implementation of the Indigenous Education Policy, the Equity Continuum, UDL, inclusive design, the Accessibility Plan, culturally relevant and responsive pedagogy, differentiated instruction and the Compendium for Black Student Success; and
- c) Promote and champion human rights, anti-discrimination, anti-oppression and anti-racism through:
 - Consulting, knowledge building, coaching, mentoring, job embedded learning and critically conscious practitioner inquiries to challenge positionality, privilege and discriminatory ideologies; and
 - Collaborating with internal and external resources and subject matter expertise (e.g., Indigenous Education, Equity, Inclusive Student Services, Positive School Climates, Human Rights and Equity Advisor, affinity groups, community organizations and partners, etc.).

Supporting Schools and Classrooms: Corporate Services

3.32 The Director of Education and designates shall address human rights, anti-discrimination and anti-racism in all aspects of employment and human resources, by adopting and implementing Human Resources protocols that embed human rights, anti-discrimination and anti-racism principles into each of the following:

- a) Assessing staffing needs, creating job descriptions, planning and conducting outreach strategies and developing job postings;
- b) Recruitment, selection, onboarding, orientation and retention processes, initiatives and strategies;
- c) Coaching, mentoring, leadership and professional development opportunities, projects and assignments;
- d) Employee relations processes, issues and considerations;
- e) Advice and support to managers and supervisors who are engaging in courageous conversations with employees and addressing employee issues;
- f) Performance evaluations/appraisals and performance management and improvement plans;
- g) Transfers and promotions;

- h) Succession planning;
- i) Corrective and disciplinary processes;
- j) Exits and termination of employment;
- k) Human resources tools and supports for managers/supervisors;
- l) Training and professional development for human resources staff; and
- m) All other human resource administration and staffing decisions and functions.

In undertaking the foregoing, workforce and student census data will help inform decision making.

3.33 The district will adhere to the Equitable Recruitment policy, procedure and guidelines to support section 3.31 and to implement fair, consistent and transparent hiring procedures and practices to attract, recruit and retain a qualified and diverse work force that:

- a) Reflects the diverse communities the district serves (and its changing demographics) and of Ontario; and
- b) Has the knowledge, skills, attributes and lived and other experiences to best support students and to effectively respond to the diverse identities, strengths, needs and experiences of the district's communities.

3.34 The Director of Education and designates will also promote human rights and identify, address and prevent discrimination and human rights related barriers in employee:

- a) Wellness programs, including resources and supports for employees;
- b) Health and safety programs and resources, including psychological safety; and
- c) Accommodation processes, including abilities management and return to work processes.

3.35 The Director of Education and designates will apply and embed human rights, anti-discrimination and anti-racism principles into, and address barriers in, all aspects of corporate services, procedures, practices and protocols, including as to:

- a) Recommendations to the Board to support the Board of Trustee's decision making on policy and budget;
- b) Decisions related to resource allocations, including considering equitable resources for:
 - Schools in high priority/low socioeconomic areas to address systemic barriers and imbalances (for example, in school funding formulas, local school fundraising efforts, participation in school activities and events, etc.);
 - Initiatives and professional development that support the objectives of the Human Rights Policy, related procedures, the accountability framework and other human rights related initiatives; and
 - Financial and business planning including:
 - Recommendations that include human rights barrier identification, removal and accommodation costs that are appropriately spread as widely as possible throughout the organization; and
 - Ensuring that funding for Indigenous, anti-discrimination, anti-racism and equity initiatives are appropriately prioritized and applied;
- c) Business relationships and partnerships, procurement, tendering and vendor selection processes for all business dealings and contracts (for example, food services, catering, community use of schools permits, etc.); this includes and is not limited to:
 - Applying human rights related commitments and requirements in vendor selection criteria;
 - Where appropriate, supporting local businesses:
 - Owned/operated by members of groups that are discriminated against, marginalized and minoritized;

- Who can support the district in addressing barriers and accommodating diverse student and employee needs; and
 - That demonstrate their commitment to human rights, anti-discrimination and anti-racism;
- d) Engaging with appropriate district communities on the design and implementation of projects and initiatives (e.g., new builds, school names, boundary reviews, etc.); this includes engaging with Indigenous communities when planning, designing and constructing new buildings and facilities;
- e) Equitable, accessible and anti-discriminatory services, supports and resources, including but not limited to supporting and upholding Indigenous rights, inclusive design, UDL, AODA and Human Rights Code principles and requirement and addressing related barriers and needs in:
- The design, construction and renovation of physical spaces [for example, universal/all gender washrooms, option for private physical education change areas, and spaces and/or design elements to support or facilitate accommodation needs (e.g., Indigenous cultural and spiritual practices, special education, creed/religion, breastfeeding/expressing breast milk and other Human Rights Code related needs)];
 - Accessible and inclusive student transportation services;
 - Information Technology projects, resources, access, information security, asset management and services (e.g., to consider and address barriers for students, employees and community members or that may otherwise impact accommodations and equitable access, including but not limited to chosen names, pronouns and diverse gender markers in databases, electronic forms, related reports, etc.);
 - Health and safety planning and programs;
 - Maintenance, building operations, custodial services and supplies and community use of schools;
 - Interactions with students, parents/caregivers and community members in the course of their duties; and
 - All other corporate services functions.

Working Environments for all Employees

3.36 All employees have the right to, and have roles and responsibilities to contribute to, an inclusive, safe, equitable, welcoming, respectful and accessible work environment free from discrimination, oppression, harassment and harm, in accordance with the Workplace Harassment Prevention, Workplace Sexual Harassment Prevention and Safe and Respectful Workplace Policy. This applies to all aspects of working environments, employment and the employment cycle.

Organizational Culture of Human Rights

3.37 To support collaboration, integration and individual and shared organizational roles, responsibilities and accountabilities, the Director of Education and designates will embed and apply human rights, anti-discrimination and anti-racism principles to the design and protocols for implementation of, and to specific initiatives within:

- a) Recommendations to the Board of Trustees about the Multi-Year Strategic Plan;
- b) Strategic and operational priorities, goals, strategies and initiatives;
- c) System departmental plans;
- d) School improvement/learning plans;
- e) Human resources processes and activities (see sections 3.31 to 3.33);
- f) Learning and professional development plans;
- g) All service/operational and employment/Human Resource Services related policies, practices, procedures and decision-making processes; and
- h) Employee performance appraisals and learning plans.

- 3.38 The Director of Education and designates shall review and update, as necessary, these initiatives, strategies and plans with a focus on:
- a) Specific actions and measures to address the requirements of the Human Rights Policy, procedures and accountability framework;
 - b) Promoting human rights, anti-discrimination and anti-racism;
 - c) Supporting inclusive design, UDL, accessibility, integration, participation and inclusion; and
 - d) Identifying, preventing and addressing barriers and adverse discriminatory impacts.
- 3.39 The Director of Education and designates may implement special initiatives/programs or additional procedures, strategies, plans or actions to address unique and intersecting forms of discrimination against students and employees based on ancestry, race, sex, disability, sexual orientation, gender identity, gender expression, creed/religion, and any other Human Rights Code related ground or combination of grounds. The district will engage and co-create any such programs with communities the district serves and those who are most affected by the program.

Data Collection, Evaluation and Reporting

- 3.40 The Director of Education and designates will develop and implement a human rights evaluation plan that includes:
- a) Administering surveys and/or other research tools to:
 - Collect student and employee Human Rights Code related identity data, including intersectional identity data;
 - Gather information about human rights related experiences;
 - Prioritize the stories and lived experiences of students, employees and communities who are marginalized, minoritized and most impacted by discrimination and racism; and
 - Regularly review and act on changing district and school community demographics;
 - b) Conducting research on trends and promising practices in human rights, equity, anti-oppression, anti-discrimination and anti-racism in education and employment;
 - c) Analyzing disaggregated data and using anti-discriminatory and anti-racist approaches to identify issues, themes/trends, barriers, and disproportionate and intersectional impacts in:
 - Services and student experiences and outcomes, including (among other things): Student Census and School Climate surveys, academic placements, course enrolments, access to programs, achievement and learning skills, well-being, bullying/safety, attendance, 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;
 - Employment including (among other things): 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 complaint and resolutions/results;
 - d) Using the data to inform revisions to (or to develop new) strategies, policies, procedures, professional development, training, tools, resources and accountability measures to address disproportionalities, and may include conducting system or organizational culture reviews;

- e) Considering additional data, research and other approaches that may be required to identify, assess and address potential barriers and differential or disproportionate experiences and outcomes, or to meet the objectives of the Human Rights Policy and this procedure;
- f) Developing key performance indicators and evaluating and reporting on the implementation and effectiveness of the Human Rights Policy and its related procedures in achieving their objectives; and
- g) Consulting with community partners on all aspects of data collection and evaluation, including recommendations on analyzing and addressing trends and findings. This includes engaging Indigenous communities on approaches and perspectives on sources and types of data, data collection, analyses and evaluation.

3.41 The evaluation plan will align with data collection and evaluation requirements as set out in the Anti-Racism Directorate's *Data Standards for the Identification and Monitoring of Systemic Racism*.

Students, Parents/Families/Caregivers and Community Members

- 3.42 All students, parents, caregivers, community members and all other visitors are expected to treat all other DDSB community members with dignity and respect and to not engage in discriminatory and harassing behaviour in DDSB learning and working environments.
- 3.43 The Code of Conduct and the Student/Family Human Rights Issue, Incident and Complaint Resolution [*working title*] procedure sets out expectations, the process for raising issues and complaints and the steps that will be taken to address discrimination and harassment.

Communications and Information Sharing

- 3.44 The Director and designates will communicate about and publicly post this procedure so that students, families, employees, community members and visitors, etc. can access and are aware of this information. Alternative formats will be made available upon request.
- 3.45 The district will reference this procedure in School Codes of Conduct, School Handbooks, newsletters, reports, school websites and other appropriate communication tools, and will provide this procedure to School Community Councils and volunteers.
- 3.46 All district communications and websites will be accessible and comply with requirements under the Human Rights Code and the Accessibility for Ontarians with Disabilities Act. All posted images and graphics will be inclusive and representative of the district's diverse communities.
- 3.47 The Director of Education and designates will develop and implement a communications and engagement plan to help promote human rights and to:
 - a) Raise awareness among students, families/caregivers, employees and communities about their responsibilities and their rights, including the right to non-discrimination and accommodation, and how to assert these rights;
 - b) Raise awareness among employees about their human rights related roles, responsibilities and accountabilities, and that human rights violations have consequences;
 - c) Embed human rights, anti-oppression and equity principles into all communications;
 - d) Identify and address communication barriers, and enhance accessible communications and engagement opportunities for all community members;
 - e) Invite consultation and engagement on key initiatives and strategies, including ongoing updates to this procedure and related policy; and
 - f) Provide regular progress reports on initiatives to address systemic issues and the outcomes of those initiatives.

Review Process

- 3.48 The Director of Education and designates will review and update this procedure as required and at least every five years. To support the review process, the review will include:
- a) Data (for example, School Climate and Well-Being survey data, Student Census/Identity survey, Workforce Census data, complaints data, accommodations data, etc.); and
 - b) Wide consultation with students, employees, parents/caregivers/guardians, School Community Councils and community partners.
- 3.49 The district will follow the DDSB Policy Consultation process and will communicate consultation meetings and methods (e.g., surveys, focus group meetings and or formal meetings) with all stakeholders.
- 3.50 The district will share the consultation results with all stakeholders.

4.0 Reference Documents

4.1 Policies

- Indigenous Education
- Consultative Process
- 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
- Equity and Inclusive Education
- Equitable Recruitment
- Positive School Climates
- Complaints Procedure - Workplace Harassment Prevention, Workplace Sexual Harassment Prevention and Safe and Respectful Workplace

4.3 Other Documents

- Universal Declaration of Human Rights
- United Nations Convention on the Rights of the Child
- Charter of Rights and Freedoms
- Ontario Human Rights Code
- Anti-Racism Act
- Accessibility for Ontarians with Disabilities Act
- Occupational Health and Safety Act
- Education Act
- Ontario Human Rights Commission's policies, guidelines, reports and resources
- Anti-Racism Directorate's Anti-Racism Policy, Anti-Racism Strategy and Data Standards for the Identification and Monitoring of Systemic Racism
- 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)

Appendix:
None

Effective Date
YYYY-MM-DD

Amended
YYYY-MM-DD