

EMPLOYEES

Human Rights, Anti-Discrimination and Anti-Racism Procedure

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 in the Durham District School Board’s (the “District”) services, employment, and learning and working environments.
- 1.2 As set out in the Human Rights Policy, “discrimination” means all forms of individual, intersectional and system discrimination based on any of the Prohibited Grounds as defined in the Human Rights Policy. Consistent with the Human Rights Policy, there is no hierarchy of rights. This procedure applies equally to all Prohibited Grounds and intersection of grounds and to all forms of discrimination, including (and not limited to) racism, ableism, sexism, homophobia, biphobia, transphobia, faithism and classism.
- 1.3 This procedure outlines human rights, anti-discrimination (anti-racist, anti-ableist, anti-sexist, anti-homophobic, anti-biphobic, anti-transphobic, anti-faithist and anti-classist) approaches and actions, and also considers intersectionality/the intersections of oppression, to effectively identify, prevent and address all forms of discrimination in the District’s learning and working environments.
- 1.4 This procedure also includes approaches and actions to support the District in meeting its obligations under the Anti-Racism Act and the Accessibility for Ontarians with Disabilities Act (AODA).
- 1.5 The procedure shall be read together with the:
 - a) Human Rights Policy;
 - b) Indigenous Education Policy and procedures upholding the distinct rights of Indigenous Peoples;
 - c) Human Rights Roles, Responsibilities and Accountability Framework (the “Accountability Framework”) implementing Duty Bearer responsibilities for all DDSB employees to uphold the objectives and requirements of the Human Rights Policy; and
 - d) Human Rights Inclusive Design and Accommodation Procedure which includes additional considerations to address unique barriers and prevent discrimination based on:
 - Disability, diverse abilities, neurodiversity/neurodivergent traits and ableism;
 - Gender identity, gender expression, cisnormativity and transphobia; and
 - Creed/religion and faithism.

2.0 Definitions

- 2.1 Key human rights and equity terms used in this procedure are defined in Appendix A (Glossary of Terms) of the Human Rights Policy.

3.0 Procedure

- 3.1 This procedure applies to benefit all students, employees and District community members.
- 3.2 All organizational practices and decision making will comply with this procedure and implement 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 endeavor to appropriately 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 racism, ableism, sexism, homophobia, biphobia, transphobia, faithism, classism and all other forms of discrimination and its impacts, 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.

Implementation Plan

- 3.6 Each school and system department shall consult with their Family of Schools Superintendent or the appropriate Associate Director, as the case may be, to develop an implementation plan to meet the objectives and requirements of the Human Rights Policy, and this procedure. For schools, implementation plans may be integrated within school learning plans. Implementation plans shall be reviewed and updated as appropriate and at least on an annual basis.
- 3.7 Implementation plans shall be based on a critical examination of processes, practices and relevant data (including community voice, where appropriate) to identify, prevent and address discriminatory barriers, experiences, processes, impacts and/or outcomes. Implementation plans shall also outline how the school or system department will apply the requirements of the Human Rights Policy and the related procedures, including the Accountability Framework, to school/system department activities and decisions.
- 3.8 All employees (within the scope of their job duties, role, authority, influence and responsibilities, and where applicable) shall embed human rights, anti-discrimination, anti-racism and accessibility principles into their work and will be informed by, apply and/or implement the requirements of:
- The DDSB's Accessibility Plan;

- Universal Design for Learning (UDL), inclusive design, and differentiated instruction, assessment and evaluation;
- The Equity Continuum: Action for Critical Transformation in Schools and Classrooms;
- Culturally Relevant and Responsive Pedagogy (CRRP) and critically conscious practitioner inquiries (CCPI); and
- The Compendium of Action for Black Student Success.

Anti-Racism Act

- 3.9 Employees shall, within the scope of their responsibilities, design or implement strategies and initiatives to advance racial equity and to identify, prevent and address systemic barriers that contribute to inequitable and disproportionate experiences and outcomes based on race, consistent with the Anti-Racism Act.

Accessibility for Ontarians with Disabilities Act

- 3.10 Employees shall, within the scope of their responsibilities, incorporate and apply accessibility principles to:
- a) Comply with AODA accessibility standards for customer service, employment, transportation, public spaces and information and communications; and
 - b) Address barriers and support accessibility and quality participation for students, employees and community members with disabilities.

Universal Design for Learning (UDL)

- 3.11 Employees shall, within the scope of their responsibilities, apply UDL principles in 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. UDL involves:
- 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 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

- 3.12 Employees shall, within the scope of their responsibilities, 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 abilities; 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 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 Prohibited Grounds; and
 - Developing equitable standards or requirements.

The District's Inclusive Design Lens provides further guidance on six threads of inclusive design.

Individual Reflection and Action

- 3.13 All District employees are expected to:
- a) Develop/enhance their understanding of (and commit to ongoing learning and reflection about) human rights and anti-discrimination, including how privilege, positionality, power, oppression and dominant narratives and discriminatory ideologies (including and not limited to white supremacy, racism, ableism, sexism, heteronormativity, cisnormativity, faithism, classism, 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 and harm; and
 - Result in barriers and inequitable access, experiences and outcomes for students, employees and communities;
 - b) Critically reflect, analyze and challenge their own privilege, positionality and actions and existing structures that are based on colonial, oppressive and discriminatory ideologies that negatively and disproportionately affect students, employees and community members based on Prohibited Grounds and combination of grounds and:
 - Consider how their decisions and actions affect communities/groups that are discriminated against, including and not limited to newcomers, international students, English language learners, undocumented children and 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
 - c) Always consider and uphold 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/guardian or community. In doing so, they should, as they deem appropriate:

- Consult with the child/student and their family/guardian; and
 - Consult with their supervisor, who may engage with District resources and subject matter expertise (for example, Indigenous Education, Equity and Inclusive Education, Inclusive Student Services, Mental Health and Well-Being, Positive School Climates, affinity networks, community members, etc.);
- d) Consider, reflect and respond to students' diverse and intersecting identities, abilities, strengths and needs;
- e) Support learning environments that are intentionally and meaningfully inclusive, responsive and authentic for all learners; and
- f) Execute the implementation plan within the scope of their responsibilities.

Classrooms, Schools and Learning Environments

Pedagogy, Teaching/Instructional Practices and Resources

3.14 Educators are to apply the principles of the Human Rights Policy and this procedure in pedagogical and teaching/instructional approaches and practices, educational program delivery, learning materials (including books, videos, etc.), teaching/lesson plans and resources. This means that educators are to:

- a) Work to build appropriate and supportive relationships with students and parents/guardians/families to better understand their identities and perspectives;
- b) Thoughtfully and respectfully:
- Centre students in instruction so that all students feel visible, heard, valued, and know that they 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 Prohibited Grounds and intersection 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 histories and narratives in accordance with District protocols and relevant procedures, including:
- The impacts of colonialism, oppression and historical and ongoing systemic discrimination; and
 - Examples of resistance to discrimination and stories of agency, flourishing, excellence and joy; this includes and is not limited to:
 - Promoting historical and contemporary successes, accomplishments and everyday experiences of Indigenous Peoples, Black peoples, racialized peoples, 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;
 - In consultation with system leads (as required), ensure that there are resources and materials incorporated in the breadth of curriculum areas that challenge racism, sexism, ableism, homophobia, biphobia, transphobia, faithism, classism and all forms of discrimination, and that resources do not contribute to or perpetuate discriminatory biases, assumptions, stereotypes and harm; and
- e) Promote global competencies, social justice, human rights, anti-discrimination and anti-racism.

3.15 Section 3.13 requires educators to:

- a) Identify how and where power, privilege and oppression operate in learning environments and intentionally de-centre, counter and explicitly address white supremacy, racism, ableism, sexism, homophobia, biphobia, transphobia, faithism, classism 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, faithist and classist slurs and epithets; and
- c) Not expect or rely on students who identify as members of communities that are discriminated against to speak to their community's histories and experiences.

Learning Environments, Activities and Events

3.16 Educators shall 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, anti-faithism and anti-classism;
- b) Affirming and reflecting all identities in classroom and school environments and displays (for example, 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) Considering and addressing discriminatory experiences, barriers, impacts and outcomes:
 - That prevent students from participating in or accessing class/school practices, events and activities [for example, opening exercises, schedules, "spirit" days, fundraising events (for example, pizza days), cafeteria and catering food options and dietary restrictions, spaces to practice faith beliefs, school trips, clubs, affinity groups, extracurricular activities, team/school logos and mascots, graduation ceremonies, etc.];
 - For student leadership opportunities and events; and
 - When granting awards and scholarships;
- f) Being attentive and sensitive to and taking appropriate action to address potential discrimination and harassment against students; and

- g) Supporting student identity-based affinity groups for communities that are discriminated against.

Guidance, Assessment, Placement, Clinical Practices and Evaluation

3.17 Educators and employees, within the scope of their responsibilities and in consultation with school and system resources and supports and diverse communities, where appropriate, shall:

- a) Analyze structural and individual biases in, and apply human rights, anti-discrimination and anti-racism principles to, guidance, assessment, placement and evaluation theories, practices and decisions (including and not limited to learning skills assessments, special education and other placement decisions, clinical practices and access to clinical assessments and services) and appeals processes. These practices and decisions shall:
 - Be asset based and reflect and respond to students' individual identities, strengths, abilities, needs and post-secondary choices;
 - Not be based on biases, assumptions and stereotypes about students based on any Prohibited Ground(s); and
 - Not reflect or be rooted in deficit and discriminatory ideologies (for example, racism, sexism, ableism, homophobia, biphobia, transphobia, faithism and classism);
 - Consider unique barriers for newcomers, international students, undocumented students/families, English language learners and children and youth in care;
- b) Implement culturally relevant, appropriate and responsive clinical practices and student mental health and well-being strategies and resources that:
 - Recognize that school-based and other experiences of discrimination affect mental health and well-being, can cause or trigger identity-based and other 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; and
- c) Review and act on the results of student achievement data and other indicators of student engagement and success to address issues, disparities and disproportionate experiences and outcomes.

Classroom Management, Referrals, Reporting and Discipline

3.18 When addressing classroom management, referrals, reporting requirements and discipline, educators are to consider and apply fair, equitable, anti-discriminatory and anti-racist principles to 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 based on Prohibited Grounds;
- b) Challenging how behaviour is interpreted based on privilege, power, ideologies, biases, stereotypes and assumptions (for example, depictions and stereotypes based on race, disability, sexual orientation, gender identity, gender expression, creed/religion, language, appearance/dress and classism; for example, the adultification and 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 bullying, harassment and discrimination or that may stem from unaddressed Prohibited Ground(s)-related barriers and needs; and
 - The over-scrutiny/over-surveillance of students, and unnecessary response escalation, based on ancestry, race, gender, disability and other Prohibited 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 students based on Prohibited Grounds (for example, 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 potentially discriminatory barriers, experiences and outcomes.

School-Community Engagement

- 3.19 All employees, within the scope of their duties and responsibilities, shall apply human rights, anti-racism and anti-discrimination principles to:
- a) Student, parent/guardian and community engagement initiatives and strategies;
 - b) School Community Council activities and events;
 - c) All communications and interactions with students, parents/guardians and community members (for example, office reception, parent/guardian meetings, phone calls, emails and other communications, etc.). This includes using inclusive, non-discriminatory language and approaches and not relying on biases, stereotypes and assumptions about family structures, parenting/child raising styles, etc. based on identities.

Freedom of Expression and Upholding Human Rights

- 3.20 The District values and recognizes the importance of freedom of thought, belief, opinion and expression under the Canadian Charter of Rights and Freedom. The District also recognizes that rights may be limited in some situations where they interfere with the rights and freedoms of others, including where these rights impede the District's responsibility and legal obligation to provide learning and working environments free from discrimination and hate/hate speech under the Human Rights Code. Employees must comply with Board policies and procedures, and all DDSB community members shall comply with the Human Rights Policy and Code of Conduct including by not engaging in any form of discrimination or hate in DDSB learning and working environments.

Community Engagement and Partnerships

- 3.21 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 elements of this procedure and other human rights related procedures and initiatives.
- 3.22 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 and anti-discrimination principles into committee practices and activities.
- 3.23 The Director and designates will apply human rights and anti-discrimination principles to its processes for, selection of and formal and informal agreements with community organizations and groups that work with or in DDSB schools, on DDSB premises or in other DDSB learning and working environments, including community and other external service providers.
- 3.24 The DDSB will not enter into partnerships with community groups and organizations that do not support human rights principles or 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 (for example, 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 and anti-discrimination.
- 3.25 School Community Councils must comply with the Human Rights Policy and procedures within the scope of their mandate, selection processes, responsibilities and activities.

Supporting Schools and Classrooms: Academic and Professional Services

- 3.26 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 and professional services and operations to support employees in fulfilling the requirements and responsibilities outlined in this procedure. This includes and is not limited to:
 - a) Educational and operational procedures and 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 assessments, services and supports; and
 - e) Strategies, initiatives and resources to support student success, inclusive student services, outdoor education, English language learners, newcomers, international students, undocumented students/families, children and youth in care, early years, the poverty strategy and positive school climates.
- 3.27 The Director of Education and designates shall also:
 - a) Include role specific human rights responsibilities and accountabilities in learning, professional development and leadership opportunities;
 - b) Promote and champion human rights, anti-discrimination, anti-oppression and anti-racism through:

- Consulting, knowledge building, coaching, mentoring and job embedded learning (for example, through CCPI) to challenge positionality, privilege and discriminatory ideologies; and
- Collaborating with internal and external resources and subject matter expertise (for example, Indigenous Education, Equity and Inclusive Education, Inclusive Student Services, Positive School Climates, Human Rights and Equity Advisor, affinity groups, community organizations and partners, etc.).

Supporting Schools and Classrooms: Corporate Services

- 3.28 The Director of Education and designates shall apply and embed human rights, anti-discrimination and anti-racism principles into, and will use workforce, recruitment and student census demographic data to inform decision making in, all aspects of the employment cycle and relationship, compensation administration and human resource administration, including:
- a) Recruitment (for example, assessing staffing needs, creating job descriptions, planning and conducting outreach strategies, developing job postings, hiring/selection, onboarding and orientation);
 - b) Employee wellness and retention programs and initiatives (for example, health and safety programs, supports for employees, accommodation and return to work processes and complaints resolution procedures);
 - c) Promotion processes, initiatives and strategies (for example, leadership and professional development opportunities, succession planning, staffing decisions, transfers and promotions);
 - d) Advice on employee issues and employee relations processes and considerations;
 - e) Performance reviews/appraisals, employee learning plans and performance improvement plans;
 - f) Corrective and disciplinary processes;
 - g) Exits and termination of employment;
 - h) Employment related tools, resources and supports for employees;
 - i) Training and professional development for and by human resources staff; and
 - j) All other human resource administration functions.
- 3.29 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 corporate services, procedures, practices and protocols, including:
- 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 and related procedures (including 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, strategies and resources are appropriately prioritized and applied;
- c) Business relationships and partnerships, procurement, tendering and vendor selection processes for all business dealings and contracts (for example, service providers, 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;
 - Who can support the District in inclusive design, addressing barriers and accommodating diverse student and employee needs; and
 - That demonstrate their commitment to human rights and anti-discrimination;
- d) Engaging with appropriate District communities on the design and implementation of projects and initiatives (for example, planning, designing and constructing new builds, school naming, boundary reviews, etc.);
- e) Equitable, accessible and anti-discriminatory services, supports and resources, including but not limited to:
 - The design, construction and renovation of physical spaces [for example, inclusive and universal washrooms, options for private physical education change areas, and spaces and/or design elements to support or facilitate Indigenous cultural and spiritual practices and to accommodate needs related to special education, creed/religion, etc.];
 - Accessible and inclusive student transportation services;
 - Information Technology projects, resources, access, information security, asset management and services (for example, 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 inclusive gender marker options 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/guardians and community members in the course of their duties; and
 - All other corporate services functions.

Organizational Culture of Human Rights

- 3.30 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 Board's Multi-Year Strategic Plans;
 - b) Strategic and operational priorities, goals, strategies and initiatives;
 - c) Organizational leadership and system learning and professional development plans;
 - d) System department and school improvement/learning plans;
 - e) All other service/operational and employment practices, procedures and decision-making processes; and
 - f) Employee performance appraisals and learning plans.
- 3.31 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 and procedures, including the Accountability Framework;
 - b) Promoting human rights, anti-discrimination and anti-racism;
 - c) Supporting inclusive design, UDL, CRRP, CCPI, accessibility, integration, participation and inclusion; and
 - d) Identifying, preventing and addressing barriers and discriminatory impacts, experiences and outcomes.
- 3.32 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 Prohibited Grounds or intersecting 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

- 3.33 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 identity-based 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 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 Accountability Office (EQAO) results, 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 (for example, suspensions and expulsions), extra and co-curricular engagement, and human rights issues, incidents, 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, complaints 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.

3.34 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.

Communications and Information Sharing

- 3.35 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.
- 3.36 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.
- 3.37 All District communications and websites will be accessible and comply with requirements under the Human Rights Code and the AODA. All posted images and graphics will be inclusive and representative of the District's diverse communities.
- 3.38 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/guardians, 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-discrimination 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 public progress reports on initiatives to address systemic issues and the outcomes of those initiatives.

Review Process

- 3.39 The Director of Education and designates will review and update this procedure as necessary and appropriate, but it shall be reviewed at least every five years. To support the review process, the review will include:
- a) Information, trends and data (for example, school climate and well-being survey data, student census/identity survey, workforce census data, complaints data, accommodations data, etc.);
 - b) Input from and evidence of impact on students, parents/guardians and employees; and
 - c) Evolving human rights law, policy and/or practices.

4.0 Reference Documents

4.1 Policies

- [Indigenous Education](#)
- [Human Rights, Anti-Discrimination and Anti-Racism](#)
- [Policy Formulation and Review](#)
- [Equity and Inclusive Education](#)
- [Equitable Recruitment](#)
- [Positive School Climate](#)
- [Safe and Respectful Workplace and Harassment Prevention](#)
- [Code of Conduct and Discipline for Students](#)

4.2 Procedures

- [Indigenous Education Procedure on Classroom Practices: Teaching and Learning](#)
- [Human Rights Roles, Responsibilities and Accountability Framework](#)
- [Human Rights Inclusive Design and Accommodation](#)
- [Student/Family Human Rights Issue, Incident and Complaint Resolution](#)
- [Consultative Process](#)
- [Equity and Inclusive Education](#)
- [Equitable Recruitment](#)
- [Positive School Climate](#)
- [Complaints Procedure - Human Rights, Safe and Respectful Workplace and Workplace Harassment Prevention](#)
- [Code of Conduct and Discipline for Students](#)

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
- [Canadian 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 and Guidelines](#), reports and resources
- [Anti-Racism Directorate's Anti-Racism Policy](#), [Anti-Black 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 \(West-Burns, 2018\)](#)
- [DDSB Hiring Guidelines](#)

Appendix:

None

Effective Date

2022-05-16