

Toronto District School Board

Policy P031

Title: **HUMAN RIGHTS**

Adopted: May 3, 2000

Effectuated: May 3, 2000

Revised: May 19, 2004; June 30, 2021; May 25, 2022; **November 1, 2023**

Reviewed: May 19, 2004; June 30, 2021; May 25, 2022*; **November 1, 2023***

Authorization: Board of Trustees

1.0 RATIONALE

The Toronto District School Board (“TDSB”) acknowledges and seeks to dismantle the Board’s colonial structures and practices and recognizes the devastating and ongoing impacts of colonization on First Nations, Métis, and Inuit people.

It is recognized and acknowledged that many members of the TDSB community continue to experience exclusion and marginalization, including racism, anti-Indigenous racism, anti-Black racism, ableism, sexism, transphobia & cissexism (discrimination and prejudice on the basis of gender identity), homophobia, and other forms of marginalization and prejudice.

TDSB recognizes that sustained measures, both proactive and reactive, are required to eradicate discrimination and to ensure that all members of the TDSB community are included, welcomed, and feel valued in all TDSB environments.

The Human Rights Policy (the “Policy”) affirms and supports the TDSB’s commitment to defending, upholding and promoting human rights in all learning and working environments for the benefit of all members of the TDSB community. This Policy supports the implementation of TDSB obligations under the Ontario *Human Rights Code*, the *Education Act*, the *Canadian Charter of Rights and Freedoms*, and the *Occupational Health and Safety Act*.

2.0 OBJECTIVE

The objectives of the Policy are:

- To protect, promote and advance the human rights of all TDSB members (see definition below) to learn, function and work in an equitable, accessible,

respectful and inclusive environment free of discrimination and harassment on the basis of the protected grounds of discrimination specified in this Policy and protected under the Ontario *Human Rights Code*.

- To ensure TDSB meets its positive human rights obligations, including to proactively identify, address, and prevent all forms of discrimination, including individual and systemic discrimination.

3.0 DEFINITIONS

For the purposes of this Policy:

Accommodation – see below under “Duty to Accommodate”.

Allegation means an unproven claim or assertion that someone has violated this Policy.

Board means Toronto District School Board, which is also referred to as “TDSB.”

Code means the Ontario *Human Rights Code*.

Condonation means the practice – particularly on the part of a person in a position of authority – of overlooking, downplaying, accepting and/or failing to respond to discriminatory behaviour.

Directing Minds means employees with supervisory authority who function, or are seen to function, as representatives of an organization. Persons who are not identified as supervisors *per se* may be directing minds if they have supervisory authority or have significant responsibility for the guidance of employees.

Discrimination means adverse treatment in a TDSB environment that is unfair based on one or more protected grounds; or treatment that results in disadvantage, violates dignity, or perpetuates prejudice against a person or group in a TDSB environment in relation to one or more protected grounds. Discrimination can be direct or indirect, individual or systemic (see definition below), and need not be intended. It also includes hate activity in TDSB environments.

Intersectional discrimination is a form of discrimination that occurs based on two or more *Code* grounds that produce a unique and distinct form and experience of discrimination that cannot be reduced to any single *Code* ground. The concept of intersectional discrimination recognizes that people may have multiple overlapping identities, and that marginalization, exclusion and discrimination may be further exacerbated because of how these identities interact or “intersect.”

Discrimination does not include the existence of measures designed to relieve disadvantage or systemic discrimination, or to assist persons or groups who experience disadvantage to achieve or attempt to achieve equal opportunity.

Duty to Accommodate means the legal obligation to make adjustments, provide support, or make exceptions in order to avoid discrimination on the basis of a protected ground so as to ensure fair and equitable access, treatment, and inclusion, and for individuals to be able to participate equally and perform to the best of their abilities in the learning environment, workplace, or other TDSB environment.

- The duty to accommodate may require making adjustments to or exceptions to policies, procedures, programs, guidelines, practices, physical settings, requirements, or criteria in keeping with the principle of the primacy of the *Code*.
- If a person in a position of authority has information or has made observations that suggests there may be a need for accommodation, that person is under a duty to make reasonable inquiries into whether an accommodation may be required.
- When there is a duty to accommodate, accommodation is required up to the point of undue hardship, which is a very high threshold.
- The procedural duty to accommodate requires that the accommodation process be transparent, collaborative and respectful. Requests for accommodation cannot be ignored.

Employee includes any person who is an “employee” under the *Code*. It also includes any person who is a “worker” under the *Occupational Health and Safety Act* including, but not limited to: full-time, part-time, regular, temporary, and probationary employees; co-op students; and contract employees.

Harassment means a course of vexatious comment or conduct in a TDSB environment, based on a protected ground, which is known, or ought reasonably to be known, to be unwelcome, and includes sexual harassment. Harassment is a form of discrimination. It is usually the result of a series of incidents (“a course” of comment or conduct) but may also result from one very serious incident. (Note: non-*Code* workplace harassment, which is not based on a protected ground, is covered under the Workplace Harassment Prevention for Non-Human-Rights-Code Harassment Policy [P034].)

Hate Activity means a hate crime or a hate incident.

Hate Incident means non-criminal conduct that is motivated in whole or in part by hatred against an individual or group on the basis of a protected ground. A hate incident can encompass situations in which the conduct is directed against

people associated with individuals or groups identified with the protected grounds. The conduct can be verbal, nonverbal or written, and may manifest itself in the form of slurs, insults, harassment, abusive gestures, taunting, display of offensive materials or hate symbols, or other acts which may intimidate, degrade and/or marginalize the targeted individual or group.

Hate Crime means a criminal offence that is committed against a person or property, and which is motivated in whole or in part by hatred or bias based on race, national or ethnic origin, language, colour, creed, religion, sex, age, (mental or physical) disability, sexual orientation, gender identity, or gender expression. This includes, but is not limited to, hate-motivated violence, incitement to hate-motivated violence, and/or the display of symbols or other representations identified with groups promoting hate and violence. It also includes such crimes committed against a person who is associated, or perceived to be associated, with individuals or groups identified with one of the aforementioned *Code*-protected grounds.

HRO means the Human Rights Office.

Instance includes an incident, event, ongoing situation, circumstance, environment, practice, policy, procedure, rule, directive, etc. that gives rise to a breach of this Policy. The term “potential instance” refers to knowledge, including based on rumour, report, or reasonable suspicion, that warrants investigation to ascertain whether a violation of this Policy has occurred.

Learning Environment means any land, premises, location, event or thing at, upon, or in which a TDSB student or TDSB member (see definition below) learns or engages in activities connected to the learning environment (e.g., parent engagement/parent council activity etc.). This includes virtual/online environments. Conduct that has consequences for the learning environment, regardless of where it occurs, may be considered to have occurred in the learning environment.

Manager means a supervisor or a directing mind as defined in this Policy.

OHSA means the *Occupational Health and Safety Act*. The *OHSA* prohibits all workplace harassment even if not on the basis of a protected ground. This Policy implements *OHSA* requirements with regard to workplace harassment on the basis of a protected ground. The Workplace Harassment Prevention for Non—Human-Rights-Code Harassment Policy (P034) implements the *OHSA* requirements with regard to workplace harassment that is not based on a protected ground.

Parent means a parent, guardian or any other caregiver legally recognized as acting in place of the parent.

Person in a Position of Authority means a manager, or a person with authority over students (e.g., teachers, educational assistants, school-based safety monitors, child and youth workers, designated early childhood educators, lunchtime supervisors, bus drivers, office support staff, etc.).

Poisoned Environment means a TDSB environment that is oppressive, negative, hostile, unwelcoming, or non-inclusive as a result of vexatious behavior that is based on a protected ground and that is known, or ought reasonably to be known, to be unwelcome. The vexatious behaviour or conduct does not need to be directed toward any person or group in particular. A poisoned environment may result from a series of incidents or a single serious incident, condonation of such behavior, and/or the failure to adequately remedy and restore the environment following the incident(s).

Positive Human Rights Obligations, also called “positive obligations”, mean organizational duties which entail taking active steps to safeguard and advance human rights. Examples of positive obligations include: conducting training; monitoring human rights compliance through data collection, analysis and reporting; and other affirmative measures aimed at preventing human rights violations and fostering a culture of human rights, even in the absence of complaints.

Protected Ground means the grounds upon which discrimination is prohibited under the Ontario *Human Rights Code* and this Policy. The grounds are:

- Age (an age that is 18 years or more)
- Ancestry
- Citizenship
- Colour
- Creed (includes but is not limited to religion and Indigenous spirituality)
- Disability (includes mental, physical, perceived)
- Ethnic origin
- Family status (includes child, adoptive, elder relationships)
- Gender expression
- Gender identity
- Marital status (including single, separated, widowed, common law and covers same and opposite sex relationships)
- Place of origin
- Race
- Sex (includes pregnancy and breastfeeding)
- Sexual orientation
- Socio-economic status*
- Record of offences (in employment only)
- Association with a person identified by a ground listed above

*Note: Socio-economic status is a protected ground under this Policy, but not under the *Code*.

Treatment that occurs as a result of perceived membership in a protected group is also protected.

RBH Portal means the Racism, Bias and Hate online reporting portal, a system which enables detailed incident reporting on racism and hate incidents involving or impacting students in schools, as governed by the procedure for Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools (PR728). It also provides a record of responses to such incidents, in the form of action plans and communication strategies, while allowing for the identification of any potential lessons learned, good/best practices, future preventative measures required, and any other systemic considerations.

Reprisal means adverse action or threat of adverse action against an individual that is in retaliation:

- (a) for, in good faith, raising concerns or claiming or enforcing a right under this Policy or associated procedures or supporting or assisting someone to do so;
- (b) for participating in a process to address a matter under this Policy or associated procedures; or
- (c) on the basis of a belief that the individual has engaged in (a) or (b).

Adverse action in the above definition could include, for example:

- disciplining, suspending, dismissing, or expelling;
- intimidating or coercing someone not to report a situation;
- changing an employee's position, shift, work location, work assignments or the nature of their work;
- moving a student to a different class;
- unfair grading;
- reducing or changing an employee's hours;
- denying a promotion; or
- harassing or discriminating.

Sexual Harassment means:

- (a) engaging in a course of vexatious comment or conduct because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome;
- (b) a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance; or
- (c) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement and the person knows or ought reasonably to know that the solicitation or advance is unwelcome. This creates a higher standard for those in positions of power because the solicitation or advance does not have to be "a course of conduct" or "egregious." Where the unwanted

sexual solicitation or advance is from a person not in a position of authority, the usual test of “course of conduct” or “single egregious incident” applies.

Sexual Harassment also includes cyber sexual harassment.

Student means a person who is enrolled at TDSB and includes an adult.

Supervisor means an employee who exercises managerial/supervisory authority in relation to other employees/workers, in accordance with OHSA or volunteers

Systemic Discrimination means patterns of behaviour, policies and/or practices that are part of administrative structures or informal culture within TDSB, and that create or perpetuate disadvantage for individuals or groups on the basis of a protected ground.

TDSB means Toronto District School Board, which is also referred to as the “Board.” TDSB is an employer as defined in OHSA.

TDSB Environment includes a TDSB learning or working environment, as defined in this Policy, and includes:

- TDSB owned or operated places, Board premises, offices, and facilities (including eating, lounge/changing areas and vehicles used for TDSB purposes or on TDSB property);
- schools and school-related activities;
- Board-related functions, activities, or events;
- online environments;
- activities, including electronic messages and postings on electronic and social media, which have significant negative consequences for the TDSB environment; and
- all applicable social areas (eg. employment; goods, services, and facilities; and contracts) protected by the *Code*.

TDSB Member/Member of the TDSB Community means, but is not limited to, students, parents/guardians, employees, job applicants, trustees, committee members, school/parent council members, permit holders (including organizations who use Board facilities), vendors, service providers, contractors, volunteers, visitors, customers of the Board, bargaining agents and associations, and all other persons who are invited to, work in, or are permitted to attend or participate in TDSB environments.

Vexatious means comment or conduct that is inappropriate or unnecessary and that a TDSB member experiences as offensive, embarrassing, humiliating, distressing or demeaning.

Workplace/Working Environment means any land, premises, location or thing at, upon, in or near which an employee works, in keeping with the definition in the

OHSA. For the purpose of this Policy, it also includes any place where individuals perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions comprise the workplace, as do Board offices and facilities (including eating, lounge or changing areas, and vehicles used for work purposes or on work property). Conferences, workshops, training sessions and staff functions (for example, staff parties and retirement celebrations) and job competitions also fall within the scope of this Policy. Regardless of where it occurs, conduct that has work-related consequences may be considered to have occurred in the workplace. Phone calls, electronic messages, and postings on electronic and social media may form part of the workplace.

4.0 RESPONSIBILITY

The Director of Education holds primary responsibility for implementation of this Policy.

Within the Director's Office, the responsibility for coordination and day to day management of the Policy is assigned to System Lead, Human Rights.

5.0 APPLICATION AND SCOPE

This Policy applies to all students, employees, and other members of the TDSB community in TDSB environments.

The Policy prohibits discrimination and harassment on the basis of the protected grounds and covers all *Code* protections applicable to the TDSB environment. It also prohibits hate activity.

Harassment that is not related to a protected ground does not fall under this Policy but may fall under other Board policies such as the Code of Conduct (P044). Workplace harassment that is not related to a protected ground falls under the Workplace Harassment Prevention for Non-Human-Rights-Code Harassment Policy (P034).

6.0 POLICY

6.1. Policy Statement

6.1.1. The TDSB is committed to safeguarding, advancing and proactively promoting the right of every student, employee and TDSB member to learn, function and work in an equitable, accessible, respectful and inclusive environment free of discrimination and harassment.

6.1.2. All forms of discrimination and harassment based on a protected ground are strictly prohibited in TDSB environments, in fulfillment of legal obligations under the Ontario *Human Rights Code*, the *Canadian Charter of Rights and*

Freedoms, the *OHSA* and in accordance with international human rights covenants, conventions, treaties and declarations to which Canada is a signatory, including the United Nations Declaration on the Rights of Indigenous Peoples.

6.1.3. The Board will not tolerate, condone or ignore discrimination, harassment or hate activity in its schools, facilities, workplaces or other TDSB environments.

6.1.4. The Board will take every reasonable step to:

- Prevent discrimination, harassment and hate activity and to cultivate and sustain equitable, accessible, respectful and inclusive learning, working, and other TDSB environments free of discrimination and harassment.
- Treat allegations of discrimination or harassment seriously, and appropriately address them in a timely, fair, proportionate manner, in accordance with this Policy, the applicable procedures and applicable law, with the aim of preserving the dignity, respect and rights of all parties.
- Promote awareness of human rights and responsibilities.
- Restore learning, working, and other TDSB environments affected by discrimination, harassment or hate.
- Fulfill its duty to accommodate persons based on a protected ground, up to the point of undue hardship, in accordance with its legal obligations, including under the *Code*.

6.2. Principles

In fulfilling its positive human rights obligations and commitments to protect and advance human rights, TDSB will:

- (a) Recognize and give life to the primacy of the *Human Rights Code* over policy, procedure, directives, rules, practices, contractual agreements, and over other legislation as specified in s. 47(2) of the *Code*.
- (b) Function in a proactive, systemic, and informed manner (based on evidence when available) so that the Board may take necessary steps to prevent and avert violations of this Policy and be actively alert to emerging issues, systemic trends and conditions that may potentially contribute to discriminatory outcomes, rather than only waiting for breaches of human rights to occur or become apparent before being addressed.

- (c) Recognize that fostering and sustaining an equitable, accessible, respectful and inclusive environment free of discrimination and harassment is integral to the fulfillment of all TDSB roles and functions, and is a shared responsibility requiring the cooperation of all TDSB members.
- (d) Cultivate public trust and accountability, including being transparent with the communities we serve, through public reporting and engagement around human rights issues and outcomes at the Board, and other appropriate measures.
- (e) Interpret and apply this Policy harmoniously with the spirit and intent of the United Nations Declaration on the Rights of Indigenous Peoples, in recognition of Indigenous sovereignty, and in keeping with the principles set out in [What We Have Learned: Principles of Truth and Reconciliation](#) by the Truth and Reconciliation Commission of Canada.
- (f) Interpret and apply this Policy harmoniously with the spirit and intent of the Board's Equity Policy (P037), and the Board's commitments to principles of anti-racism and anti-oppression and will not interpret or apply this Policy in a manner that undermines the values or rights reflected therein.

6.3. Policy Violations

Engaging in discrimination, harassment or hate activity of any kind is a violation of this Policy. Behaviours and practices in TDSB environments that are contrary to this Policy include, but are not limited to, the following examples:

- (a) discrimination;
- (b) harassment including sexual harassment;
- (c) creating or contributing to a poisoned environment;
- (d) hate activity;
- (e) failure of a person in a position of authority to respond appropriately and expeditiously to allegations, instances, potential instances or complaints of discrimination, harassment, poisoned environment, or reprisal;
- (f) failure of management to identify, address, or remove systemic discrimination;

- (g) interference with an investigation under this Policy, including but not limited to intimidating any person involved in the investigation, or influencing a person to give false or misleading information;
- (h) reprisal;
- (i) bad faith allegations, complaints, or accusations (e.g., submitting a complaint knowing there has been no violation of this Policy);
- (j) purposefully or recklessly providing false or misleading statements or information to an investigator investigating a matter under this Policy;
- (k) failure to adhere to the confidentiality provisions set out in the procedures made pursuant to this Policy; and
- (l) failure to fulfill the procedural or substantive duty to accommodate under the *Code*, including failure to offer effective or appropriate accommodation up to the point of undue hardship.

6.4. Consequences for Policy Violations

Action may be taken with any TDSB member who fails to abide by the requirements set out in this Policy and associated procedures, including but not limited to performance management, remedial action or discipline up to and including termination of employment, suspension or expulsion from educational services, or removal from or denial of access to TDSB institutional spaces and facilities, in accordance with applicable law, the remedial purpose of the *Code*, and where appropriate, principles of progressive discipline.

Note: Remedial action for persons who are not employees is taken after consultation with the Legal Services Department and/or Safe Schools Department and/or applicable superintendent, as appropriate. This may result in, but is not limited to, denial of access to Board premises or issuance of trespass notices. Remedial or disciplinary action for employees must be done in consultation with Employee Services, and a disciplinary review committee as required in accordance with procedure made pursuant to this Policy.

6.5. Human Rights Organizational Change Program

6.5.1. In keeping with TDSB's positive obligations, the TDSB will create and maintain a systemically focused and proactive Human Rights Organizational Change Program that will aim to prevent discrimination and harassment and

enable, support and advance the creation and preservation of a transformational culture of human rights at the TDSB in which all members of the TDSB community:

- equitably flourish with dignity and respect; and
- achieve equitable outcomes in TDSB learning and working environments, free from discrimination and harassment.

6.5.2. The program will include, but not necessarily be limited to, the following, as further specified in section 6.5.3 to 6.5.7 below:

- (a) A process to identify, remove and prevent potential systemic forms of discrimination, whether by virtue of acts of commission or omission, in TDSB policies, procedures or practices;
- (b) A performance management framework that integrates and embeds accountability for human rights across the organization, including in hiring and promotion decisions;
- (c) Data collection, analysis and reporting to measure and evaluate TDSB's progress in protecting and advancing human rights, and to inform appropriate remedial and preventive systemic interventions; and
- (d) Information, learning and awareness to ensure TDSB members are aware of their rights and responsibilities under this Policy and have the necessary knowledge, skills and competencies to exercise those rights and to fulfill those responsibilities.

6.5.3. Review of Policies, Procedures and Practices

- (a) The TDSB will review policies, procedures and practices, and revise or develop these whenever necessary to ensure compliance with this Policy.
- (b) The HRO will develop and implement a Human Rights Impact Assessment (HRIA) framework to be used in identifying, assessing, mitigating, remedying or preventing systemic discrimination, including as this manifests in policies, practices, or procedures, or the lack thereof.
- (c) The HRO may initiate a Human Rights Impact Assessment of a TDSB policy, practice or procedure, or lack thereof, where it believes there may be a significant discriminatory effect. In conducting the HRIA, the HRO will consider the potential extent and depth of adverse impacts and outcomes on protected grounds, and offer recommendations to eliminate and prevent these.
- (d) TDSB members must comply with HRO requests for information for the purposes of Human Rights Impact Assessments (unless deemed legally

privileged and confidential). The HRIA process may include inviting public input from affected members of the community.

- (e) The results of Human Rights Impact Assessments will be posted publicly on a Board website or referenced in the HRO's Annual Human Rights Report (see section 6.5.5.3 below).

6.5.4. Performance Management and Accountability

The following measures will be developed and implemented:

- (a) The TDSB will ensure that human rights competencies are evaluated as a standalone competency in the context of performance appraisals and in hiring and promotion decisions for system leaders, administrators, teachers, and other employees who undergo applicable performance appraisals. This competency will have increasing degrees of weight and consideration for managers, according to their power and supervisory authority, owing to their additional corporate responsibilities to protect and advance human rights in areas under their supervision. For positions involving direct responsibility for or engagement with students, it will be a primary and necessary competency and a required qualification.
- (b) Violations of human rights will be tracked and considered in employment hiring and promotion decisions.
- (c) The TDSB will incentivize system leaders to advance human rights organizational change, including by recognizing and rewarding excellence in safeguarding and promoting human rights.

6.5.5. Data Collection, Analysis and Reporting

6.5.5.1. Recognizing the value of quantitative and qualitative data for evaluating human rights compliance and progress, identifying human rights issues and trends, and informing appropriate evidence-based, remedial or preventative interventions, TDSB Senior Team members will, at least annually, analyze and review the results of relevant existing human rights data including as collected through the RBH Portal, HRO inquiry and complaint process, the Student and Parent Census, the Staff Census & Well-Being Survey, and school climate surveys.

6.5.5.2. The HRO will consider and, where appropriate, develop in collaboration with other Board departments, additional human rights data collection tools and indicators to gather the perspectives/experiences of students, parents, employees and other TDSB members.

6.5.5.3. The HRO will produce an Annual Human Rights Report for the Board of Trustees including the above de-identified data findings. The report will also include disaggregated data findings, based on the protected grounds, in order to identify inequalities and areas where concerted effort is needed to close human rights gaps. This Report will be released publicly including by posting it on a TDSB website.

6.5.6. Information, Learning and Awareness

6.5.6.1 The Board will develop and implement measures to build TDSB members' capacity to promote an equitable, accessible, respectful and inclusive environment free of discrimination and harassment including by:

- (a) Making accessible, user-friendly information and instruction available to ensure TDSB members are aware of their human rights and responsibilities, and how to fulfill them.
- (b) Requiring all employees and newly promoted managers to receive information and training on this Policy and associated procedures within their first three months.
- (c) Requiring managers (including executives) to participate in education and/or training on this Policy and associated procedures at least every five (5) years, or whenever there are significant changes to this Policy or associated procedures.
- (d) Requiring all TDSB employees to participate in education and/or training on this Policy and associated procedures at least every five (5) years.
- (e) Ensuring that age-appropriate, accessible, user-friendly information, resources, and education about student human rights and responsibilities, and associated redress processes are provided to students on an ongoing basis, and as appropriate in response to specific incidents.
- (f) Designating a staff member or staff members, who do not report to the school administration, as Student Human Rights Advocate(s) to advise, support and help students whose human rights may have been violated at TDSB.
- (g) Ensuring that accessible, user-friendly information and resources about student human rights (including the duty to accommodate as it relates to special education) in TDSB and related policies, procedures and practices are provided to all parents at the start of each school year.

6.5.6.2 The Urban Indigenous Education Centre, guided by the TDSB Council of Elders, will designate a staff member or staff members as Indigenous Human Rights Advocate(s) to support the human rights of Indigenous, First Nations, Métis and Inuit members of the TDSB community. This position will be housed within the Urban Indigenous Education Centre and will report to the Systems Superintendent of Indigenous Education or a designate.

6.5.7. Review of Human Rights Organizational Change Program

The Board will review the Human Rights Organizational Change Program at least every five (5) years, or as needed, and consult with affected TDSB community members on any changes, as part of the review process.

6.6. Roles and Responsibilities

6.6.1. All members of the TDSB community

- (a) All members of the TDSB community are responsible for adhering to this Policy and the associated procedures and respecting the human rights and dignity of each person within their respective sphere of interaction and influence, playing their part in the creation and maintenance of TDSB environments that are free of discrimination and harassment.
- (b) All members of the TDSB community must cooperate fully in appropriate attempts under this Policy or associated procedures to address a situation or complaint, including an investigation, to the extent of their capacity (e.g., considering age, cognitive impairment etc.) and to the extent permitted by law.

6.6.2. Employees

- (a) All employees, including those who witness incidents, should report – and in the case of situations affecting students, must report – discrimination, harassment, hate activity, and other violations of this Policy to the appropriate person (typically one’s supervisor or the next level supervisor not involved or implicated) in accordance with PR515 and PR728 and any other procedure made pursuant to this Policy.

- (b) Employees should be aware of and sensitive to issues of discrimination and harassment, and should support individuals who are, or have been, targets of discrimination and harassment.

6.6.3. Director

The Director of Education, who holds primary responsibility for implementation of this Policy, will safeguard and promote an equitable, accessible, respectful and inclusive environment free of discrimination and harassment including by:

- (a) Regularly assessing the effectiveness of measures designed to protect and advance human rights within the Board, and, when needed, revising such measures, or replacing them with new ones, in consultation with the Human Rights Office.
- (b) Taking necessary proactive steps to identify, address, and prevent systemic discrimination, and advance human rights organizational change, including by ensuring effective implementation of related program measures, as identified in section 6.5.
- (c) Ensuring the implementation of an appropriate process to identify, handle, investigate, and remedy instances, potential instances, allegations, and complaints of discrimination, harassment, poisoned environment and reprisal in a manner appropriate in the circumstances, through this Policy and the associated procedures.
- (d) Holding all TDSB members accountable for complying with this Policy and associated procedures, particularly system leaders who are directing minds of the Board.
- (e) Ensuring that the Human Rights Office is independent and impartial as it carries out its mandate, and taking reasonable measures to ensure it is seen as such by all members of the TDSB community.
- (f) Designating and preserving adequate resources for ensuring the full and proper implementation of this Policy and the associated procedures.

6.6.4. Persons in Positions of Authority

6.6.4.1 Persons in positions of authority are responsible for not only their own conduct, but also for addressing the conduct of those under their supervision. To prevent and address instances, potential instances, allegations, and complaints of discrimination, harassment,

poisoned environment, hate activity, and reprisal, persons in positions of authority will:

- (a) Lead by example by not engaging in, tolerating or condoning discrimination or harassment or any other violations of this Policy.
- (b) Make all reasonable efforts to promote an environment that encourages reporting violations of this Policy.
- (c) Make all reasonable efforts to protect those under their supervision from all forms of discrimination and harassment by maintaining equitable, accessible, respectful and inclusive learning and working environments that are free of discrimination, harassment, poisoned environments, and reprisal.
- (d) Where appropriate to their position of authority, educate or provide educational opportunities for TDSB members to ensure they are aware that discrimination and harassment will not be tolerated, that they understand their rights and responsibilities as they relate to this Policy and the associated procedures, and that they understand how to report violations.
- (e) Take all instances, potential instances, and complaints of discrimination and harassment, or any other violations of this Policy, seriously, including by promptly:
 - (i) intervening when it occurs or is suspected to have occurred; and
 - (ii) making inquiries or consulting with a direct supervisor, the HRO, or other department of the Board, as appropriate, to assist in effectively managing allegations, instances, potential instances, and complaints.

6.6.4.2 Managers

In addition to the above, managers will:

- (a) Be knowledgeable of this Policy and the associated procedures.
- (b) Post this Policy and associated procedures in a conspicuous location in workplaces under their supervision where it would be likely to come to employees' attention and make the Policy and procedures available (electronically or by hard copy).

- (c) Promptly impartially investigate allegations, instances, potential instances, and complaints of discrimination, harassment, and any other violations of this Policy, in accordance with this Policy, associated procedures, the *Code*, and where applicable the *OHSA*;
- (d) Take remedial and/or disciplinary action with any person found to have engaged in conduct in violation of this Policy.

6.6.4.3 Principals

In addition to the above, principals will:

- (a) Review this Policy and the associated procedures with school staff at the start of each school year; and
- (b) Ensure that students are provided information, resources and education specified in 6.5.6.1(e) above.

6.6.5. Human Rights Office

6.6.5.1. As TDSB's centre of human rights expertise, the HRO will:

- (a) Advise members of the TDSB community about their human rights and obligations, including by producing and disseminating user-friendly materials for display in schools, workplaces, and other TDSB environments;
- (b) Impartially and fairly investigate, resolve, mediate and address human rights complaints and incidents, including in the areas of employment and education; and
- (c) Proactively and systemically advance human rights organizational change including through:
 - (i) identification of systemic human rights issues;
 - (ii) professional development, education, and capacity building;
 - (iii) policy and procedure review and development;
 - (iv) outreach and engagement with school communities; and
 - (v) research, data collection, analysis, reporting and evaluation of TDSB's performance in protecting and advancing human rights.

6.6.5.2. The HRO will function as the facilitative lead for the development, coordination and implementation of the Board-approved Human Rights Organizational Change program, pursuant to section 6.5., in collaboration with other Board Departments (e.g., Equity, Indigenous Education, Employee Services, Research, Special

Education and Inclusion, Disability Management Office, Accessibility Office, Employment Equity, etc.).

6.6.5.3. The HRO may self-initiate inquiries, environmental scans or investigations where it reasonably believes that rights under this Policy may have been violated, including in the absence of a complaint.

6.7. The Duty to Accommodate

Members of the TDSB community should refer to the HRO website for guidelines or procedures connected to the duty to accommodate.

6.8. Addressing Policy Violations

Members of the TDSB community should refer to the procedures created pursuant to this Policy for information on addressing instances, potential instances, allegations, and complaints of violations of this Policy.

7.0 SPECIFIC DIRECTIVES

The Director has authority to issue operational procedures to implement this Policy.

8.0 EVALUATION

The Human Rights Policy will be reviewed as required, and at least annually, in accordance with the *Occupational Health and Safety Act*.

The HRO will implement a mechanism to receive feedback on this Policy, associated procedures, and human rights organizational change initiatives on an ongoing basis

In recognition of Truth and Reconciliation principles, the HRO will specifically invite feedback from: the Urban Indigenous Community Advisory Committee with the guidance of the TDSB Council of Elders; the Urban Indigenous Education Centre; and Indigenous, First Nations, Métis, and Inuit members of the TDSB community.

Appropriate Policy revisions will be considered for implementation during the yearly review process.

9.0 APPENDICES

- Not Applicable

10.0 REFERENCE DOCUMENTS

Ontario Human Rights Commission Policies

For additional information, reviewing policies developed by the Ontario Human Rights Commission is encouraged, including:

- [Policy on ableism and discrimination based on disability](#)
- [Policy on accessible education for students with disabilities](#)
- [Policy guidelines on racism and racial discrimination](#)
- [Policy on preventing discrimination based on creed](#)
- [Policy on preventing discrimination based on gender identity and gender expression](#)

Policies

- Acceptable Use of Information Technology Resources (P088)
- Accessibility (P069)
- Board Member Code of Conduct (P075)
- Caring and Safe Schools (P051)
- Dealing with Abuse and Neglect of Students (P045)
- Equity (P037)
- Gender-Based Violence (P071)
- Reporting of Suspected Wrongdoing (Whistleblowing) (P066)
- Respectful Learning and Working Environment (P073)
- Workplace Harassment Prevention for Non-Human-Rights-Code Harassment (P034)
- Workplace Violence Prevention (P072)

Procedures

- Abuse and Neglect of Students (PR560)
- Board Code of Conduct (PR585)
- Bullying Prevention and Intervention (PR703)
- Code of On-line Conduct (PR571)
- Complaint Protocol for the Board Member of Conduct (PR708)
- E-mail Usage (PR572)
- Police-School Board Protocol (PR698)
- Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools (PR728)
- Sexual Misconduct by Students (PR608)
- Workplace Harassment Investigation (Non-Code) (PR740)
- Workplace Harassment Prevention and Human Rights Procedure (PR515)
*Currently under review

Legislation

- *Canadian Charter of Rights and Freedoms*
- *Education Act*
- *Occupational Health and Safety Act*
- *Ontario Human Rights Code*