



The Director of Education requires all staff members to recognize the dignity of all individuals and to demonstrate respect for human diversity. The Director provides this administrative procedure to uphold the rights of all people to live, work, play and learn in a supportive and safe environment, free from fear and any form of harassment and discrimination. The director and system and school administrators are committed to developing and establishing education and work practices that strive for equity and that provide for an environment that respects the rights of every individual within the district and its communities.

The Limestone District School Board (the “Board”) encourages staff members to work towards the elimination of harassment and discrimination in a constructive manner, through education and other means. However, the Board will not hesitate to respond to incidents or complaints of harassment and discrimination and impose sanctions if warranted.

This administrative procedure adheres to the principles stated in law through *the Canadian Charter of Rights and Freedoms*, *Criminal Code of Canada*, *Ontario Human Rights Code*, and the *Education Act*, as well as those principles articulated in the *Canadian Human Rights Act* and *Universal Declaration of Human Rights*.

Other Related Policies, Administrative Procedures and Protocols:

Student Suspension Appeals, Expulsion Hearings, Expulsion Appeals Board Policy 13

Student Suspension Administrative Procedure 358

Student Expulsion Administrative Procedure 359

Discrimination, Harassment and Human Rights Violations Administrative Procedure 139

Harassment in the Workplace Administrative Procedure 411

Safe Schools: Codes of Student Behaviour and Discipline Administrative Procedure 350

Safe Schools: Appropriate Dress Code Administrative Procedure 352

Child in Need of Protection Administrative Procedure 341

Assaults on and/or Threats to Teachers and Staff Members Administrative Procedure 404

Assaults and/or Threats by Staff Members Administrative Procedure 445

Professional Misconduct by Staff Members/Volunteers Administrative Procedure 446



Selection of Curriculum Materials Administrative Procedure 270

Challenges to the Use of Curriculum Materials Administrative Procedure 271

Police/Board Protocol, 2002

1. Leadership

1.1. The Director of Education and system and school administrators shall ensure that this procedure is promoted and practiced throughout the board by all who work, study, visit, volunteer or are invited onto board premises in Limestone District School Board.

1.1.1. The Director shall review the procedures listed above annually with principals.

1.1.2. Principals shall ensure the principles of this procedure are explicitly stated in the School Code of Conduct, and are reviewed yearly, or more frequently as needed, with all who work, study, visit, or volunteer in the board.

1.2. Administrators, in consultation with the Human Rights Education Advisor, [or person designated by the Director], staff, students, school councils and community partners shall assess the climate of equity and safety in the school community in order to identify and eliminate all forms of harassment and discrimination.

1.2.1. The principal, with the Human Rights Education Advisor [or person designated by the Director], shall ensure that staff and students develop mechanisms, tools and skills to measure school climate, curriculum, programs, activities and environment for discrimination, harassment and human rights violations.

1.3. The Director or designate(s) shall develop a protocol to inform all staff of evolving legal interpretations, and clarifications of the Human Rights Code, or any changes in current human rights legislation.

1.4. Staff members of Limestone District School Board shall foster awareness and understanding of human rights principles within their communities

1.4.1. Administrators shall ensure the physical, social and emotional safety of all



students, staff, community partners, volunteers, visitors or anyone involved in school programs and activities.

- 1.4.2. Administrators shall ensure that students, staff members, visitors, volunteers, and any others working in the school, know how to respond immediately and/or report any act of harassment and discrimination in a constructive, effective and legal manner.
- 1.4.3. Administrators shall ensure that any act of harassment and discrimination will be investigated, and will include a process for reconciliation (where applicable), restorative justice, re-integration and follow-up for all parties involved.
- 1.4.4. Administrators shall report to the police any suspected hate crime activities or promotion of hatred against any person or group of people based on categories such as, but not limited to, racial characteristics, ancestry, sexual orientation, handicap (disability) and so on as identified in the Ontario Human Rights Code.
- 1.5. In selecting and promoting leaders, due consideration shall be given to candidates who demonstrate commitment and understanding of practices that respect diversity, human rights and equity.
- 1.6. The principal shall ensure that all members of the school community have access and opportunities for awards and recognition, selection for activities, and leadership roles.
- 1.7. Administrators shall ensure that each site includes an identifiable safe place, as well as students and/or staff members that are able to provide interim support, until the administrator or designate is able to investigate and proceed with finding a resolution to the incident of harassment and discrimination.



2. Staff Development

- 2.1. In assessing the professional development needs of all staff members in the area of human rights, discrimination and harassment, the Director or designate(s) shall involve the federations, unions and employee associations.
- 2.2. System and school administrators, in co-operation with bargaining units, community partners and the Human Rights Education Advisor shall offer workshops, seminars and conferences to assist all members of the Limestone District school community to develop and put into place curriculum, programs and activities that raise awareness of human rights, bullying, harassment and discrimination issues in the school community.
- 2.3. Administrators and staff members shall critically analyze how some curricular and co-curricular content and practices can differentiate and exclude students and staff, thus limiting their full participation in school life. Thus, administrators and staff members shall take all the necessary steps to allow for the full inclusion of all students and staff.
 - 2.3.1. Staff professional development shall include developing an understanding of the complex social relations within society that enable and encourage harassment and discrimination.
 - 2.3.2. Staff professional development shall include developing human relations skills that enhance staff understanding and sensitivity to the needs of all students, but in particular, to the needs of those who experience harassment and discrimination in their daily lives.

3. Curriculum Resources and Classroom Materials

- 3.1. The director and designates shall continue to develop and support initiatives and practices which promote awareness and understanding of human rights, and the elimination of all forms of harassment and discrimination, including bullying.



3.1.1. Administrators and staff members shall strive to ensure that the curriculum reflects the lives, cultural contexts, and contributions of all members of the school community.

3.2. Staff members shall work to understand theories and practices needed to create a curriculum that reaches across differences, and promotes respect for human diversity.

3.3. Administrators and staff shall be encouraged to identify, promote, and convey practices that include and respect differences and equity, within and beyond the local community of the school.

3.3.1. Staff members are encouraged to access the expertise of board and community personnel to develop resources and practices which represent, respect and value differences within and beyond the local community.

3.3.2. Staff members shall assist students to develop the skill of critical analysis in order to identify stereotypes, bias, omission and discrimination in all areas of curriculum.

4. Human Rights Instruction

All staff members, in the delivery of curriculum, shall strive to enable all students to see themselves as valuable and active participants in a process that provides for, and respects human diversity.

4.1. Teachers shall incorporate curriculum which explores and recognizes particular histories of discrimination such as, but not limited to, colonialism, imperialism, segregation, homophobia, heterosexism, and genocide, in order to locate the origins of discrimination and hate.

4.2. Administrators, staff and students shall ensure that school contexts, including, but not limited to, classrooms, school calendars, celebrations, food services, athletics, assemblies, concerts, displays, information centres, lockers and student services



offices, are free of stereotypes and biases in illustrations and language.

- 4.3. Resource centre staff members are encouraged to consult with the Human Rights Education Advisor to establish a collection of resource materials that celebrate and promote respect for human diversity, and that challenge stereotypes, biases and discrimination.

5. Curriculum Assessment Materials and Student Placement

- 5.1 Administrators and teachers shall endeavour to provide evaluation and assessment tools, instruments and procedures that accurately reflect and assess the needs, capabilities and potential of all students.
- 5.2. Administrators and teachers shall endeavour to ensure that the assessment process, materials and student placement take into account students' prior school, life and linguistic experiences.
 - 5.2.1. When necessary, the Director shall endeavour to provide the necessary cultural resources (e.g. interpreter, intervener, cultural support persons) to assist assessors and parents in interpreting test results and implementing program placement.
- 5.3. Administrators shall endeavour to ensure that all new students are oriented to the school community, and that any orientation process shall consider the student's community history, and prior school and life experiences.
 - 5.3.1. Administrators shall ensure that a full orientation process has taken place prior to any formal assessment of new students.
- 5.4. Administrators shall ensure that new students are placed in appropriate academic programs. Administrators shall review progress and/or placement of each new student on a regular basis.
- 5.5. Staff members shall encourage students to consider volunteer activities, co-



operative education and work experience placements that broaden their experiences and understanding of issues related to harassment, discrimination and diversity.

6. Student Services

- 6.1. Administrators and teachers shall endeavour to ensure that all students are informed of a full range of career options, and that the necessary requirements and academic paths are presented and accessible to all interested students.
- 6.2. All staff members shall consult and create partnerships among school, home, community, business and industry to broaden all students' awareness of different career options, opportunities and requirements.
- 6.3. Educators shall be encouraged to draw on the expertise of the Human Rights Education Advisor and members of diverse community groups to deal with matters likely to be of concern to students who experience daily bullying, harassment and discrimination.

7. Human Rights Education Protocol and Procedures Manual

- 7.1. The district shall develop resources for students, staff and trustees to deal with harassment, discrimination and human rights issues.
 - 7.1.2. The Human Rights Education/Bullying Prevention Administrative Procedure will be reviewed and updated, if necessary, on a three-year cycle by a work team established by the Director of Education and the Human Rights Education Advisor.
 - 7.1.3. The work team will be established by the Director with membership including, but not limited to the following:
 - The Human Rights Education Advisor



- Representatives from the employee unions/associations
- Representatives from the Ontario Principals' Council
- Superintendent and/or supervisor nominated by the director
- Representatives from diverse backgrounds, heritages and communities, recommended in consultation with the Human Rights Education Advisor
- Members as recommended in consultation with the Human Rights Education Advisor.

7.1.4. The work team may be convened, on an ad hoc basis, to address issues related to the Administrative Procedure.

Reference:

Canadian Charter of Rights and Freedoms

Ontario Human Rights Code

Education Act S. 8 (1) paragraph 29.1 Ethnocultural Equity

Guideline—Ontario Schools Code of Conduct

Ministry of Education PPM No. 119 School Board Policies on Antiracism